

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

I.	Section I: Program Profile
I.A.	Program Purpose
Describe the purpose of the program and how it contributes to the mission of Skyline College.	

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

The mission of this program is to train the community college student in the techniques, aesthetics, production processes and analysis of dance.

Today's dance field includes not only concert-based, traditional performances, but competitions and streaming content that celebrates dancers' proficiency and precision in multiple styles of dance. In order to prepare our students to creatively communicate in their community, we have modified our program to focus on cultivating skills in diverse dance techniques, peer pedagogy, team leadership, goal-setting and collaboration. Students hone these skills through competition and performances, community involvement, cultural and historical lecture courses that illuminate the way that dance interacts with historical cultural movements.

Dance students participate in community outreach and cooperative project management during the production of dance and musical theater performances, and through the Dance Exchange Project. The previously grant-funded, annual Dance Conference to our program attracted students and community members to our campus and dance program by offering clinics from professional dance instructors from a culturally diverse selection of movement styles. Community members, students from across the district and professional guest artists join us on campus for our Dance Concerts and Spring Musical performances.

Therefore, the program is consistent with the college mission of empowering and transforming a global community of learners and fulfills the college goal of being a leading academic and cultural center for the community. Skyline dance students become performers, choreographers, teachers, directors of dance programs and/or studios, and/or discerning audience members who appreciate and understand other cultures and dance styles.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Associated Objectives	Planning Unit
DRAFT - Hip Hop Dance Team Institutionalization	Dance
Annual Dance Costume/Prop Budget	Dance
Institutionalize Dance Festival	Dance
Institutionalization of Competitive Dance Teams	Dance
Increase offering of technique classes that support the major	Dance
Add DANC 117 Tap Dance	Dance
Institutionalize Competitive Hip Hop Team	Dance
Institutionalize Dance Festival	Dance
Revamp DANC AA	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Response Detail

Response Status: Completed Percent Complete: 100 %

Narrative

Students completing this program will be able to:

Provide a more authentic and individualized interpretation of a given dance form through a demonstration of appropriate levels of technique that incorporate cultural elements* of this dance form (*e.g., costume, history, vocabulary, rhythm and music)

Create and develop unique movement sequences and collaboratively organize that material into a dance.

Critically evaluate and objectively discuss dance as a performance art.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives	Planning Unit
No Associated Objectives to Display	

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
PSLO's Skyline Dance Program	http://catalog.skylinecollege.edu/current/programs/dance-aa.php

Documents			
File Name	File Type	File Size	File Date
dance-aa and PSLO's.pdf	Portable Document Format	52.403 KB	3/9/2018 8:11:04 PM
DANC_Annual_Plan_4_Column_PSLO_Report_thru_2017-2018.pdf	Portable Document Format	103.853 KB	3/12/2018 7:10:33 PM

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

I.C. Profile: Program Review Team

Comprehensive program review is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the program review narrative. Include names and the title or role of each person.

Response Detail		
Response Status:	Completed	Percent Complete: 100 %
Narrative		

Amber Steele - Professor
Jan Fosberg - Professor, Curriculum Representative

Additional Input:

Marianne Beck - Professor, Curriculum Representative (Transfer/Articulation Officer)
Jude Navari - Professor, Curriculum Representative
Gary Ferguson - Assistant Coach
Joslynn Mathis-Reed - Instructor
Ken Delmar - Instructor
Kevin Simmers - Instructor
Diana Cushway - Instructor

Caroline Liviakis - Assistant Coach
Kelly McCann - Napa Valley College Dance Department Chair
Joan Walton - Professor, San Jose State University
Dance Program Alumni (current dance majors in 4-year programs) - Jalayna Schneider, Maile Wong, Shelly Redfield

DANC 391 Students & Current Dance Majors - Aaron Alferrez, Ana Umali, Amy Darwin, Caitlin Evans, Cheril Ellingson, Alina Kirichuk, Ivan Juarez, Mitchell Mau, Nataly Ramirez

Suggested Follow Ups	
Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives	Planning Unit
No Associated Objectives to Display	

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
Caroline Liviakis' LinkedIn Profile	https://www.linkedin.com/in/caroline-liviakis-80082588/
Gary Ferguson's LinkedIn Profile	https://www.linkedin.com/in/gary-d-ferguson-68193812/
Joslynn Mathis Reed's LinkedIn Profile	https://www.linkedin.com/in/joslynn-mathis-reed-4038a09a/

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Documents

File Name	File Type	File Size	File Date
-----------	-----------	-----------	-----------

No Documents to Display

II. Section II: Assessment, Analysis, and Findings

II.A. Program Effectiveness

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data.

Response Detail

No Response Information to Display

Narrative

Program Goals and Projects

Redesigning the Dance Major to increase our graduation rates & Student Preparedness

Student Preparedness

The major now focuses on choreography courses (4 versus 3 in technique)

Many 4-year institutions delay these courses until upper division, as a mastery of technique facilitates choreography

Alumni now report re-taking choreography classes after transfer

More technique classes will improve students' audition chances, both at transfer institutions and for job opportunities

Graduation Rates - Faster & Better for Transfer

We have equivalent numbers in graduation from our dance major, when compared state-wide

We would like to grow, and so researched obstacles to transfer within our major

Human Anatomy will no longer be required, as it is often considered upper division and must be re-taken

It will be replaced with Pilates, which includes a functional understanding that improves dance movement at the lower division level

Despite certificates adding successful numbers to other colleges' reports, these certificates (dance instruction) do not hold much water in hiring practices, as they are not nationalized or standardized. Therefore, we have again decided against focusing on these offerings, as they do not align with the Skyline Promise to get students "out on time."

We seek funding to Add Diversity to our Technique Offerings & Recruitment by:

Increasing course offerings of Hip Hop, Tap, DANC 102

Institutionalizing the Dance Festival, which offers diverse dance workshops

Institutionalizing the Competitive Hip Hop Team, to increase diverse recruitment

DANCE Program's Thriving Productivity & Load (PRIE Data)

We've reduced our FTEF by ~10% since 2012-2013; Institutionally, FTEF has gone up from 12-13 has gone up slightly

FTES has gone down 2-3%, but institutional FTES has dropped by 10%

Dance's Load has gone up from 547 to 581. Institutionally, load has dropped by 12% while ours has improved by 6%!!

In the face of changes from repeatability over the past (Fall 2012), our ability to offer diverse styles of dance has been restricted, particularly with the loss of Dance in World Cultures (DANC 665)

Dance Program Trends & Success Rates in College Wide Context

Success rates are doing well overall, consistently just under 80% and steadily increasing in the Fall semesters. Online courses were behind college-wide success rates five years ago, at 59% in online classes, but since then, we have improved our success rates to 67%, and over the last two years, we have caught up with the college average.

Most Dance students are degree/transfer seeking, above the school average

Withdrawal rates are about the same for all student cohorts, and correlate with college averages

Increased Online Course Success Rates

Online courses were behind five years ago, at 59% in online classes, but since then, we have improved our success rates to 67%, and over the last two years, we have caught up with the college average.

Equity, Diversity and Support for Student Cohorts with Historically Lower Success Rates

Black Non-Hispanic students were 3.8% in 2012, but are now at 2.8%; the drops correlate with the college-wide withdrawal rates for this cohort.

When comparing to college average, our Black non-Hispanic students had:

Online courses had equivalent success rates with the rest of the college

success rates for online students continue to improve

In-person courses had success rates lower by 10%. We are not satisfied with these results, but the cohort sizes are so small (less than ten) that it is difficult to assess the meaning from these numbers, as it is off from the college average by only one student.

The more powerful trend may be the number of Black Non-Hispanic students who are leaving school. Institutionally, those numbers have dropped by about one third. Within our small cohort over the past five years, our numbers have gone from 31 to 13.

Despite small cohort numbers, we take these trends seriously, and continue to seek ways to increase student success by improving equity and diversity in our recruitment and retention through:

Hiring practices that support diversity in

Course offerings (dance styles taught, curriculum topics in DANC 100)

Guest choreographers & guest teachers

Connecting all students to campus support as an integrated part of class orientation

Doing a deep-dive into our AA and removing barriers to graduation

DANCE Program's Successful SLO & PSLO Results

Over the past two years, all assessments in all courses (which were offered) met their criteria, however there were some interesting trends. Inconclusive results in previous years had been close to the mark, and have now improved to surpass the criteria. The classes with the lowest success rates in completing assignments and gaining technical skill all cited attendance as affecting their student's success on exams and performance execution. In previous years, we have seen that stable room scheduling and 3-201 and cleanliness both helped to improve attendance. This may be a challenge in the next few years, as Building 1 will be reconstructed, which will have a cascading effect of scheduling challenges for all of our courses which use the theater for capstone projects and as an alternative space during impacted teaching hours.

Student Critical Thinking Skills

In order to improve the verbalization and ability to self-analyze, we implemented additional in-class self-review discussions. This has been made possible by the upgrade of our dance studio's AV system, allowing the teacher to video tape the students in-class performances and immediately show the video to the students for critiquing sessions, where the students can gain an objective perspective on their effective use of skills in class.

Assessment Sample Sizes

One barrier to effective assessment in previous years has been small sample sizes. This may become more dire as we move forward with the leveling of courses within TracDat. All courses in the dance department have both SLO's and Assessment plans in leveled format, but not necessarily entered into TracDat. With the courses divided up into levels, we may see even more courses with sample sizes too small to give clear results.

All courses will continue to be assessed every semester when offered. SLO's and assessments track skill and fitness development based on a pre-test and post-test, including assessments of in-class videos, that the students and instructors evaluate together. In addition, depending on the course, assessments related to technical skill demonstration, technical and/or theoretical knowledge, cultural customs, history and basic applied anatomy and physiology are conducted. Students are evaluated by progression within levels established at a beginning, intermediate, advanced intermediate and advanced level.

Performance courses are evaluated by the student's ability to learn and effectively execute choreography and artistic expression, as well as their ability to work in teams, use time management techniques, communicate effectively and to complete the choreographic process from initial idea to final performance piece. Performance courses usually also require the students to write about this process and to analyze their own professionalism in this context. DANC 100 is a lecture course about the history of dance, and these students are assessed via their self-expression in forums, in essay papers and via multiple-choice exams.

AA Redesign & Technique Courses

Due to the recent college redesign focus, we have reviewed our AA degree's requirements along with the articulation officer, and updated the degree to remove barriers to student success by requiring fewer production and choreography courses, more technique classes, and by removing courses that many transfer institutions level as upper division. These changes were further supported in our findings during the last APP's, where we noted that offering fewer technique classes was negatively impacting student success in our choreography and production classes. The new AA plan addresses this by requiring more technique instead of choreography courses.

Offering more Hip Hop technique classes and competitive dance teams recruits more students and encourages more consistent

attendance. Due to our old AA program, we were not able to offer Modern and Jazz dance as frequently, because we needed to offer the Core Choreography and Production classes. Technique classes in general seem to have greater success rates than choreography and production classes, largely because their scheduled times reflect more accurately the number of hours required for student success. (Homework is not easily done for dancers who do not have adequate space to move around in their homes, and so schedule lab hours or office hours tend to be the place where successful students complete their dance homework.)

Facilities

We are restricted in adding additional dance courses during the most popular hours of the day due to the dance studio's impacted schedule. We anticipate the replacement of Building 1 in January 2019, which will likely cause a rise in impact on the room 3-201, since classes which were being scheduled in the theater (Tango, DANC 410, sometimes DANC 400 and DANC 395) will all permanently return to 3-201, which they share with multiple sections of Fitness, Combatives and Drama classes. Significant options would be open if we had a second studio, which would benefit the Fitness courses (simultaneous yoga and pilates courses, and multiple groups of dance rehearsals could be accommodated).

The dean and instructors are currently discussing which classes should be offered, go on hiatus and other options for location re-scheduling.

In years previous to 2015, the Tango classes and the DANC 395, 400 and 391 courses, had seen student success impacted by being displaced from their assigned facilities. (These classes were scheduled on the stage because 3-201 was impacted by Fitness and Combatives courses.)

Since the Spring 2015, we continue to see improvement because the DANC 400 course was able to be entirely scheduled in 3-201.

DANC 400, DANC 410 and all technique classes will need a location for their culminating projects, the Spring Musical, Dance Concerts, etc.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives

Planning Unit

DRAFT - Hip Hop Dance Team Institutionalization	Dance
Annual Dance Costume/Prop Budget	Dance
Institutionalize Dance Festival	Dance
Institutionalization of Competitive Dance Teams	Dance
Increase offering of technique classes that support the major	Dance
Add DANC 117 Tap Dance	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance

Associated Outcomes

Planning Unit

No Associated Outcomes to Display	
-----------------------------------	--

Internet Links

Link

URL

PSLO's Skyline Dance Program	http://catalog.skylinecollege.edu/current/programs/dance-aa.php
Skyline College PRIE Website	http://skylinecollege.edu/prie/
Skyline College Tracdat	http://skylinecollege.edu/sloac/tracdat.php

Documents

File Name

File Type

File Size

File Date

DANC_Annual_Plan_4_Column_PSLO_Report_thru_2017-2018.pdf	Portable Document Format	103.853 KB	3/2/2018 8:39:21 PM
DANC_Annual_Plan_4_Column_Assessment_Report_thru_2017-2018.pdf	Portable Document Format	363.319 KB	3/2/2018 8:41:32 PM

II.A.1 Progress on Prior Program Objectives (Goals)

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

User Name: Steele, Amber
Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

Previous APP & CPR Goals

Previous CPR Goals

All Goals Set in Our 2012 CPR Have Been Achieved

Complete the Spring Musical and consider integrating into the regular program offerings

We are now in process of completing our sixth Spring Musical, and have institutionalized the process via a combination of course offerings in tandem with the Creative Arts Division (Music), ticket sales, ASSC support and SMCCD Foundation Funding

Complete TracDAT assessments for all courses offered

Offer increased sections of DANC 130

We have progressed to offer this nearly once per year

Whope to add sections to each semester

Offer increased sections of production classes

We have now been offering DANC 400 at least annually

When DANC 400 doesn't fit well with the schedule, we offer the one-unit alternate production course, DANC 395 or a choreography course

Our new AA will keep DANC 400 annual

Previous APP Goals

Improve Technical Dance Skills By Offering More Technique Classes - Upcoming

Due to schedule constraints created by the required courses, we needed to offer more choreography courses and fewer technique courses. Without as many technique courses, students' technical dance skills were not increasing as quickly as possible. We look forward to increased student success in future years, as we will be able to focus our scheduling on technique. These classes are also typically easier to fill, and recruit more dancers into the department than the choreography courses.

Improve Visual Self-Analysis Skills - In Progress

In order to improve the verbalization and ability to self-analyze, we implemented additional in-class self-review discussions. This has been made possible by the upgrade of our dance studio's AV system in 2017, allowing the teacher to video tape the students in-class performances and immediately show the video to the students for critiquing sessions, where the students can gain an objective perspective on their effective use of skills in class. We anticipate that the effects of this improvement will be evident in next year's assessment results, as we are currently seeing an improvement in the students' verbal peer critiques in class.

Provided Consistency in Classroom Scheduling to Improve Attendance - Achieved

In previous years, our shortage of classroom space (3-201 shares use with many Fitness, Drama & Combatives classes,) some dance classes were scheduled in the theater, which must accommodate other events. This would then send the students into alternate classrooms, and resulted in decreased student attendance.

More recently, we have been able to schedule almost all of the dance classes in the dance studio, which has improved attendance. We do anticipate future conflicts due to the reconstruction of Building 1 over the next five years, which will remove access to the theater for DANC 410 Musical Theater, and for the dance shows, which all of the dance classes participate in.

Provide Cleaner Facilities to Prevent Illness and Improve Attendance - In Progress

As per our previous requests, the dance floor continues to need more frequent cleaning; but in particular a weekly or bi-weekly deep cleaning. There had been increased push broom cleaning which had dropped off due to a scheduling confusion last semester. Students have been noticing and commenting on this status, but even when we got a mopping once a month, it was so infrequent that there would be often streaks of mud afterward. There is still room for improvement on this front, and so we are keeping an eye on it (as we know there will be retirements in our facilities personnel this year). 3-201 sees hundreds of students each day, and is an exceptionally high-use classroom, where students are sweating and changing shoes, visitors use it during special events, etc. it continues to require special care. Additionally, it's important to remember that students are literally lying on the floor in this classroom, and touching it with their hands and faces. We would love to improve on this front!

Continue to Represent Diversity and Support Student Cohorts with Historically Lower Success Rates

When comparing to college average, we would like to increase the recruitment and success rates of male students (this lower number is normal in dance programs, but nonetheless); and to improve the recruitment and success rates of Black Non-Hispanic students.

Repeatability has affected our freedom to offer diverse dance styles because it took out Dance in a Cultural Context from the curriculum (DANC 665). In an attempt to make up for this loss, we have been trying to offer more styles of dance through the annual Dance Festival 2014, 2015, 2016 (was PIF Grant Funded), teaching diverse dances in the dance production classes (DANC 395, DANC 400) and in the survey/history lecture courses (DANC 100, DANC 102). However, we need funding to continue support for coordination time for the dance festival, and guest choreographers and teachers.

We consider equity and diversity to be a constant focal point, and seek to serve students in the following ways:

Recruitment: in our Promotional Materials, we post pictures that represent our diverse student dancers, and make sure to post pictures of male dancers outside of the dance studio

Offer more sections of Hip Hop (Hopefully, by next year)

Created a successful Competitive Hip Hop team, which won 2nd place in the 2018 National Championships

Faculty professional development this summer at Alvin Ailey to represent the Black style of modern dance (planned for Summer 2018)

Hire diverse faculty and Assistant Coaches

Offer additional styles of dance as workshops, guest choreographers, etc.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

Revamp DANC AA

Dance

Institutionalize Dance Festival

Dance

Institutionalize Competitive Hip Hop Team

Dance

Add DANC 117 Tap Dance

Dance

Additional Section of DANC 150 Hip Hop Dance

Dance

Increase Offerings of Core Technique Classes that Support the Major

Dance

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

[APP DANCE - Spring 2017.pdf](#)

Portable Document Format

370.515 KB

3/20/2018 12:44:53 AM

[Dance_Program_Review_Spring_2012.pdf](#)

Portable Document Format

1.538 MB

3/20/2018 12:48:37 AM

II.A.2. Progress on Program Student Learning Outcomes

Describe the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed.

Upload the TracDat report to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads). Make sure the file name includes the program name or abbreviation (e.g., PRIE-TracDat 2017).

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

SLO & PSLO Assessment Results

Over the past two years, all SLO and PSLO Assessments in all courses (which were offered) met their criteria. Inconclusive results for critical thinking and self-assessment SLOs had been close to the mark, and have now improved to surpass the criteria. The classes with the lowest success rates in completing assignments and gaining technical skill all cited attendance as affecting their student's success on exams and performance execution.

Improving Student Critical Thinking Skills

In order to improve the verbalization and ability to self-analyze, we implemented additional in-class self-review discussions. This has been made possible by the upgrade of our dance studio's AV system, allowing the teacher to video tape the students in-class performances and immediately show the video to the students for critiquing sessions, where the students can gain an objective perspective on their effective use of skills in class.

Increased Online Course Success Rates

Online courses were behind five years ago, at 59% in online classes, but since then, we have improved our success rates to 67%, and over the last two years, we have caught up with the college average. This may be due to the modifications made over the past two years in DANC 100. We have converted to CANVAS, and have added rubrics to almost all of the assignments that students interact with, clarifying the expectations for their assignments. Students also participate in peer reviews using these rubrics, which has improved their success with Critical Thinking SLO's and PSLO's.

Facilities Improvements and Obstacles

In years previous to 2015, the Tango classes and the DANC 395, 400 and 391 courses, had seen student success impacted by being displaced from their assigned facilities. (These classes were scheduled on the stage because 3-201 was impacted by Fitness and Combatives courses.) Since the Spring 2015, we continue to see improvement because the DANC 400 course was able to be entirely scheduled in 3-201. However, with the theater reconstruction beginning in January of 2019, we anticipate facilities impacts to come up for the next few years.

Assessment

One barrier to effective assessment in previous years has been small sample sizes. This may become more dire as we move forward with the leveling of courses within TracDat. All courses in the dance department have both SLO's and Assessment plans in leveled format, but not necessarily entered by individual level into TracDat. With the courses divided up into levels, we may see even more courses with sample sizes too small to give clear results.

All courses will continue to be assessed every semester when offered. SLO's and assessments track skill and fitness development based on a pre-test and post-test, including assessments of in-class videos, that the students and instructors evaluate together. In addition, depending on the course, assessments related to technical skill demonstration, technical and/or theoretical knowledge, cultural customs, history and basic applied anatomy and physiology are conducted. Students are evaluated by progression within levels established at a beginning, intermediate, advanced intermediate and advanced level.

Performance courses are evaluated by the student's ability to learn and effectively execute choreography and artistic expression, as well as their ability to work in teams, use time management techniques, communicate effectively and to complete the choreographic process from initial idea to final performance piece. Performance courses usually also require the students to write about this process and to analyze their own professionalism in this context. DANC 100 is a lecture course about the history of dance, and these students are assessed via their self-expression in forums, in essay papers and via multiple-choice exams.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
Increase offering of technique classes that support the major	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance
Additional Dance / Group Exercise Facility	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
DANC_Annual_Plan_4_Column_Assessment_Report_thru_2017-2018.pdf	Portable Document Format	363.319 KB	3/18/2018 1:42:41 AM
DANC_Annual_Plan_4_Column_PSLO_Report_thru_2017-2018.pdf	Portable Document Format	103.853 KB	3/18/2018 1:42:41 AM

II.A.3.a. Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Response Detail		
Response Status:	Completed	Percent Complete: 100 %
Narrative		

We have a Dean and Division Assistant who provide some level of administrative support to the program along with other responsibilities. One full-time faculty member is assigned to the program but her load is split between Kinesiology and Dance. We have four adjunct teachers who teach a social, hip hop, aerobic and ballet courses. We have several volunteers, both student and general public, who assist with productions / programs and also work with individual instructors. A part-time (short-term) aide is paid from the program to assist with productions and initiatives. Guest performers and assistants have been hired in the past several years tied to PIF grants. Staff tied to the grants were one time in purpose and impact on the program. As with any program that operates with one-full-time faculty member, it can be challenging to meet the purpose of the program because of workload. Outside just the time spent preparing and teaching courses, the single faculty member is responsible for all curriculum, planning, assessment, productions, community outreach, promotion and administrative tasks related to the Dance program. We are trying to build the major, curriculum, production and outreach aspects as to justify another full-time dance instructor.

Suggested Follow Ups	
Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
Increase Offerings of Core Technique Classes that Support the Major	Dance
DRAFT - Hip Hop Dance Team Institutionalization	Dance
Institutionalize Dance Festival	Dance
Add DANC 117 Tap Dance	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Institutionalization of Competitive Dance Teams	Dance
Institutionalize Competitive Hip Hop Team	Dance
Increase offering of technique classes that support the major	Dance
Institutionalize Dance Festival	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links
Link URL
No Internet Links to Display

Documents
File Name File Type File Size File Date
No Documents to Display

II.A.3.b. Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Response Detail
Response Status: Completed Percent Complete: 100 %
Narrative

The FTE in the program is allocated as follows:

The full time staff member teaches between 12-13.5 FLC's (80% - 90%) each semester in the Dance Program. The remained of her load is taught in yoga and pilates. Adjunct faculty teach between 9-11.25 FLC's (60% - 75%) per semester. In the summer, between 2.25 - 4.5 FLC's (15% - 30%) are offered.

No permanent classified staff are used by the program. It operates on a \$4,000 stipend paid to a production assistant on a short-term basis and the efforts of volunteers and students.

Administrative support is minimal. Almost every administrative task, except for clerical, payroll on other forms of paperwork, are processed and completed by the full-time staff member.

Suggested Follow Ups
Date Suggested Follow Up
No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
Increase Offerings of Core Technique Classes that Support the Major	Dance
Institutionalize Dance Festival	Dance
Increase offering of technique classes that support the major	Dance
Institutionalization of Competitive Dance Teams	Dance
Institutionalize Dance Festival	Dance
Add DANC 117 Tap Dance	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Institutionalize Competitive Hip Hop Team	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

II.A.4. Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

User Name: Steele, Amber
Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

We are restricted in adding additional dance courses during the most popular hours of the day due to the dance studio's impacted schedule. We anticipate the replacement of Building 1 in January 2019, which will likely cause a rise in impact on the room 3-201, since classes which were being scheduled in the theater (Tango, DANC 410, sometimes DANC 400 and DANC 395) will all permanently return to 3-201, which they share with multiple sections of Fitness, Combatives and Drama classes. Significant options would be open if we had a second studio, which would benefit the Fitness courses (simultaneous yoga and pilates courses, and multiple groups of dance rehearsals could be accommodated).

The dean and instructors are currently discussing which classes should be offered, go on hiatus and other options for location re-scheduling.

We also will need to reorganize our course offerings due to the newly modified AA in dance, which focuses on technique courses rather than choreography courses. We are trying to balance popular offerings (hip hop, contemporary) with both the concerns of providing diverse offerings and the demands of the skills that students will need to perform and gain employment.

With those objectives in mind, here is what the regular schedule of offerings has been:

FALL SPRING SUMMER

DANC 100

DANC 100 DANC 100

DANC 121 or 400

DANC 391 or 330 or 395 DANC 130

DANC 140 Ballet DANC 140 Ballet

DANC 350 DANC 350 DANC 350

DANC 410

DANC 150

Evening

DANC 151 DANC 152 DANC 152

DANC 161-6 DANC 161-6 DANC 161-6

DANC 167-9 DANC 167-9 DANC 167-9

DANC 260 DANC 260

Now that we have updated the dance major, our students will be advised to take a minimum of two technique classes per semester, especially the necessary core courses:

FALL SPRING SUMMER

DANC 100 DANC 100 DANC 100

Add DANC 121 Modern Add DANC 130 Jazz DANC 130 Jazz

DANC 140 Ballet DANC 140 Ballet

DANC 350 DANC 350 DANC 350

DANC 391

Add DANC 117 Tap DANC 330

DANC 395

DANC 410

DANC 400

Add DANC 150 Hip Hop DANC 150 Hip Hop

Evening

DANC 151 DANC 152 DANC 152

DANC 161-6 DANC 161-6 DANC 161-6

DANC 167-9 DANC 167-9 DANC 167-9

DANC 260 DANC 260

Highly Effective Courses, Online Courses

The Dance program currently only offers one course online. We currently offer three HIGHLY EFFECTIVE, over-full, ONLINE sections of DANC 100 Dance Appreciation. Those courses raise our load and are constantly over-filled, due to their nature as online GE courses which fulfill the Arts requirement, and are transferrable to UC and CSU's.

We have created an additional online course, DANC 102, which will fulfill the Humanities requirement, and await professional development to create the materials for that course. We anticipate that it will be entirely full, as is the other course.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

Annual Dance Costume/Prop Budget	Dance
----------------------------------	-------

Increase offering of technique classes that support the major	Dance
---	-------

Revamp DANC AA	Dance
----------------	-------

Add DANC 117 Tap Dance	Dance
------------------------	-------

Additional Section of DANC 150 Hip Hop Dance	Dance
--	-------

Increase Offerings of Core Technique Classes that Support the Major	Dance
---	-------

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

Dance Studio Calendar 3-201	https://calendar.google.com/calendar?cid=Ym1vYjM5ZG10b2tmaGZmN2ZtNzE1YnNvZ29AZ3JvdXAuY2FsZW5kYXluZ29vZ2xlLmNvbQ
-----------------------------	---

Documents

File Name

File Type

File Size

File Date

NARRATIVE TEMPLATE for an AA-DANCE 2018 Degree.docx	Microsoft Word Document	41.821 KB	3/20/2018 9:43:47 PM
---	-------------------------	-----------	----------------------

II.A.5. Program Environment

Describe key factors and changes impacting the program such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

Industry Skill Requirements & College Redesign Impacts

College Redesign Impact - Our Redesigned AA Degree

In the pursuit of aligning with the Skyline Promise, we are now completing our Redesign of the Dance Major to increase our graduation rates & Student Preparedness

Student Preparedness

Switching Emphasis from Choreography to Technique

The major now focuses on choreography courses (4 versus 3 in technique)

Alumni have reported re-taking choreography classes after transfer

More technique classes will improve students' audition chances, both at transfer institutions and for job opportunities

Adding Diversity to our Technique Offerings & Recruitment

Industry demands a mastery of the basic skills in a diversity of techniques??

Institutionalizing the Dance Festival, which offers diverse dance workshops

Institutionalizing the Competitive Hip Hop Team, to increase diverse recruitment

Increasing course offerings of Hip Hop, Tap, DANC 102

Graduation Rates - Faster & Better for Transfer

?Our graduation numbers are equivalent to other dance programs, state-wide

We would like to grow, and so researched obstacles to transfer within our major

Removed BIO 260 Human Anatomy, as it is considered "upper division" by transfer institutions, and students were having to re-take the course

Despite certificates adding successful numbers to other colleges' reports, these certificates (e.g.: dance instruction) do not hold much water in hiring practices, as they are not nationalized or standardized.

Therefore, we have again decided against focusing on these offerings, as they do not align with the Skyline Promise to get students "out on time."

Industry Skill Requirements

In order to prepare students to win steady, well-paying jobs in the dance industry, technical skill must be achieved in the following dance styles: ballet (which improves skills in Jazz and Modern), Jazz, Tap and Modern (including Contemporary).

Popular dance styles such as Hip Hop, Polynesian dances (Hula, Tahitian, Filipino cultural dances), Ballroom dances (competitive ballroom styles), Swing dancing, Vintage social dances, Flamenco, Latin social dances (Salsa, Bachata, Cumbia, Cuban Salsa), Tango (both social and competitive forms), etc. are all additional skills that should be chosen by the student as an emphasis in which they can excel. In an audition, however, the dancer who has the foundational skill set will be able to out-perform almost every specialty dancer, because of increased strength and versatility. This is becoming even more true in a globalized world of entertainment and popular love of dance style fusion. Just as a visual artist cannot expect to succeed in their career with only the ability to do line drawings, dancers are expected to at least have mastered the basics in these core techniques, in order to maintain regular employment.

As California was the birthplace of modern dance (Isadora Duncan, Martha Graham, Doris Humphrey and more Modern Dance Pioneers), and the first collegiate dance program in America (Mills College), we tend to focus on the academic tradition of modern dance. However, this has led most West Coast colleges to produce mostly Modern/Contemporary dancers, which does not prepare students to work in most dance industry jobs, because they lack a diversity of techniques. Similarly, current popular dance styles (e.g.: Salsa and Hip Hop,) must be treated not just as physical education courses, but as a place for students to realize their passion and to channel that into their momentum to "Get in, Get through and Get Out ...on time!" Too often, students discover a true passion and love of dance, but because dance programs fail to recruit and educate properly from those classes. For example, if a student were a rapper in their free time, the college's job is to make the connection between rap authorship and performance, poetry, music and public speaking. We would hope that our collegiate Music and/or English programs would recruit that student, and that their love of their style of expression would help them to meet their goals in a timely manner.

Tap dancing is a required skill for dance professionals, and due to the emphasis in California on Modern Dance, college dance graduates with tap skills are becoming more rare. These skills are highly important for performances in musical theater, on and off Broadway, in amusement parks, on cruise ships and in film and live productions. Additionally, as a dance that developed from the Jazz music scene in America and was made famous by many male, African American dance superstars, this class would increase the diversity of our course offerings.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

Additional Section of DANC 150 Hip Hop Dance

Dance

Increase Offerings of Core Technique Classes that Support the Major

Dance

Institutionalize Dance Festival

Dance

Add DANC 117 Tap Dance

Dance

Institutionalization of Competitive Dance Teams

Dance

Additional Dance / Group Exercise Facility

Dance

Institutionalize Competitive Hip Hop Team

Dance

Increase offering of technique classes that support the major

Dance

Institutionalize Dance Festival

Dance

Revamp DANC AA

Dance

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

[NARRATIVE TEMPLATE for an AA-DANCE
2018 Degree.docx](#)

Microsoft Word Document

41.821 KB

3/20/2018 10:09:14 PM

II.A.6. Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

Continuing to Represent Diversity and Support Student Cohorts with Historically Lower Success Rates

Despite small cohort numbers, we take these trends seriously, and continue to seek ways to increase student success by improving equity and diversity in our recruitment and retention through:

Hiring practices that support diversity in

Course offerings (dance styles taught, curriculum topics in DANC 100)

Guest Choreographers and guest teachers

Connecting all students to campus support as an integrated part of class orientation

Doing a deep-dive into our AA and removing barriers to graduation

Removing BIO 260, which has prerequisites

We would like to increase the recruitment of male students (this lower number is normal in dance programs, but nonetheless); and to improve the recruitment and success rates of Black Non-Hispanic students.

Obstacles

Repeatability has affected our freedom to offer diverse dance styles because it took out Dance in a Cultural Context from the curriculum (DANC 665). In an attempt to make up for this loss, we have been trying to offer more styles of dance through the annual Dance Festival 2014, 2015, 2016 (was PIF Grant Funded), teaching diverse dances in the dance production classes (DANC 395, DANC 400) and in the survey/history lecture courses (DANC 100, DANC 102). However, we need funding to continue support for coordination time for the dance festival, and guest choreographers and teachers.

Effective Practices

We consider equity and diversity to be a constant focal point, and seek to serve students in the following ways:

Recruitment: in our Promotional Materials, we post pictures that represent our diverse student dancers, and make sure to post pictures of male dancers outside of the dance studio

Offer more sections of Hip Hop (Hopefully, by next year)

Created a successful Competitive Hip Hop team, which won 2nd place in the 2018 National Championships

Faculty professional development this summer at Alvin Ailey to represent the Black American style of modern dance (planned for Summer 2018)

Hire diverse faculty and Assistant Coaches

Offer additional styles of dance as workshops, guest choreographers, etc.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
DRAFT - Hip Hop Dance Team Institutionalization	Dance
Institutionalize Dance Festival	Dance
Add DANC 117 Tap Dance	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Institutionalization of Competitive Dance Teams	Dance
Additional Dance / Group Exercise Facility	Dance
Institutionalize Competitive Hip Hop Team	Dance
Increase offering of technique classes that support the major	Dance
Institutionalize Dance Festival	Dance
Revamp DANC AA	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
Joslynn Mathis Reed's Linkedin Profile	https://www.linkedin.com/in/joslynn-mathis-reed-4038a09a/
Gary Ferguson's LinkedIn Profile	https://www.linkedin.com/in/gary-d-ferguson-68193812/
Skyline College PRIE Website	http://skylinecollege.edu/prie/

Documents			
File Name	File Type	File Size	File Date
Dance Festival 2015 Program-FINAL.pdf	Portable Document Format	164.805 KB	3/20/2018 10:24:51 PM
FA16 Dance Festival_11x17_Poster-2.pdf	Portable Document Format	9.651 MB	3/20/2018 10:27:10 PM
Dance Festival_Poster_rev_5-flat.pdf	Portable Document Format	12.122 MB	3/20/2018 10:27:10 PM

III.	Section III: Program Curriculum (Programs With Course Offerings Only)
III.A.	Curriculum Review

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

There are four steps to program review of curriculum:

(1) Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>

(2) Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS.
<http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>

(3) Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).

(4) Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

All courses have been modified and updated through the Curriculum Committee. No major changes were made to the majority of courses that we offer; simply updates as prescribed to the length and occurrence of assignments, textbook updates, etc. A list of banked/deleted courses is below.*

Major changes were made to the Dance AA degree, after researching the "pathways" of possible 4-year transfer institutions, collecting feedback from our graduates who have transferred, and comparing graduation rates to other CC dance programs across the state. With the advice of our transfer officer, Marianne Beck, we have removed the requirement for Human Anatomy, which is an upper division course that is an obstacle at our level. While necessary for timely progression within the Kinesiology degree, many Dance BA programs require their Kinesiology for Dancers course to cover anatomy, and so taking Human Anatomy as a lower division course becomes a barrier to completion at the CC level.

In general, what we learned is that:

Our previous major required courses that many 4-year institutions consider upper division, and therefore were only transferring as electives to their major. These included:

DANC 391 (sometimes upper division)

DANC 330 (sometimes upper division)

BIO 260 Human Anatomy (always upper division)

We also discovered that the four year schools required more dance technique classes to be taken, and so we have altered our core requirements to better reflect the skills needed for successful transfer. Happily, this aligns with our reflection on the most successful courses at our campus. We anticipate that success rates will improve and the this pathway will increase the speed at which students complete their AA.

The new emphasis on technique classes will allow us to focus on teaching those courses each semester, as previous APP's and CPR's have requested. We had anticipated that this might be an AA-T, but since no such track has come down from above, we were advised to move ahead with our plans for this as a modification to our current AA.

*Banked:

DANC 125.1-4 Salsa I-IV

DANC 172.1-4 Chinese Dance I-IV

Deleted:

DANC 165 Tango Performance Improvisation

DANC 166 Tango de la Guardia Vieja

DANC 167 Swing Dance I

DANC 168 Swing Dance II

DANC 169 Swing Dance III

DANC 260 Tango Teacher Training

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

Increase offering of technique classes that support the major

Dance

Add DANC 117 Tap Dance

Dance

Additional Section of DANC 150 Hip Hop Dance

Dance

Increase Offerings of Core Technique Classes that Support the Major

Dance

Revamp DANC AA

Dance

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

[Course_Offering_Report_DANC.xlsx](#)

Microsoft Excel Document

19.726 KB

3/20/2018 10:32:53 PM

[CPR_Dance_Planning_Curriculum_2018.pdf](#)

Portable Document Format

34.628 KB

3/20/2018 10:40:02 PM

IV. Section IV: Reflection

IV.A.1. Considering Key Findings

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

Success & Graduation

Our student success rate of 75.7% continues to be above the college average (71.3%)

During our deep-dive into updating the Dance AA, I compared the courses that we offer to multiple four year programs; CSU Fullerton, SJSU, SFSU, UC Berkeley, CSU Sacramento, as well as the 2-year programs at CCSF, CSM, Orange County, Cabrillo College and Chabot. While our average of 0.6 degree graduates is below the state average of 2 per year, I believe that we are going to improve that number by the upgrades to our degree core courses. In alignment with the Skyline College Promise, we have removed the obstacles of all courses that are considered upper-division courses at the 4-year level from our requirements. This results in a drop in units from 22 to 18, an increased alignment with the 4-year pathways, by focusing on the technique courses that are required in the first two years, and leaving the choreography courses for post-transfer, or as electives.

Equity

Our program continues to have success rates in all age groups that are above the college average rates.

Areas for improvement:

American Indian Alaska Native (we only had 5 students; not enough data for clarity)

Black - Non-Hispanic Students - Needs investigation; online equivalent; in person lower by 10% (Small cohorts; data unclear)

Filipino - Has been better for the first 3 years, but dropped in the last two years; 2% lower than college

I was at first shocked to see that our online courses have only a 38% success rate for Black - Non-Hispanic Students, but apparently this is the college average for online courses. Since the online professor generally grades the students' written work without an awareness of the student's identity, this makes us curious about what makes these students have lower success rates than the other online students.

Cohort Size Impact

This may be data that is also too small to interpret clearly, as we usually have fewer than 20 students per year in this cohort, and the college wide withdrawal rate in this group is already at 30%; so perhaps our success rates are mostly affected by the larger, college trends. More investigation is needed.

?Content Impact

If we see more success in the DANC 151 Hip Hop courses, then perhaps it would keep these students from withdrawing if the order of the curriculum in the online DANC 100 so that the culturally relatable material comes up earlier in the semester? But this doesn't seem to be the issue; although the Hip Hop module is at the end of the course (chronologically, that's one of the most current styles); the students have two assignments in which they can cover their favorite dance styles and the social dances that relate to their community.

F2F Impact?

In the face to face classes, these students were having more success; a 51% success rate in face to face classes. A further dig might allow us more insight; perhaps certain types of courses (choreography, technique, particular dance styles) had more success than others.

Further Inquiry

Which classes are these students enrolling in and not having success? Further inquiry is necessary.?

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
Add DANC 117 Tap Dance	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance
Institutionalize Dance Festival	Dance
Institutionalize Competitive Hip Hop Team	Dance
Institutionalize Dance Festival	Dance
Revamp DANC AA	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
danc_apr_o.pdf	Portable Document Format	150.725 KB	3/3/2018 2:37:29 AM
danc_apr_f2f.pdf	Portable Document Format	152.548 KB	3/3/2018 2:37:29 AM
danc_apr.pdf	Portable Document Format	151.097 KB	3/3/2018 2:37:29 AM

IV.A.2. Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

Program Goals and Projects

We would like to become the community college program that gives the best preparation for students to become dancers AND to graduate and transfer in the best prepared manner. This means responding to industry standards to provide them with the technical skills to be hired as dancers, and also to make them successful at auditions for dance companies, 4-year academic programs and to work in the field at dance studios. We have modified our major and plan to expand through the following strategies.

Here are our goals, based on our findings:

Double AA Graduation Rates from 1-2 per year to ~4 per Year

Offer more sections of technique to facilitate timely graduations

Increase Retention of Male Students

Increase Success Rates for Black Non-Hispanic, Filipino and Alaskan Native Students

Add Diversity to our Technique Offerings

Offer more sections of Hip Hop (Hopefully, by next year)

Institutionalize the Competitive Hip Hop team, which won 2nd place in the 2018 National Championships

Faculty professional development this summer at Alvin Ailey to represent

?male dancers in the Modern and Contemporary style

the Black American style of modern dance

Offer DANC 102 Jazz Dance from Streets to Stage

Hire diverse faculty and Assistant Coaches to expand our technique offerings

Additional Hip Hop Sections

Tap Dance Sections

Institutionalize the Skyline College Dance Festival

Offer additional styles of dance as workshops, guest choreographers, etc.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
Add DANC 117 Tap Dance	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance
DRAFT - Hip Hop Dance Team Institutionalization	Dance
Annual Dance Costume/Prop Budget	Dance
Institutionalize Dance Festival	Dance
Institutionalization of Competitive Dance Teams	Dance
Additional Dance / Group Exercise Facility	Dance
Institutionalize Competitive Hip Hop Team	Dance
Increase offering of technique classes that support the major	Dance
Institutionalize Dance Festival	Dance
Revamp DANC AA	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

V. Section V: Strategy for Program Enhancement

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue. [NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Response Detail

Response Status: Completed

Percent Complete: 100 %

Narrative

Program Goals and Projects

Redesigning the Dance Major to increase graduation rates

We have equivalent numbers in graduation from our dance major, when compared state-wide

We would like to grow, and so researched obstacles to transfer within our major

Despite certificates adding successful numbers to other colleges' reports, these certificates (dance instruction) do not hold much water in hiring practices, as they are not nationalized or standardized. Therefore, we have again decided against focusing on these offerings, as they do not align with the Skyline Promise to get students "out on time."

New AA

Units drop from 22 to 18

Remove Human Anatomy (upper division, obstacle to graduation)

Focus on much-needed technique courses that prepare students for transfer and employment

We seek funding to Add Diversity to our Technique Offerings & Recruitment by:

Increasing course offerings of dances which developed out of the African Diaspora in America:

Jazz - These skills are in demand for professional dancers

Tap - These skills are in demand for professional dancers

Hip Hop - These skills are very popular with students

DANC 102 - Jazz from Streets to Stage - Lecture course, GE Humanities

Hiring more guest choreographers to create dances in our production courses

Institutionalizing the Dance Festival, which offers diverse dance workshops

Bringing guest artists allows us the flexibility to hire short-term teachers

(Many teachers of World and Hip Hop Dances do not have a Masters in Dance, so this gives us much more flexibility and variety as we attempt to train our students to proceed in their academic career and hopefully fill this gap in college-level dance teachers in the future.)

Institutionalizing the Competitive Hip Hop Team, to increase diverse recruitment and represent Skyline College in the community

Compete in additional competitions

Bring in a new coach

This may soon lead to need of additional rehearsal / classroom space

Adjust / Problem Solve for the upcoming lack of a theater

Dance Shows - will need to be moved to an alternate location

Musicals - will need to be moved or perhaps go on hiatus

Acting classes may need more time in the dance studio, which may further impact scheduling

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
Annual Dance Costume/Prop Budget	Dance
Institutionalize Dance Festival	Dance
Institutionalize Competitive Hip Hop Team	Dance
Increase offering of technique classes that support the major	Dance
Institutionalize Dance Festival	Dance
Revamp DANC AA	Dance
Add DANC 117 Tap Dance	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance
Additional Dance / Group Exercise Facility	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

V.B. Action Plan and Resource Requests

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Response Detail		
Response Status:	Completed	Percent Complete: 100 %
Narrative		
Narrative Not required; this prompt is to remind us to go to planning		

Suggested Follow Ups	
Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Steele, Amber

Response Types: All Responses Types

Associated Objectives	Planning Unit
Add DANC 117 Tap Dance	Dance
Additional Section of DANC 150 Hip Hop Dance	Dance
Increase Offerings of Core Technique Classes that Support the Major	Dance
Annual Dance Costume/Prop Budget	Dance
Institutionalize Dance Festival	Dance
Institutionalization of Competitive Dance Teams	Dance
Additional Dance / Group Exercise Facility	Dance
Institutionalize Competitive Hip Hop Team	Dance
Increase offering of technique classes that support the major	Dance
Institutionalize Dance Festival	Dance
Revamp DANC AA	Dance

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

Objectives by Planning Unit and Status

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2416DANC00	Dance	Steele, Amber

Objective Status: New/In Progress

279	<p>Hip Hop Dance Team Institutionalization</p> <p>Support for Hip Hop to be taught each semester, in support/pre-training for the Hip Hop Team.</p> <p>In order to draw additional students to the college and dance program, having a vibrant Hip Hop Competitive team reaches more male students (which are often lower in numbers in dance programs), as well as students from minority groups who might not be traditionally enrolling in a dance program (if they are assuming that it focuses on ballet forms, etc.)</p>
353	<p>Revamp DANC AA</p> <p>In order to improve student success in technique, diversity in course offerings and recruitment, and to remove barriers to graduation, we have revamped the AA in Dance to focus on courses considered to be lower-division, and technique classes.</p> <p>We have removed the BIO 260 Human Anatomy requirement, as it is now considered an upper division course after transfer.</p> <p>We have increased the number of Technique courses required as Core courses</p> <p>We have decreased the number of Choreography and Production Core Courses, as transfer students have been reporting that they had to re-take them at their transfer institutions.</p>
356	<p>Institutionalize Dance Festival</p> <p>Institutionalize the Dance Festival</p> <p>Provide increased diversity of dance technique training. Provide students with the opportunity to interact with the community by producing and participating in a diverse dance conference that is open to the public.</p> <p>Funding for coordination of the fall Dance Festival (previously supported by the PIF grant), including funding for guest teachers. Our last dance festival raised enough money to cover a portion of the expenses (either food and/or band, or guest teachers), but not the coordination hours required. Institutionalization would require funding and/or release time.</p> <p>The Skyline College Dance Festival is a sliding-scale dance conference, open to members of the community, local high school students and Skyline College students. The event to increases recruitment for the dance program, provides cross-cultural dance experiences for our community, and creates connections between students, schools and dance professionals that support the pursuit of education.</p> <p>On a Saturday in the Fall Semester, we open the campus to the community and offer dance classes in multiple levels and styles. These courses include: hip hop, Tahitian, hula b-boying/b-girling, ballet, jazz, contemporary/modern, tap, salsa, vintage & social dance. Lunch is served alongside a live salsa band and dancing, and the event ends with a showing of the day's accomplishments. Attendees learn new dance techniques, gain physical wellness and build lasting connections. This networking will encourage students to attend Skyline College, and reward the community for continuing to support us as a cultural center.</p>

Institutionalize the Competitive Hip Hop Team

Support of Competitive Hip Hop Dance Team to increase outreach, community involvement, college reputation and diversity of students. The Dance Program at Skyline College intends to help lead the way in updating the approach to college dance by continuing the competitive Hip Hop dance team, which will attract students of all backgrounds who are interested in hip hop and urban dance styles. Students who participate in the competitive dance teams gain skills in leadership, teamwork, health and wellness, public speaking and performing; preparation for careers both in dance and corporate fields. I propose that we support this program by funding the hours of Coaches / Assistant Coaches, and covering the costs of the competitions and events that the students would attend.

Benefits to College, Students and Community:

Students involved in the competitive dance teams will learn build strong ties to their peers and coaches, besupported and encouraged to keep a 2.0 GPA, will be required to commit to a year-long program and attend rehearsals (which will keep them coming to classes each day, and will keep enrolled all year), will be offered advice on course planning to get in, get through and get out on time. While we previously offered a highly successful POM team as well, that group did not serve our objective of increasing diversity as much as previously anticipated (student cheer/pom club teams had been more diverse, previously).

Since we have only (so far) institutionalized about a quarter of the funding for the coaching, we would like to initially move forward with just the Hip Hop Team, at this time. As it grows into permanence, we may find the expansion calls back a need for the Pom/Cheer teams (many students participate in both styles). We also are considering bringing the camp in-house to save money, and to compete in more local competitions, rather than traveling to Southern California and staying in hotels, at this time.

358 Add DANC 117 Tap Dance

Add DANC 117 Tap Dance to Annual Offerings

Tap dancing is a required skill for dance professionals, and due to the emphasis in California on Modern Dance, college dance graduates with tap skills are becoming more rare. These skills are highly important for performances in musical theater, on and off Broadway, in amusement parks, on cruise ships and in film and live productions.

Additionally, as a dance that developed from the Jazz music scene in America and was made famous by many male, African American dance superstars, this class would increase the diversity of our course offerings.

368 Additional Section of DANC 150 Hip Hop Dance

Add an additional section of Hip Hop to the Fall semester

370 Increase Offerings of Core Technique Classes that Support the Major

Increase Offerings of Core Technique Classes that Support the Major
DANC 121 Contemporary Modern Dance

DANC 130 Jazz Dance: Broadway, Lyrical & Pop

Both classes should be offered each semester, but at least one should be offered every semester.

We currently plan to offer one section of the each per year, but our students would graduate more quickly if we could offer both each semester, as we do with Ballet.

Additional Dance / Group Exercise Facility

Building 3, Room 3-201, the Dance Studio, is highly impacted, being used by very popular Fitness, Dance, Drama and Combatives courses, Basketball tournament coach space (four dates per year), commencement facilities (one date per year), and rental uses by both on and off-campus groups. Dance production classes can be displaced by other courses and there is room to grow in both dance and fitness courses. Dance production rehearsals would easily use two rooms to accommodate student needs (they often need studio space to complete their assignments). Yoga, Pilates courses are often full and could offer more sections.

This room sees hundreds of students each week, and our specialized, Marley floor is currently being examined, and may need to be replaced, entirely. The next Marley floor could last even longer, if it were (as intended) only in dance shoes, without food, street shoes and group exercise equipment. This request has been submitted to facilities who is currently investigating and costing out the replacement.

New space is incorporated in the request for the Center for Kinesiology and Human Performance submitted by the division.

Enhanced Budget with Objective and Task Detail

Budget Account #: 2416DANC00--

Planning Unit Code: 2416DANC00

Unit Manager: Steele, Amber

Budget Account: Dance

Planning Unit: Dance

Planning Year:2018-2019

GL Code	Description	Requested			Objective Title	Task Description
		Qty	Cost	Amount		
1110 - TEACHING SALARY	Funding to add a section of DANC 150 Hip Hop to the Fall semester. Ability to offer is dependent on enrollment			\$6,000	Revamp DANC AA	Increase diversity of course offerings by offering Hip Hop in both Fall and Spring semesters. We currently only offer the course in the Spring semester, but it always fills and we anticipate a full course each semester.
1110 - TEACHING SALARY	Offer a section of Tap dance per year. Ability to offer is dependent on enrollment			\$6,000	Revamp DANC AA	Offer additional sections in Tap Dance, which is highly valued in the dance field, and yet fewer numbers of college graduates are trained in tap these days.
1110 - TEACHING SALARY	Salary for Tap Dance course instruction			\$6,000	Add DANC 117 Tap Dance	Add a section of DANC 117, Tap Dance dependent on meeting enrollment minimums.
1110 - TEACHING SALARY	Funds to pay for an additional section of Hip Hop Dance			\$6,000	Additional Section of DANC 150 Hip Hop Dance	Fund an additional section of DANC 150 Hip Hop dependent on enrollment minimums.
1110 - TEACHING SALARY	Additional Section of DANC 121 Contemporary Modern Dance per year We currently plan to offer one section of the following per year, but our students would graduate more quickly if we could offer it each semester, as we do with Ballet.			\$6,000	Increase Offerings of Core Technique Classes that Support the Major	<p>Increase offerings of Core Technique Courses that Support the Major</p> <p>We currently plan to offer one section of the following per semester, but our students would graduate more quickly if we could offer both each semester, as we do with Ballet. DANC 121 Contemporary Modern Dance DANC 130 Jazz Dance: Broadway, Lyrical & Pop</p> <p>Changes would be dependent on enrollment to support such offerings. May be better to offer technique classes on a rotating basis.</p>

1110 - TEACHING SALARY	Additional Section of DANC 130 Jazz Dance: Broadway, Lyrical & Pop We currently plan to offer one section of the following per semester, but our students would graduate more quickly if we could offer both each semester, as we do with Ballet.	\$6,000	Increase Offerings of Core Technique Classes that Support the Major	Increase offerings of Core Technique Courses that Support the Major We currently plan to offer one section of the following per semester, but our students would graduate more quickly if we could offer both each semester, as we do with Ballet. DANC 121 Contemporary Modern Dance DANC 130 Jazz Dance: Broadway, Lyrical & Pop Changes would be dependent on enrollment to support such offerings. May be better to offer technique classes on a rotating basis.
1490 - OTHR FAC SAL	Coordination hours for the annual Dance Festival; ~90 hours of special rate for the coordination, scheduling, promotion, hiring of guest instructors and production of the dance festival. *The budget from the 2014 festival with estimates for the 2015 festival are attached in the documents here, as well as the 2016 budget. We anticipate decreasing costs for the festival overall by using ticket sales to cover the provided food and band expenses.	\$9,000	Institutionalize Dance Festival	Provide increased diversity of dance technique training. Funding for coordination of the fall Dance Festival (previously supported by the PIF grant), including funding for guest teachers.
1490 - OTHR FAC SAL	Institutionalization of the previously PIF-Grant funded coordination and rehearsal amounts	\$4,000	Hip Hop Dance Team Institutionalization	Funding for the coaching and coordination of the Hip Hop Competitive Dance Team
1495 - OTHR CERT SAL	Faculty coordination of team. If institutionalized this could become a credit class instead.	\$9,000	Institutionalize Competitive Hip Hop Team	Institutionalize the Competitive Hip Hop Team at full funding levels, now that the PIF Grants have expired. This includes funding for coaching and coordination, as well as registration fees for competitions.
2342 - CUSTODIAL OVTSAL	Custodial OT	\$400	Institutionalize Dance Festival	Provide increased diversity of dance technique training. Funding for coordination of the fall Dance Festival (previously supported by the PIF grant), including funding for guest teachers.
2492 - INSTRUCTIONAL STUDENT ASST	Student assistant to assist with practices and coordination. Previously funded by PIF Grant	\$1,500	Hip Hop Dance Team Institutionalization	Funding for the coaching and coordination of the Hip Hop Competitive Dance Team
2494 - AIDE/SHORT TERM	Hourly assistants to help coach the team	\$9,000	Institutionalize Competitive Hip Hop Team	Institutionalize the Competitive Hip Hop Team at full funding levels, now that the PIF Grants have expired. This includes funding for coaching and coordination, as well as registration fees for competitions.
3801 - BENEFIT CHARGEBACK - POSCTL	Benefits for faculty coordination hours	\$440	Hip Hop Dance Team Institutionalization	Funding for the coaching and coordination of the Hip Hop Competitive Dance Team

4510 - MISC SUPPLIES	Supplies		\$1,000	Institutionalize Dance Festival	Provide increased diversity of dance technique training. Funding for coordination of the fall Dance Festival (previously supported by the PIF grant), including funding for guest teachers.
4510 - MISC SUPPLIES			\$2,500	Institutionalize Competitive Hip Hop Team	Institutionalize the Competitive Hip Hop Team at full funding levels, now that the PIF Grants have expired. This includes funding for coaching and coordination, as well as registration fees for competitions.
4580 - CENTRAL DUPLICATING	Duplicating		\$100	Institutionalize Dance Festival	Provide increased diversity of dance technique training. Funding for coordination of the fall Dance Festival (previously supported by the PIF grant), including funding for guest teachers.
4580 - CENTRAL DUPLICATING	Publicity for auditions and performances by the team		\$50	Hip Hop Dance Team Institutionalization	Funding for the coaching and coordination of the Hip Hop Competitive Dance Team
4610 - TRANSP EXPENSE	Transportation for coaches to National Championships		\$400	Hip Hop Dance Team Institutionalization	Funding for the coaching and coordination of the Hip Hop Competitive Dance Team
4610 - TRANSP EXPENSE	Transportation to events		\$1,500	Institutionalize Competitive Hip Hop Team	Institutionalize the Competitive Hip Hop Team at full funding levels, now that the PIF Grants have expired. This includes funding for coaching and coordination, as well as registration fees for competitions.
5130 - CONTR PERSONNEL	Funding for the payment of guest instructors & choreographers at the Dance Festival *see attached document from the 2016 Dance Conference Budget		\$2,000	Institutionalize Dance Festival	Provide increased diversity of dance technique training. Funding for coordination of the fall Dance Festival (previously supported by the PIF grant), including funding for guest teachers.
5211 - CONF IN STATE	Competition registration fees		\$700	Institutionalize Competitive Hip Hop Team	Institutionalize the Competitive Hip Hop Team at full funding levels, now that the PIF Grants have expired. This includes funding for coaching and coordination, as well as registration fees for competitions.
5211 - CONF IN STATE	Conference registration for competitions at UDA Championships and Regional competitions		\$1,000	Hip Hop Dance Team Institutionalization	Funding for the coaching and coordination of the Hip Hop Competitive Dance Team
5213 - CONF EXP STD	Student lodging and meals for competition		\$3,000	Institutionalize Competitive Hip Hop Team	Institutionalize the Competitive Hip Hop Team at full funding levels, now that the PIF Grants have expired. This includes funding for coaching and coordination, as well as registration fees for competitions.

6480 - REPLACE EQUIP	Not sure if this is right. Money will need to come from facilities or CIP. Current floor needs to be replaced.	\$10,000	Additional Dance / Group Exercise Facility	Additional Dance / Group Exercise Facility and Repair / Update of current floor. Request submitted to facilities. Price pending contractor review of scope.
Total for 2416DANC00-- Dance:		\$91,590		

AA Dance

Program Learning Outcomes

Students completing this program will be able to:

1. Provide a more authentic and individualized interpretation of a given dance form through a demonstration of appropriate levels of technique that incorporate cultural elements* of this dance form (*e.g., costume, history, vocabulary, rhythm and music).
2. Create and develop unique movement sequences, and collaboratively organize that material into a dance.
3. Critically evaluate and objectively discuss dance as a performance art.

Required Core Courses

Units

DANC 121.1	Modern Dance I	1 unit
	OR	
DANC 121.2	Modern Dance II	1 unit
	OR	
DANC 121.3	Modern Dance III	1 unit
	OR	
DANC 121.4	Modern Dance IV	1 unit
DANC 130.1	Jazz Dance I	1 unit
	OR	
DANC 130.2	Jazz Dance II	1 unit
	OR	
DANC 130.3	Jazz Dance III	1 unit
	OR	
DANC 130.4	Jazz Dance IV	1 unit
DANC 140.1	Ballet I	1 unit
	OR	
DANC 140.2	Ballet II	1 unit
	OR	
DANC 140.3	Ballet III	1 unit

DANC 140.4	OR Ballet IV	1 unit
DANC 330.1	Creative Dance I	1 unit
	OR	
DANC 330.2	Creative Dance II	1 unit
	OR	
DANC 330.3	Creative Dance III	1 unit
	OR	
DANC 330.4	Creative Dance IV	1 unit
DANC 391	Dance Composition - Theory and Choreography	3 units
DANC 400.1	Dance Performance & Production I	2 units
	OR	
DANC 400.2	Dance Performance & Production II	2 units
	OR	
DANC 400.3	Dance Performance & Production III	2 units
	OR	
DANC 400.4	Dance Performance & Production IV	2 units
BIOL 250	Human Anatomy	4 units
MUS. 100	Fundamentals of Music	3 units

Plus a selection of 6 units from the following:

Units

BIOL 260	Human Physiology	5 units
DANC 100	Dance Appreciation	3 units
DANC 102	A Survey of Jazz Dance from Streets to Stage	3 units
DANC 117.1	Tap Dance I	0.5 or 1 units
DANC 117.2	Tap Dance II	0.5 or 1 units
DANC 125.1	Salsa I	0.5 or 1 units
DANC 125.2	Salsa II	0.5 or 1 units

DANC 125.3	Salsa III	0.5 or 1 units
DANC 125.4	Salsa IV	0.5 or 1 units
DANC 150.1	Hip Hop I	1 unit
DANC 150.2	Hip Hop II	1 unit
DANC 151.1	Social Dance I	0.5 or 1 units
DANC 151.2	Social Dance II	0.5 or 1 units
DANC 151.3	Social Dance III	0.5 or 1 units
DANC 151.4	Social Dance IV	0.5 or 1 units
DANC 152.1	Cuban Roots of Salsa I	0.5 or 1 units
DANC 152.2	Cuban Roots of Salsa II	0.5 or 1 units
DANC 152.3	Cuban Roots of Salsa III	0.5 or 1 units
DANC 152.4	Cuban Roots of Salsa IV	0.5 or 1 units
DANC 161	Tango Argentino	0.5 or 1 units
DANC 162	Tango Milonga	0.5 or 1 units
DANC 163	Tango Buenos Aires	0.5 or 1 units
DANC 164	Tango De La Confiteria	0.5 or 1 units
DANC 165	Tango Performance Improvisation	0.5 or 1 units
DANC 166	Tango de la Guardia Vieja	0.5 or 1 units
DANC 167	Swing Dance I	0.5 or 1 units
DANC 168	Swing Dance II	0.5 or 1 units
DANC 169	Swing Dance III	0.5 or 1 units
DANC 172.1	Classical Chinese Dance I	0.5 or 1 units
DANC 172.2	Classical Chinese Dance II	0.5 or 1 units

DANC 172.3	Classical Chinese Dance III	0.5 or 1 units
DANC 172.4	Classical Chinese Dance IV	0.5 or 1 units
DANC 260	Tango Teacher Training	0.5 or 1 units
DANC 350.1	Cardio Dance I	0.5 or 1 units
DANC 350.2	Cardio Dance II	0.5 or 1 units
DANC 395.1	Dance Workshop I	0.5 or 1 units
DANC 395.2	Dance Workshop II	0.5 or 1 units
DANC 395.3	Dance Workshop III	0.5 or 1 units
DANC 395.4	Dance Workshop IV	0.5 or 1 units
DANC 410.1	Dance for the Musical Theater Production I	2 units
DANC 410.2	Dance for the Musical Theater Production II	2 units
DANC 410.3	Dance for the Musical Theater Production III	2 units
DANC 410.4	Dance for the Musical Theater Production IV	2 units
DANC 665 *	Selected Topics: Dance in Cultural Context	1 - 3 units
DRAM 200	Theory of Acting I	3 units
DRAM 201	Advanced Acting I	3 units
DRAM 202	Advanced Acting II	3 units
DRAM 208	Acting Practicum I (Acting Laboratory)	2 units
DRAM 209	Acting Practicum II (Acting Laboratory)	2 units

* Each unit of DANC 665 used toward the degree must be a different topic (e.g. Salsa, Flamenco, Afro/Brazilian).

Total Required Major Units: 22

And required General Education coursework and electives as needed to meet the minimum 60 units required for the Associate degree.

Assessment: Department Four Column

SKY Dept - Dance

<i>PSLOs</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Interpretation and Performance - Provide a more authentic and individualized interpretation of a given dance form through a demonstration of appropriate levels of technique that incorporate cultural elements of this dance form (e.g. costume, history, vocabulary, rhythm and music) PSLO Status: Active Start Date: 10/27/2012	Presentation/Performance - Students will perform choreography that has been taught and critiqued during class, and are expected to have integrated the critiques from their instructor in order to demonstrate the choreography at the appropriate level. Success Criterion: 70% of students who complete the class will successfully integrate the critical notes on technique and cultural elements of the dance form in their final performance.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Over 85% of students who completed classes have successfully integrated the critical notes on technique and cultural elements of the dance form in their final performance (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Over 77% of students who completed classes have successfully integrated the critical notes on technique and cultural elements of the dance form in their final performance. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Met with Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Over 75% of students who completed classes have successfully integrated the critical notes on technique and cultural elements of the dance form in their final performance. (03/03/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Over 70% of students who completed classes have successfully integrated the critical notes on technique and cultural elements of the dance form in their final performance. (03/25/2015)	

PSLOs	Assessment Methods	Results	Actions
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Over 70% of students successfully integrate the critical notes on technical and cultural elements of the dance form. (12/20/2012)	
Creative Collaboration - Create and develop unique movement sequences, and collaboratively organize that material into a dance	Capstone Assignment/Project - Students will work in groups to create and perform choreography. Success Criterion: 70% of students will successfully choreograph and perform choreography at the appropriate technique level and style.	Reporting Cycle: 2017- 2018 Result Type: Criterion met In courses that require choreography, over 85% of students have successfully choreographed and performed choreography at the appropriate technique level and style (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met In courses that require choreography, over 80% of students have successfully choreographed and performed choreography at the appropriate technique level and style (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Met with Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met In courses that require choreography, over 75% of students have successfully choreographed and performed choreography at the appropriate technique level and style (03/03/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met In courses that require choreography, over 70% of students have successfully choreographed and performed choreography at the appropriate technique level and style. (03/25/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Over 70% of students are successful at creating and completing choreography for their final projects, and	

PSLOs	Assessment Methods	Results	Actions
		perform that choreography at the appropriate level. (12/20/2012)	
Critical Evaluation - Critically evaluate and objectively discuss dance as a performance art PSLO Status: Active Start Date: 10/27/2012	Essay - Students write an essay discussing the choreographer's style, historical relevance, artistic intent and impact upon the audience. Students are able to support their argument via research information and clear descriptions of the choreography. Success Criterion: 70% of students receive a grade of 70% or higher on their essay.	Reporting Cycle: 2017- 2018 Result Type: Criterion met In courses, where students write essays discussing the choreographer's style, historical relevance, artistic intent and impact upon the audience and also are able to support their argument via research information and clear descriptions of the choreography, that require writing, more than 70% of students are able to receive a passing grade (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive In courses, where students write essays discussing the choreographer's style, historical relevance, artistic intent and impact upon the audience and also are able to support their argument via research information and clear descriptions of the choreography, that require writing, slightly less than 70% of students are able to receive a passing grade (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Improvement over 15-16 results	
		Reporting Cycle: 2015- 2016 Result Type: Inconclusive In courses, where students write essays discussing the choreographer's style, historical relevance, artistic intent and impact upon the audience and also are able to support their argument via research information and clear descriptions of the choreography, that require writing, less than 70% of students are able to receive a passing grade. (03/03/2016)	Action: Results seem to be based on online format of DANC 100 (03/03/2016) Action Plan Category: Conduct Further Assessment
		Reporting Cycle: 2014 - 2015 Result Type: Inconclusive In courses, where students write essays discussing the choreographer's style, historical relevance, artistic intent	Action: Issue appears to not be content related but more having to do with a lack of proficiency in writing. It may require more

PSLOs	Assessment Methods	Results	Actions
		and impact upon the audience and also are able to support their argument via research information and clear descriptions of the choreography, that require writing, less than 70% of students are able to receive a passing grade. (03/25/2015)	discussion based assessment in those classes where practical. (03/25/2015)
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 97% of students were successful: 94% (16/17) Students in the Dance Appreciation Course received a grade of 70% or higher on their essay. 100% (19/19) Students in DANC 110 received a grade of 80% or higher on their dance analysis essay. (12/20/2012)	
	Other - Students give and receive constructive criticism of their peers' and/or their own performances in class. Evaluations may be done in class, in a discussion format, or via written self-assessments. Success Criterion: 70% of students are able to identify and verbally express areas of improvement for their own or their peers' work.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Over 80% of students are able to identify and verbally express areas of improvement for their own or their peers' work. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Over 75% of students are able to identify and verbally express areas of improvement for their own or their peers' work. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Talked with Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Over 75% of students are able to identify and verbally express areas of improvement for their own or their peers' work. (03/03/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Over 70% of students are able to identify and verbally express areas of improvement for their own or their peers' work. (03/25/2015)	

Assessment: Course Four Column

SKY Dept - Dance

SKY DANC 100:Dance Appreciation

Course Outcomes	Assessment Methods	Results	Actions
<p>Culture and History - Understanding of the cultural and historical events that led to the development of Ballet, Jazz, Modern, Tap and Musical Theater Dance.</p> <p>Course Outcome Status: Active</p> <p>Start Date: 07/27/2012</p>	<p>Exam - A) Quizzes & Final Exam: Students answer multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts.</p> <p>Success Criterion: 70% of students will receive a grade of 70% or higher on their exam/quiz.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Students answered multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. More than 70% of the students scored 70% or higher (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Students answered multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. Slightly less than 70% of the students scored 70% or higher. (02/22/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Showed an almost 10% point increase year to year.</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Inconclusive Students answered multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. Slightly more than 60% of the students scored 70% or higher. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion not met Students answered multiple-choice and short-answer questions to identify dancers and dances within their</p>	<p>Action: Look at assessment and also pedagogy (03/24/2015) Action Plan Category: Engage in professional development</p>

Course Outcomes	Assessment Methods	Results	Actions
		historical, cultural and stylistic contexts.Slightly more than 50% of the students scored 70% or higher. (03/24/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 88% (15/17) Final exams received a grade of 70% or higher.Students answer multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. (12/20/2012)	
	Essay - B) Midterm/Final Paper: Students write a paper on a historically important person or performance in dance history. Papers are graded on the student's ability to describe and compare the movement style in the context of dance history. Students complete a peer-review process of their rough drafts to ensure that they are successful. Success Criterion: 70% of students will receive a grade of 70% or higher on their essay.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Students wrote papers on a historically important person or performance in dance history. Papers were graded on the student's ability to describe and compare the movement style in the context of dance history. Students completed a peer-review process of their rough drafts to ensure that they are successful. Slightly more than 70% of students received a grade of 70% or higher on their essay. (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Students wrote papers on a historically important person or performance in dance history. Papers were graded on the student's ability to describe and compare the movement style in the context of dance history. Students completed a peer-review process of their rough drafts to ensure that they are successful. Slightly more than 75% of students received a grade of 70% or higher on their essay. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students wrote papers on a historically important person or performance in dance history. Papers were graded on the student's ability to describe and compare the movement style in the context of dance history. Students completed a peer-review process of their rough drafts to ensure that	

Course Outcomes	Assessment Methods	Results	Actions
		<p>they are successful. Slightly more than 70% of students received a grade of 70% or higher on their essay. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Students wrote papers on a historically important person or performance in dance history. Papers were graded on the student's ability to describe and compare the movement style in the context of dance history. Students completed a peer-review process of their rough drafts to ensure that they are successful. Slightly less than 70% of students received a grade of 70% or higher on their essay. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met Students improved on this over past semesters. Slightly more than 70% successfully wrote a paper on a historically important person or performance in dance history. Papers are graded on the student's ability to describe and compare the movement style in the context of dance history. Students complete a peer-review process of their rough drafts to ensure that they are successful. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 94% (16/17) Students received a grade of 70% or higher on their essay. Students write a paper on a historically important person or performance in dance history. Papers are graded on the student's ability to describe and compare the movement style in the context of dance history. Students complete a peer-review process of their rough drafts to ensure that they are successful. (12/20/2012)</p> <hr/> <p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Students posted reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description. Slightly more than 70% of the students received a grade of 70% or higher on their Forum posts. (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p>	
	<p>Essay - C) Forum: Students must post reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description. Success Criterion: 70% of students will receive a grade of 70% or higher on their Forum posts.</p>		

Course Outcomes	Assessment Methods	Results	Actions
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Students posted reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description.Slightly more than 70% of the students received a grade of 70% or higher on their Forum posts. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Talked with Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students posted reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description.Slightly more than 70% of the students received a grade of 70% or higher on their Forum posts. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Students posted reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description.Slightly more than 80% of the students received a grade of 70% or higher on their Forum posts. (03/24/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 70% (14/20) of students received a grade of 70% or higher on their Forum posts.Forum postings are graded for content and effective analysis and description. (12/20/2012)	
		Reporting Cycle: 2017- 2018 Result Type: Criterion met Students posted reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description.Slightly more than 70% of the students received a grade of 70% or higher on their Forum posts. (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
Dance Styles - Ability to understand and describe the major styles of dance in the Western world. Course Outcome Status: Active Start Date: 07/27/2012	Essay - Forum: Students must post reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description. Success Criterion: 70% of students will receive a grade of 70% or higher on their Forum posts.		

Course Outcomes	Assessment Methods	Results	Actions
		<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>Students posted reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description.Slightly more than 70% of the students received a grade of 70% or higher on their Forum posts. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Talked with Dean</p>	
		<p>Reporting Cycle: 2015- 2016</p> <p>Result Type: Criterion met</p> <p>Students posted reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description.Slightly more than 70% of the students received a grade of 70% or higher on their Forum posts. (02/08/2016)</p>	
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>70% of students (16/20) received a grade of 70% or higher on their Forum posts.Students must post reactions and descriptions of the videos watched in class. Forum postings are graded for content and effective analysis and description. (12/20/2012)</p>	
	<p>Essay - Midterm/Final Paper: Students write a paper on a historically important person or performance in dance history. Papers are graded on the student's ability to describe and compare the movement style in the context of dance history. Students complete a peer-review process of their rough drafts to ensure that they are successful.</p> <p>Success Criterion: 70% of students will receive a grade of 70% or higher on their essay.</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p> <p>Students wrote papers on a historically important person or performance in dance history. Papers were graded on the student's ability to describe and compare the movement style in the context of dance history. Students completed a peer-review process of their rough drafts to ensure that they are successful. More than 70% of students received a grade of 70% or higher on their essay. (12/19/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p>	
		<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Students wrote papers on a historically important person or performance in dance history. Papers were graded on the student's ability to describe and compare the movement</p>	

Course Outcomes	Assessment Methods	Results	Actions
		<p>style in the context of dance history. Students completed a peer-review process of their rough drafts to ensure that they are successful. Slightly less than 70% of students received a grade of 70% or higher on their essay. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Just barely below 70%</p>	
		<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Students wrote papers on a historically important person or performance in dance history. Papers were graded on the student's ability to describe and compare the movement style in the context of dance history. Students completed a peer-review process of their rough drafts to ensure that they are successful. Slightly more than 70% of students received a grade of 70% or higher on their essay. (02/08/2016)</p>	
		<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 94% (16/17) Students received a grade of 70% or higher on their essay. Students write a paper on a historically important person or performance in dance history. Papers are graded on the student's ability to describe and compare the movement style in the context of dance history. Students complete a peer-review process of their rough drafts to ensure that they are successful. (12/20/2012)</p>	
	<p>Exam - Quizzes & Final Exam: Students answer multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. Success Criterion: 70% of students will receive a grade of 70% or higher on their exam/quiz.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Students answered multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. Slightly more than 70% of the students scored 70% or higher. (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p>	
		<p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Students answered multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. Slightly more than</p>	

Course Outcomes	Assessment Methods	Results	Actions
		<p>65% of the students scored 70% or higher. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: 5% improvement from past year</p> <hr/> <p>Reporting Cycle: 2015- 2016</p> <p>Result Type: Inconclusive</p> <p>Students answered multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts.Slightly more than 60% of the students scored 70% or higher. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2013 - 2014</p> <p>Result Type: Criterion met</p> <p>Over 70% of the students who took all the quizzes and final exam were able to successfully identify dancers and dances within their historical, cultural and stylistic contexts. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>88% (15/17) Final exams received a grade of 70% or higher.Students answer multiple-choice and short-answer questions to identify dancers and dances within their historical, cultural and stylistic contexts. (12/20/2012)</p>	
<p>testing - testing-- I love sunny days.</p> <p>Course Outcome Status: Inactive</p> <p>Start Date: 10/18/2013</p>	<p>Other - spend fifteen minutes in the sun and get tanner</p> <p>Success Criterion: if i'm a little tanner than before</p> <p>Schedule: Fall 2013</p> <p>Related Documents:</p> <p>tracdat_handout.docx</p>	<p>Reporting Cycle: 2013 - 2014</p> <p>Result Type: Criterion met</p> <p>criterion met-- yes I am (10/18/2013)</p>	<p>Action: reinforce that slo through an additional classroom activity (10/18/2013)</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SKY DANC 102 :A Survey of Jazz Dance from Streets to Stage

Course Outcomes	Assessment Methods	Results	Actions
Identify Movement Styles - Describe and identify the influences and characteristics of different genres of dance as they evolved into a form of Jazz Dance that is now a staple of musical theater. Course Outcome Status: Active Start Date: 02/22/2017	Exam - Quizzes, written critiques and short writing assignments utilizing identification and analysis for style, genre and other influences on particular productions. Success Criterion: Of the students who complete the course, 75% or more will be at a passing level (C) or higher on the rubric used to assess student performance.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Other - Critique videos of dances from different productions and compare those with influences from vaudeville, film and other forms of Jazz dance Success Criterion: Of the students who complete the class, 75% will have a passing grade (C) or higher on the submitted critique assignments.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Exam - Final Exam on course topics including analysis of productions in terms of personal reactions and understanding audience bias and presumptions. Success Criterion: Of the students who complete the class, 75% or more will have a passing (C) grade or higher on the final exam.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
Historical, Cultural and Media Influences - Describe the historical and cultural interactions between the creation of a dance in musical theater	Quizzes, written critiques and short writing assignments utilizing identification and analysis for historical and cultural interactions	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
production and the performers and audiences of its time. Course Outcome Status: Active	<p>between dance, theater and the type of society that it represents. Success Criterion: Of the students who complete the course, 75% or more will be at a passing level (C) or higher on the rubric used to assess student performance.</p> <p>Other - Critique videos of dances from different productions and compare those with influences from vaudeville, film and other forms of Jazz dance Success Criterion: Of the students who complete the class, 75% will have a passing grade (C) or higher on the submitted critique assignments.</p>	<p>plans? When? Where (e.g., dept. meeting)?: Discussed with Dean</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p>	
	<p>Exam - Final Exam on course topics including analysis of productions in terms of personal reactions and understanding audience bias and presumptions Success Criterion: Of the students who complete the class, 75% or more will have a passing (C) grade or higher on the final exam.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p>	

SKY DANC 110 :Modern Dance

Course Outcomes	Assessment Methods	Results	Actions
1) Anatomical alignment - Students will be able to demonstrate the correct anatomical alignment needed to perform exercises safely. Course Outcome Status: Active	Presentation/Performance - A) Daily participation points in progressive exercises Success Criterion: 70% of students will complete 70% of daily workouts	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Daily participation points in progressive exercises are awarded. Over 90% of the students earned a C or higher (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Daily participation points in progressive exercises are awarded. Over 80% of the students earned a C or higher (03/24/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion not met 63% of students completed 80% of daily workouts; the success criterion is 70% of students completed 70% of daily workouts. Returning to previous Success Criterion; 70% of students complete 70% of daily workouts. Over half of the unsuccessful students added the class late, severely reducing their chance of achieving this goal. (12/20/2012)	Action: Returning to previous Success Criterion; 70% of students complete 70% of daily workouts. Over half of the unsuccessful students added the class late, severely reducing their chance of achieving this goal. (04/04/2013) Action Plan Category: Develop new evaluation methods
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met	Action: Reassess next semester (04/04/2013) Action Plan Category: Conduct Further Assessment

Course Outcomes	Assessment Methods	Results	Actions
		72% (18 of 25) of students completed 80% or more of daily workouts (05/30/2012)	
	Presentation/Performance - B) Students are separated into groups to perform the assignment they have learned over three weeks. Students receive corrections from the instructor and from their classmates, and must incorporate these corrections into their demonstration.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Success Criterion: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students were separated into groups to perform the assignment they have learned over three weeks. Students received corrections from the instructor and from their classmates, and must incorporate these corrections into their demonstration. Slightly more than 90% of students showed improvement on 3 of 5 corrections (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Students were separated into groups to perform the assignment they have learned over three weeks. Students received corrections from the instructor and from their classmates, and must incorporate these corrections into their demonstration. Slightly less than 90% of students showed improvement on 3 of 5 corrections (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 93% (14/15) of students were able to incorporate at least three corrections into their final projects. (05/22/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 95% of corrections were improved, according to the students who graded themselves on multiple technique corrections in their Self-Assessment Quiz, after analyzing two videos of themselves dancing. (12/20/2012)	
		Reporting Cycle: 2011 - 2012	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Result Type: Criterion met 82% of the students successfully demonstrated the assigned modern dance choreography, incorporating the corrections they had been given by the instructor. 28 Students Successful, 34 students Total. Some of these corrections were to simplify the movement for the beginning students, and to add more difficult turns and leaps for the more advanced students. Students at both levels will be more successful when there are two sections of the class; beginning and intermediate. (12/30/2011)</p> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean</p>	
	<p>Presentation/Performance - C) Video Self-Analysis using performance/execution rubric Students learn to critique their own movement by watching video of their performances Success Criterion: 70% of students will be able to assign themselves a constructive alignment correction by analyzing video of their movement</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p>	
	<p>Related Documents: Performance Rubric Example Dance Self-Analysis Rubric</p>	<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Video Self-Analysis using performance/execution rubric was used by students to learn and critique their own movement by watching video of their performances. Over 80% of students were able to assign themselves a constructive alignment correction by analyzing video of their movement (02/08/2016)</p>	
		<p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Video Self-Analysis using performance/execution rubric was used by students to learn and critique their own movement by watching video of their performances. Over 70% of students were able to assign themselves a constructive alignment correction by analyzing video of their movement (03/24/2015)</p>	
		<p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 92% (12/13) students who completed their Video Self-</p>	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Analysis were able to first set goals for themselves and then identify their areas of improvement, as well as to identify which areas they had not made much progress on. (05/22/2013)</p> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students assigned themselves four constructive alignment corrections by analyzing videos of their movement. (12/21/2012)</p>	
<p>2) Creativity and Performance - Students will be able to create and develop unique movement sequences and collaboratively organize that material into a modern dance piece for performance and/or conditioning outside the classroom environment. Course Outcome Status: Active</p>	<p>Presentation/Performance - A) Across the Floor assessed using performance/unique movements rubric In class demonstration. On a weekly basis, students must perform spinal isolations, dance walks, body rolls and basic turns during the Across the Floor section of class. Students receive corrections from the instructor in process, and incorporate these corrections into their demonstration during the next repetition.</p> <p>Success Criterion: 70% of students will show improvement on 3 of 5 corrections</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean</p> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Across the Floor assessed using performance/unique movements rubric In class demonstration. On a weekly basis, students performed spinal isolations, dance walks, body rolls and basic turns during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Slightly more than 80% of students showed improvement on 3 of 5 corrections (02/08/2016)</p> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Across the Floor assessed using performance/unique</p>	

Course Outcomes	Assessment Methods	Results	Actions
		<p>movements rubric In class demonstration. On a weekly basis, students performed spinal isolations, dance walks, body rolls and basic turns during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Slightly more than 80% of students showed improvement on 3 of 5 corrections (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 92% (13/14) were able to show improvement on at least four corrections to their alignment. (05/22/2013)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 91% of students showed improvement on 3 of 5 corrections (12/20/2012)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of 16 students showed improvement on over 75% of corrections. (12/20/2012)</p> <hr/> <p>Reporting Cycle: 2011 - 2012 Result Type: Criterion met 84% (21 of 25) showed improvement on 3 of 5 corrections (05/30/2012)</p> <hr/> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Final Project Choreography was assessed using collaboration rubric. Students each choreographed 3 sets of 8-count, modern dance choreography. They demonstrated</p>	
	<p>Presentation/Performance - B) Final Project Choreography assessed using collaboration rubric Students will each choreograph 3 sets of 8-count, modern dance choreography. They will demonstrate their choreography alone, while the other group members hold positions around them. The groups will perform all choreography in front of the class.</p> <p>Success Criterion: 70% of students will create and perform the assigned amount of movement.</p>		

Course Outcomes	Assessment Methods	Results	Actions
		<p>their choreography alone, while the other group members held positions around them. The groups performed all choreography in front of the class. 100% of students created and performed the assigned amount of movement. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Final Project Choreography was assessed using collaboration rubric. Students each choreographed 3 sets of 8-count, modern dance choreography. They demonstrated their choreography alone, while the other group members held positions around them. The groups performed all choreography in front of the class. 100% of students created and performed the assigned amount of movement. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 93% (14/15) were able to create and perform the assigned 3 eight counts of movement, as well as to successfully teach and learn their partners' movements. (05/22/2013)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 94% of students created and performed the assigned amount of movement. Final Project Choreography assessed using collaboration rubric Students will each choreograph 3 sets of 8-count, modern dance choreography. They will demonstrate their choreography alone, while the other group members hold positions around them. The groups will perform all choreography in front of the class. (12/20/2012)</p> <hr/> <p>Reporting Cycle: 2011 - 2012 Result Type: Criterion met 84% (21 of 25) created and performed the assigned amount of movement. Presentation/Performance - B) Final Project Choreography assessed using collaboration rubric Students will each choreograph 3 sets of 8-count, modern dance choreography. They will demonstrate their choreography alone, while the other group members hold positions around them. The groups will perform all choreography in front of the class. (05/30/2012)</p> <hr/>	

Course Outcomes	Assessment Methods	Results	Actions
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met 88% of the students successfully created, taught and performed 3 sets of 8-count, modern dance choreography. 30 Students Successful, 34 students Total. (12/18/2011)	
	Other - C) Video Self-Analysis assessed with performance rubric Students learn to critique their own movement by watching video of their performances	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Success Criterion: 70% of students will be able to assign themselves a constructive alignment correction by analyzing video of their movement	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% of students assigned themselves alignment corrections by analyzing videos of their movement. (02/08/2016)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 92% (13/14) were able to constructively correct their alignment by analyzing video of their movements. (05/22/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students assigned themselves four constructive alignment corrections by analyzing videos of their movement. (12/21/2012)	
3) Fitness and wellness - Students will identify/explain the important relationship between consistent aerobic exercise, health and wellness, and establish an increase in general fitness and wellness developed through daily activity, especially increased strength, stamina and flexibility.	Pre and post testing - A) Fitness tests Comparison of early and late semester fitness test activities Success Criterion: 70% of students will show improvement on 3 of 5 fitness tests	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean Reporting Cycle: 2016- 2017 Result Type: Inconclusive	

Course Outcomes	Assessment Methods	Results	Actions
		were awarded. Over 80% of the students received a passing grade or higher. (03/24/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 63% of students completed 80% of daily workouts; 70% of students completed 70% of daily workouts (12/20/2012)	
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met 72% (18 of 25) of students completed 80% or more of daily workouts (05/30/2012)	
	Essay - C) Short answer/essay Self assessment	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017)	
	Success Criterion: 70% of students will self-assess an increased sense of fitness and wellness at the end of the semester	Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Over 90% of the students who completed the course assessed that they had improved in their fitness and wellness - in particular their stamina and effort. (02/08/2016)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 92% (13/14) assessed that they had improved in their fitness and wellness - in particular their stamina and effort. (05/22/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of 16 students self-assessed an increased sense of physical ability at the end of the semester. (12/20/2012)	
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met 86% of students (12/14) reported a moderate to great improvement to their overall fitness level in a self-assessment. (Rated themselves at 3, 4, or 5 on a scale of 1-5, from 1="no improvement" to 5="I feel much more fit!") (12/30/2011)	

SKY DANC 117.1:Tap Dance I

Course Outcomes	Assessment Methods	Results	Actions
Steps - Reproduce beginning level Tap steps and technical drills without prompt from instructor. Examples could include: Heel Drops, Shuffles, Fa-laps, Stomps, Stamps, Toe-Heels, etc. Course Outcome Status: Active	Presentation/Performance - Students are asked to perform the steps they have learned. Students receive corrections from the instructor, and must incorporate these corrections into their demonstration.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
Combinations - Perform short combinations of beginning level steps for the class in small groups to demonstrate coordination, dexterity, and rhythmic accuracy. Course Outcome Status: Active	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Presentation/Performance - Students are asked to perform the steps they have learned. Students receive corrections from the	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action	

Course Outcomes	Assessment Methods	Results	Actions
	instructor, and must incorporate these corrections into their demonstration.	plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Presentation/Performance - Performance: Students will be graded on their performance at a beginning level, integration of technical skills, and utilization of combinations and performance techniques.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not offered in 17-18 (12/19/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with Dean	
	Success Criterion: 70% of students will demonstrate proficiency at a beginning level, and improvement in their use of technical skills, and combination techniques.	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	

SKY DANC 117.2:Tap Dance II

Course Outcomes	Assessment Methods	Results	Actions
Steps - Reproduce intermediate level Tap steps and technical drills without prompt from instructor. Examples could include: Irish, Maxie Ford, Triple Time-Steps, Charleston, Rolling Fa-Laps, Shuffles, etc. Course Outcome Status: Active	Presentation/Performance - Students are asked to perform the steps they have learned. Students receive corrections from the instructor, and must incorporate these corrections into their demonstration.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
	Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
	Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
Combinations - Perform short combinations of intermediate level steps for the class in small groups to demonstrate coordination, dexterity, and rhythmic accuracy. Course Outcome Status: Active	Presentation/Performance - Students are asked to perform the steps they have learned. Students receive corrections from the instructor, and must incorporate these corrections into their demonstration.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
	Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	<p>Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p>	
	<p>Presentation/Performance - Performance: Students will be graded on their performance at an intermediate level, integration of technical skills, and utilization of combinations and performance techniques.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p>	
	<p>Success Criterion: 70% of students will demonstrate proficiency at an intermediate, and improvement in their use of technical skills, and combination techniques.</p>	<p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Course not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p>	

SKY DANC 130 :Jazz Dance I

Course Outcomes	Assessment Methods	Results	Actions
1) Techniques / Exercises - Demonstrate technique and exercises that lead to the mastery of steps and movement particular to jazz dance Course Outcome Status: Active Start Date: 08/24/2010	Presentation/Performance - Students are separated into groups to perform the assignment they have learned over three weeks. Students receive corrections from the instructor and from their classmates, and must incorporate these corrections into their demonstration. Success Criterion: 70% of students will show improvement on 3 of 5 corrections Related Documents: Performance Rubric	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed <hr/> Reporting Cycle: 2016- 2017 Result Type: Criterion met All students showed improvement on 3 of 5 corrections into their final group performances. (07/21/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Amber Steele, Joe Morello <hr/> Reporting Cycle: 2015- 2016 Result Type: Criterion met Students were separated into groups to perform the assignment they had learned over three weeks. Students received corrections from the instructor and from their classmates and incorporated these corrections into their demonstration. Slightly less than 90% showed improvement in 3 of 5 corrections. (02/08/2016) <hr/> Reporting Cycle: 2014 - 2015 Result Type: Criterion met Students were separated into groups to perform the assignment they had learned over three weeks. Students received corrections from the instructor and from their classmates and incorporated these corrections into their demonstration. Slightly more than 90% showed improvement in 3 of 5 corrections. (03/24/2015) <hr/> Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed <hr/> Reporting Cycle: 2015- 2016 Result Type: Criterion met In-Class workouts: In-Class participation points in progressive exercises are awarded. 100% of the students were able to complete and demonstrate improvement in	
	Presentation/Performance - In-Class workouts: In-Class participation points in progressive exercises Success Criterion: 70% of students will be able to demonstrate 5 of 7 technique exercises Related Documents: Performance Rubric		

Course Outcomes	Assessment Methods	Results	Actions
	<p>Other - Major Assignment: Video Self-Analysis</p> <p>Assessment Instrument: Students learn to critique their own movement by watching video of their performances.</p> <p>Success Criterion: 70% of students will be able to assign themselves a constructive alignment correction by analyzing video of their movement</p> <p>Related Documents: Performance Rubric Example Dance Self-Analysis Rubric</p>	<p>technique (02/08/2016)</p> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Video Self-Analysis Assessment Instrument: Students learned to critique their own movement by watching video of their performances. Over 90% of the students were able to assign themselves a constructive alignment correction by analyzing video of their movement (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Video Self-Analysis Assessment Instrument: Students learned to critique their own movement by watching video of their performances. Over 90% of the students were able to assign themselves a constructive alignment correction by analyzing video of their movement (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 14/15 Students created at least five goals for themselves, and 13/15 improved at 4/5 of those goals. (07/27/2012) Related Documents: Video Self Analysis Form</p> <hr/> <p>Reporting Cycle: 2009 - 2010 Result Type: Criterion met 20/23 Students = 87% of Students Could Self-Correct Alignment (08/19/2010) Related Documents: Dance Rubric Jazz Performance Dance Rubric General SLO Assessment Plan DANC 130 2010 SLO Results Jazz 2010-08</p> <hr/>	
<p>2) Choreography - Demonstrate an understanding of Jazz dance techniques and its application to creative and artistic expression by</p>	<p>Presentation/Performance - ?Across the Floor?: In class demonstration. On a weekly basis, students must perform isolations, jazz walks, body</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action</p>	

Course Outcomes	Assessment Methods	Results	Actions
creating a piece of dance choreography that incorporates artistic and technical domains. Course Outcome Status: Active	rolls and basic turns during the ?Across the Floor? section of class. Students receive corrections from the instructor in process, and incorporate these corrections into their demonstration during the next repetition. Success Criterion: 70% of students will show improvement on 3 of 5 corrections	plans? When? Where (e.g., dept. meeting)?: Discussed Reporting Cycle: 2015- 2016 Result Type: Criterion met In class demonstration. On a weekly basis, students performed isolations, jazz walks, body rolls and basic turns during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Over 80% of the students showed improvement in three of five corrections. (02/08/2016)	
	Presentation/Performance - Final Project ? Choreography: Students will each choreograph 3 sets of 8-count, Jazz choreography. They will demonstrate their choreography alone, while the other group members hold positions around them. The groups will perform all choreography in front of the class. Success Criterion: 70% of students will create and perform the assigned amount of movement.	Reporting Cycle: 2014 - 2015 Result Type: Criterion met In class demonstration. On a weekly basis, students performed isolations, jazz walks, body rolls and basic turns during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Over 90% of the students showed improvement in three of five corrections. (03/24/2015) Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed Reporting Cycle: 2015- 2016 Result Type: Criterion met Final Project Choreography: Students each choreographed 3 sets of 8-count, Jazz choreography. They demonstrated their choreography alone, while the other group members held positions around them. The groups performed all choreography in front of the class. 100% of students created and performed the assigned amount of movement. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Final Project Choreography: Students each choreographed 3 sets of 8-count, Jazz choreography. They demonstrated their choreography alone, while the other group members	

Course Outcomes	Assessment Methods	Results	Actions
	<p>Other - Video Self-Analysis: Students learn to critique their own movement by watching video of their performances.</p> <p>Success Criterion: 70% of students will be able to assign themselves a constructive alignment correction by analyzing video of their movement</p>	<p>held positions around them. The groups performed all choreography in front of the class. 100% of students created and performed the assigned amount of movement. (03/24/2015)</p> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 90% of students who completed the Video Self-Assessment were able to identify their progress on goals, and to assess their improvement pre-post semester based on the Performance Rubric. (07/21/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Amber Steele, Joe Morello, Joslynn Mathis Reed</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Slightly more than 50% of students created at least five goals for themselves based on their critique. Over 80% of the students improved improved at 4/5 of those goals by the end of the semester. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 4/15 Students created at least five goals for themselves, and 13/15 improved at 4/5 of those goals. (07/27/2012) Related Documents: Video Self Analysis Form</p> <hr/> <p>Reporting Cycle: 2009 - 2010 Result Type: Criterion met 20/23 Students = 87% of Students Could Self-Correct Alignment (08/19/2010) Related Documents: SLO Results Jazz 2010-08</p>	
<p>3) Fitness and wellness - Identify/explain the important relationship between consistent</p>	<p>Pre and post testing - Fitness tests: Comparison of early and late semester fitness test activities.</p>		

Course Outcomes	Assessment Methods	Results	Actions
aerobic exercise, health and wellness, and establish an increase in general fitness and wellness developed through daily activity, especially increased strength, stamina and flexibility. Course Outcome Status: Active	<p>Success Criterion: 70% of students will show improvement on 3 of 5 fitness tests</p> <p>Survey - Self assessment: Short answer/essay</p> <p>Success Criterion: 70% of students will be self-assess an increased sense of fitness and wellness at the end of the semester.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% (who completed Self Assessments) reported an improvement in their cardio-vascular endurance since the beginning of the semester. 79% of students reported an improvement in fitness level of 4 or 5, on a scale of 1-5. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 4/15 Students wrote at least five alignment, stamina and effort-related goals for themselves, and 13/15 improved at 4/5 of those goals. (07/27/2012)</p> <hr/> <p>Reporting Cycle: 2009 - 2010 Result Type: Criterion met 19/19 Students = 100% (who completed Self Assessments) reported an improvement in their cardio-vascular endurance since the beginning of the semester 15/19 = 79% of students reported an improvement in fitness level of 4 or 5, on a scale of 1-5. Of the remaining students, 3 self-assessed an improvement in fitness level of 3, and 1 self-assessed an improvement of 2 on a scale of 1-5. (08/19/2010) Related Documents: SLO Results Jazz 2010-08</p> <hr/> <p>Other - In-Class workouts: In-Class participation points in progressive exercises Success Criterion: 70% of students will complete 80% of In-Class workouts</p>	
		<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met</p>	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Students had excellent attendance throughout the semester. (07/21/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Amber Steele, Joe Morello</p> <hr/> <p>Reporting Cycle: 2015- 2016</p> <p>Result Type: Criterion met</p> <p>In-Class workouts: In-Class participation points in progressive exercises are awarded. 100% of the students were able to complete and demonstrate improvement in workouts. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>In-Class workouts: In-Class participation points in progressive exercises are awarded. 100% of the students were able to complete and demonstrate improvement in workouts. (03/24/2015)</p>	
<p>Creativity - Develop a criteria for evaluating jazz, while using the body as an instrument of self-expression and creativity</p> <p>Course Outcome Status: Inactive</p> <p>Start Date: 08/24/2010</p>	<p>Presentation/Performance -</p> <p>Choreography: Students will each choreograph 3 sets of 8-count, jazz choreography. They will demonstrate their choreography alone, while the other group members hold positions around them. The groups will perform all choreography in front of the class.</p> <p>Success Criterion: 70% of students will create and perform the assigned amount of movement.</p> <p>Presentation/Performance - ?Across the Floor?: In class demonstration. On a weekly basis, students must perform spinal isolations, dance walks, body rolls and basic turns during the ?Across the Floor? section of class. Students receive corrections from the instructor in process, and incorporate these corrections into their demonstration</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Inconclusive</p> <p>Course not taught in 17-18 (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>Students were extremely successful in this project, and exceeded expectations by self-selecting their groups, based on their own favorite Jazz style. (07/21/2016)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Amber Steele, Joe Morello</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	<p>during the next repetition.</p> <p>Success Criterion: 70% of students will show improvement on 3 of 5 corrections</p> <p>Other - Video Self-Analysis: Students learn to critique their own movement by watching video of their performances.</p> <p>Success Criterion: 70% of students will be able to assign themselves a constructive alignment correction by analyzing video of their movement</p>		

SKY DANC 140 :Ballet

Course Outcomes	Assessment Methods	Results	Actions
1) Technique - Demonstrate and identify individual and group ballet steps and movement patterns, technique, exercises and vocabulary that lead to the mastery of steps and movement particular to ballet.	Presentation/Performance - Students are separated into groups to perform the assignment they have learned. Students receive corrections from the instructor, and must incorporate these corrections into their demonstration.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty	
Course Outcome Status: Active Start Date: 08/24/2010	Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections Related Documents: SLO Assessment Plan for Ballet DANC 140 Skyline.doc	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students were separated into groups to perform the assignment they had learned. Students received corrections from the instructo and incorporated these corrections into their demonstration. Over 80% of students showed improvement in three or more corrections. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Students were separated into groups to perform the assignment they had learned. Students received corrections from the instructo and incorporated these corrections into their demonstration. Over 90% of students showed improvement in three or more corrections. (03/24/2015)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Students were separated into groups to perform the assignment they had learned. Students received corrections from the instructor and incorporated these corrections into their demonstration. Over 80% of students showed improvement in 3 or more corrections. (03/24/2015)	
	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 17-18 (12/20/2017)	

Course Outcomes	Assessment Methods	Results	Actions
	<p>Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises</p>	<p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Of the students who completed the class, more than 80% received a 70% or higher on participation points related to technique areas in at least 7 exercises. (02/08/2016)</p> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 17-18 (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Based on level, exam on rules and identification of barre and center exercises via multiple choice exam was administered.Slightly more than 80% of the students were able to pass the exam. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Based on level, exam on rules and identification of barre and center exercises via multiple choice exam was administered.Slightly more than 70% of the students were able to pass the exam. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014</p>	
	<p>Exam - Exam on rules and identification of barre and center exercises vis multiple choice exam. Success Criterion: Performance Criteria: 70% of students who complete the class will score a 70% or higher on the exam.</p>		

Course Outcomes	Assessment Methods	Results	Actions
		<p>Result Type: Criterion met 28 of 29 students who completed the class scored a 70% or higher on exam on rules and identification of barre and center exercises via multiple choice exam. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 28 of 35 students who completed the class scored a 70% or higher on exam on rules and identification of barre and center exercises via multiple choice exam. (05/14/2013)</p>	
<p>2) Artistic Perspective - Develop an awareness and appreciation of the cultural forces and individuals that contributed to the origins of ballet. Develop an ability to critically appreciate and evaluate concert ballet dance.</p> <p>Course Outcome Status: Active Start Date: 08/24/2010</p>	<p>Presentation/Performance - Student skills (Plie, Tendu, Degage, Balance, Adagio, Petit Allegro, small / large jumps, Grand Allegro, Pirouettes, Coda) are evaluated on a class by class basis based on level and are visually scored on a rubric of 3=Excellent; 2 = Satisfactory, 1= Poor and 0 = Non-attendance. Success Criterion: Performance Criteria: 70% of students who complete the class will score on a semester average 2.0 or higher.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Student skills based on level(Plie, Tendu, Degage, Balance, Adagio, Petit Allegro, small / large jumps, Grand Allegro, Pirouettes, Coda) were evaluated on a class by class basis based on level and are visually scored on a rubric of 3=Excellent; 2 = Satisfactory, 1= Poor and 0 = Non-attendance. Slightly more than 70% of the students who completed the class scored on a semester average 2.0 or higher. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Student skills based on level(Plie, Tendu, Degage, Balance, Adagio, Petit Allegro, small / large jumps, Grand Allegro, Pirouettes, Coda) were evaluated on a class by class basis based on level and are visually scored on a rubric of 3=Excellent; 2 = Satisfactory, 1= Poor and 0 = Non-attendance. Slightly less than 80% of the students who</p>	

Course Outcomes	Assessment Methods	Results	Actions
		completed the class scored on a semester average 2.0 or higher. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 21 of 29 students who completed the class had an average score greater than 2.0 on skills (Plie, Tendu, Degage, Balance, Adagio, Petit Allegro, small / large jumps, Grand Allegro, Pirouettes, Coda) that were evaluated on a class by class basis based on level and were visually scored on a rubric of 3=Excellent; 2 = Satisfactory, 1= Poor and 0 = Non-attendance. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 28 of 35 students who completed the class had an average score greater than 2.0 on skills (Plie, Tendu, Degage, Balance, Adagio, Petit Allegro, small / large jumps, Grand Allegro, Pirouettes, Coda) that were evaluated on a class by class basis based on level and were visually scored on a rubric of 3=Excellent; 2 = Satisfactory, 1= Poor and 0 = Non-attendance. (05/14/2013)	
	Capstone Assignment/Project - Major Assignment: Across the Floor Assessment Instrument: In class demonstration. On a weekly basis, students must perform steps and movement particular to classical ballet during the ?Across the Floor? section of class. Students receive corrections from the instructor in process, and incorporate these corrections into their demonstration during the next repetition.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2015- 2016 Result Type: Criterion met Major Assignment: Across the Floor Assessment Instrument: In class demonstration. On a weekly basis, students performed steps and movement particular to classical ballet during the Across the Floor section of class. Students received corrections from the instructor in	

Course Outcomes	Assessment Methods	Results	Actions
		<p>process, and incorporated these corrections into their demonstration during the next repetition. Over 70% of students showed improvement in three or more corrections (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Major Assignment: Across the Floor Assessment Instrument: In class demonstration. On a weekly basis, students performed steps and movement particular to classical ballet during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Over 80% of students showed improvement in three or more corrections. (03/24/2015)</p>	
	<p>Presentation/Performance - Major Assignment: Performance Analysis Assessment Instrument: Students learn to critique their movement by watching ballet performances and writing a research or critical paper.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% of students successfully were able to watch and critique a ballet performance. Critique required a draft to be submitted to the instructor for feedback prior to submission. (02/08/2016)</p>	
<p>3) Fitness - Develop the necessary coordination, balance, strength, flexibility, endurance and muscular control to perform ballet.</p> <p>Course Outcome Status: Active</p>	<p>Pre and post testing - A) Fitness Testing Assessment Instrument: Comparison of early and late semester fitness test activities</p> <p>Success Criterion: Performance</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p>	

Course Outcomes	Assessment Methods	Results	Actions
Start Date: 08/24/2010	Criteria: 70% of students will show improvement on 2 of 5 fitness tests	with faculty	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met 78% students who completed the class showed improved systolic and diastolic blood pressure results. 72% students who completed the class showed improvement on cardiovascular endurance as measured by a three minute step test. All students showed improvement in flexibility, muscular endurance and body composition. (02/08/2016)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 24 of 29 students who completed the class showed improved systolic and diastolic blood pressure results. 22 of 29 students who completed the class showed improvement on cardiovascular endurance as measured by a three minute step test. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 31 of 35 students who completed the class showed improved systolic and diastolic blood pressure results. 27 of 35 students who completed the class showed improvement on cardiovascular endurance as measured by a three minute step test. (05/14/2013)	
Other - B) Short answer/essay	Success Criterion: Performance Criteria: 70% of students will be able to self-assess an increased sense of fitness and wellness at the end of the semester.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Instructor never submitted assessment results in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Instructor never submitted assessment results in 16-17 (02/21/2017)	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Inconclusive</p> <p>Instructor never submitted assessment results in 17-18 (12/20/2017)</p>	
	<p>Presentation/Performance - C) In-Class participation points in progressive exercises</p> <p>Success Criterion: Performance Criteria: 70% of students will complete 80% of In-Class workouts</p>	<p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with faculty</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Instructor never submitted assessment results in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2015- 2016</p> <p>Result Type: Criterion met</p> <p>In-Class participation points in progressive exercises were awarded based on level. Over90% of the students received a C or higher grade based on preogression. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>In-Class participation points in progressive exercises were awarded based on level. Over90% of the students received a C or higher grade based on preogression. (03/24/2015)</p>	

SKY DANC 150.1:Hip Hop I

Course Outcomes	Assessment Methods	Results	Actions
Beginning level skills, patterns, routines and choreography. - Students will demonstrate the movement skills necessary to accurately understand and execute beginning level patterns, aesthetic qualities, routines and choreography in the hip hop dance technique. These may include popping, locking, break step, ball change and shuffle steps.	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises appropriate for a beginning level. Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises	Reporting Cycle: 2017- 2018 Result Type: Criterion met Over 90% of students were able to earn enough points, based on improvement from participation, in at least 5 or more technique areas related to Hip Hop Dance. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Over 80% of students were able to earn enough points, based on improvement from participation, in at least 5 or more technique areas related to Hip Hop Dance. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Of the 28 students who enrolled 23 were able to earn enough points, based on improvement from participation, in at least 5 or more technique areas related to Hip Hop Dance. (02/08/2016)	
		Reporting Cycle: 2017- 2018 Result Type: Criterion met Over 90% who enrolled in the class were able to successfully receive and incorporate corrections into their beginning / intermediate routines from the instructor. Over 80% were able to do 3 or more corrections. Over 90%were able to do at least two corrections (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
Course Outcome Status: Active	Presentation/Performance - Students are asked to perform the beginning steps they have learned. Students receive corrections from the instructor, and must incorporate these corrections into their demonstration. Success Criterion: 70% of students who complete the class will be able to perform 3 of 5 corrections at a proficient level.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 90% who enrolled in the class were able to successfully receive and incorporate corrections into their beginning / intermediate routines from the instructor. The 80% were	

Course Outcomes	Assessment Methods	Results	Actions
		able to do 3 or more corrections. 90% were able to do at least two corrections (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met 21 of 28 students who enrolled in the class were able to successfully receive and incorporate corrections into their beginning routines from the instructor. The 21 were able to do 3 or more corrections. 4 were able to do at least two corrections. (02/08/2016)	
	Presentation/Performance - Performance: Students will be graded on their performance at a beginning level, integration of technical skills, and utilization of performance techniques. Success Criterion: 70% of students will demonstrate proficiency at a beginning level, and improvement in their use of technical skills, and performance techniques.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Students were graded on their final performance at a beginning level, integration of technical skills, and utilization of performance techniques. Over 90% of students demonstrated proficiency at a beginning level, and improvement in their use of technical skills, and performance techniques. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Students were graded on their final performance at a beginning level, integration of technical skills, and utilization of performance techniques. 83% of students demonstrated proficiency at a beginning level, and improvement in their use of technical skills, and performance techniques. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students were graded on their final performance at a beginning level, integration of technical skills, and utilization of performance techniques. 24 of 28 students demonstrated proficiency at a beginning level, and improvement in their use of technical skills, and performance techniques.	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		(02/08/2016)	

SKY DANC 150.2:Hip Hop II

Course Outcomes	Assessment Methods	Results	Actions
Intermediate level skills, patterns, routines and choreography - Students will demonstrate the movement skills necessary to accurately understand and execute beginning level patterns, aesthetic qualities, routines and choreography in the hip hop dance technique. These may include popping, locking, break step, ball change and shuffle steps.	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises appropriate for an intermediate level. Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises	Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students were able to demonstrate 5 of 7 technique exercises successfully (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met 100% of students were able to demonstrate 5 of 7 technique exercises successfully (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Inconclusive No results in 2015-16 to report. No students took the second level class. (02/08/2016)	
		Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students who completed the class will be able to perform 3 of 5 corrections at a proficient level. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
Course Outcome Status: Active	Presentation/Performance - Students are asked to perform the intermediate steps they have learned. Students receive corrections from the instructor, and must incorporate these corrections into their demonstration. Success Criterion: 70% of students who complete the class will be able to perform 3 of 5 corrections at a proficient level.	Reporting Cycle: 2016- 2017 Result Type: Criterion met 100% of students who completed the class will be able to perform 3 of 5 corrections at a proficient level. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Inconclusive No results in 2015-16 to report. No students took the second level class. (02/08/2016)	
		Reporting Cycle: 2017- 2018 Result Type: Criterion met	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	<p>graded on their performance at an intermediate level, integration of technical skills, and utilization of performance techniques.</p> <p>Success Criterion: 70% of students will demonstrate proficiency at an intermediate level, and improvement in their use of technical skills, and performance techniques.</p>	<p>100% of students demonstrated proficiency at an intermediate level, and improvement in their use of technical skills, and performance techniques. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>100% of students demonstrated proficiency at an intermediate level, and improvement in their use of technical skills, and performance techniques. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016</p> <p>Result Type: Inconclusive</p> <p>No results in 2015-16 to report. No students took the second level class. (02/08/2016)</p>	

SKY DANC 151.1 :Social Dance I

Course Outcomes	Assessment Methods	Results	Actions
Beginning level skills, patterns, routines and choreography - Students will demonstrate the movement skills necessary to accurately understand and execute beginning level patterns, aesthetic qualities, routines and choreography in social dance technique. Dances covered may include the East Coast Swing, Slow Waltz, Fox Trot, Night Club Two-Step, Tango, Foxtrot, Rumba, Merengue and Salsa. Course Outcome Status: Active Assessment Cycles: 2015-2016 Start Date: 02/10/2016	Presentation/Performance - Students are asked to perform the beginning steps they have learned in one form of social dance. Students receive corrections from the instructor, and must incorporate these corrections into their choreography and performance in their final performance of the semester. Success Criterion: 70% of students who complete the class will be able to perform 3 of 5 corrections at a proficient level in their final performance.	Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their beginning routines from the instructor. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their beginning routines from the instructor. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their beginning routines from the instructor. (02/10/2016)	
		Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their beginning routines from the instructor. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
	Presentation/Performance - Students will be graded on their performance at a beginning level, integration of technical skills, and utilization of performance techniques Success Criterion: 70% of students will demonstrate proficiency at a beginning level, and improvement in their use of technical skills, and performance techniques.	Reporting Cycle: 2016- 2017 Result Type: Criterion met Students were graded on their final performance at a beginning level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at a beginning level, and improvement in their use of technical skills, and performance techniques. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Result Type: Criterion met Students were graded on their final performance at a beginning level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at a beginning level, and improvement in their use of technical skills, and performance techniques. (02/10/2016)</p>	
	<p>Presentation/Performance - In- Class participation points in progressive dance techniques in at least two different types of social dance appropriate for a beginning level.</p> <p>Success Criterion: 70% of students will be able to demonstrate progress in at least two different types of social dance techniques.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students were able to earn enough points, based on improvement from participation, in at least 2 or more types of Social Dance (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 100% of students were able to earn enough points, based on improvement from participation, in at least 2 or more types of Social Dance (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% of students were able to earn enough points, based on improvement from participation, in at least 2 or more types of Social Dance (02/10/2016)</p>	

SKY DANC 151.2:Social Dance II

Course Outcomes	Assessment Methods	Results	Actions
Intermediate level skills, patterns, routines and choreography - Students will demonstrate the movement skills necessary to accurately understand and execute intermediate level patterns, aesthetic qualities, routines and choreography in social dance technique. Dances covered may include the East Coast Swing, Slow Waltz, Fox Trot, Night Club Two-Step, Tango, Foxtrot, Rumba, Merengue and Salsa. Course Outcome Status: Active Start Date: 02/10/2016	Presentation/Performance - Students will be graded on their performance at an intermediate level, integration of technical skills, and utilization of performance techniques Success Criterion: 70% of students will demonstrate proficiency at an intermediate level, and improvement in their use of technical skills, and performance techniques.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Students were graded on their final performance at an intermediate level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at an intermediate level, and improvement in their use of technical skills, and performance techniques. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Students were graded on their final performance at an intermediate level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at an intermediate level, and improvement in their use of technical skills, and performance techniques. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students were graded on their final performance at an intermediate level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at an intermediate level, and improvement in their use of technical skills, and performance techniques. (02/10/2016)	
	Presentation/Performance - In-Class participation points in progressive dance techniques in at least two different types of social dance appropriate for an intermediate level. Success Criterion: 70% of students will be able to demonstrate progress in at least two different types of	Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students completed in-Class participation points in progressive dance techniques in at least two different types of social dance appropriate for an intermediate level. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	

Course Outcomes	Assessment Methods	Results	Actions
	social dance techniques.	<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 100% of students completed in-Class participation points in progressive dance techniques in at least two different types of social dance appropriate for an intermediate level. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met In-Class participation points in progressive dance techniques in at least two different types of social dance appropriate for an intermediate level. (02/10/2016) Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their intermediate routines from the instructor. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their intermediate routines from the instructor. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their intermediate routines from the instructor. (02/10/2016)</p>	
	<p>Presentation/Performance - Students are asked to perform the intermediate steps they have learned in one form of social dance. Students receive corrections from the instructor, and must incorporate these corrections into their choreography and performance in their final performance of the semester. Success Criterion: 70% of students who complete the class will be able to perform 3 of 5 corrections at a proficient level in their final performance</p>		

SKY DANC 151.3 :Social Dance III

Course Outcomes	Assessment Methods	Results	Actions
Advanced / Intermediate level skills, patterns, routines and choreography - Students will demonstrate the movement skills necessary to accurately understand and execute advanced / intermediate level patterns, aesthetic qualities, routines and choreography in social dance technique. Dances covered may include the East Coast Swing, Slow Waltz, Fox Trot, Night Club Two-Step, Tango, Foxtrot, Rumba, Merengue and Salsa. Course Outcome Status: Active Assessment Cycles: 2015-2016 Start Date: 02/10/2016	Presentation/Performance - Students will be graded on their performance at an advanced intermediate level, integration of technical skills, and utilization of performance techniques Success Criterion: 70% of students will demonstrate proficiency at an advanced intermediate level, and improvement in their use of technical skills, and performance techniques.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Students were graded on their final performance at an advanced intermediate level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at an advanced intermediate level, and improvement in their use of technical skills, and performance techniques. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Students were graded on their final performance at an advanced intermediate level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at an advanced intermediate level, and improvement in their use of technical skills, and performance techniques. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students were graded on their final performance at an advanced intermediate level, integration of technical skills, and utilization of performance techniques. 100% demonstrated proficiency at an advanced intermediate level, and improvement in their use of technical skills, and performance techniques. (02/10/2016)	
	Presentation/Performance - In-Class participation points in progressive dance techniques in at least two different types of social dance appropriate for an advanced intermediate level. Success Criterion: 70% of students will be able to demonstrate progress in at least two different types of	Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students were able to earn enough points, based on improvement from participation, in at least 2 or more types of Social Dance (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues Reporting Cycle: 2016- 2017	

Course Outcomes	Assessment Methods	Results	Actions
	social dance techniques.	<p>Result Type: Criterion met 100% of students were able to earn enough points, based on improvement from participation, in at least 2 or more types of Social Dance (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p>	
	<p>Presentation/Performance - Students are asked to perform the advanced intermediate steps they have learned in one form of social dance. Students receive corrections from the instructor, and must incorporate these corrections into their choreography and performance in their final performance of the semester.</p> <p>Success Criterion: 70% of students who complete the class will be able to perform 3 of 5 corrections at a proficient level in their final performance.</p>	<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% of students were able to earn enough points, based on improvement from participation, in at least 2 or more types of Social Dance (02/10/2016)</p> <p>Reporting Cycle: 2017- 2018 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their advanced intermediate routines from the instructor. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p>	
		<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their advanced intermediate routines from the instructor. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p>	
		<p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 100% of students enrolled in the class were able to successfully receive and incorporate corrections into their advanced intermediate routines from the instructor. (02/10/2016)</p>	

SKY DANC 152 :Cuban Roots of Salsa

Course Outcomes	Assessment Methods	Results	Actions
1) Authentic Cuban dance - Demonstrate an understanding of correct African body posture, movement, and Cuban music Course Outcome Status: Active Start Date: 01/14/2011	Exam - A) Midterm on vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance Success Criterion: 80% of students will score 70% or better on multiple choice exam Related Documents: Midterm Exam Cuban Dance	Reporting Cycle: 2017- 2018 Result Type: Criterion met Based on level, midterm exam on vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance was administered. 100% of students passed the exam. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues <hr/> Reporting Cycle: 2016- 2017 Result Type: Criterion met Based on level, midterm exam on vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance was administered. 100% of students passed the exam. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean <hr/> Reporting Cycle: 2015- 2016 Result Type: Criterion met Based on level, midterm exam on vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance was administered. 100% of students passed the exam. (02/08/2016) <hr/> Reporting Cycle: 2014 - 2015 Result Type: Criterion met Based on level, midterm exam on vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance was administered. 100% of students passed the exam. (03/24/2015) <hr/> Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the students who took the mid-term exam, 100% scored a 70% or higher on exam related to the vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance. (02/04/2014) <hr/> Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 32 students who took the mid-term exam, 100%	

Course Outcomes	Assessment Methods	Results	Actions
		scored a 70% or higher on exam related to the vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students successfully completed the exam.Exam - A) Midterm on vocabulary, values, behavior, social aspects, and authenticity relating to Cuban Dance (12/21/2012)	
		Reporting Cycle: 2010 - 2011 Result Type: Criterion met 98% of students scored better than 80% or better (05/04/2011)	
	Presentation/Performance - B) Final in-class dance demonstration, students will be assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. Success Criterion: 70% of students will score 5 or more points	Reporting Cycle: 2017- 2018 Result Type: Criterion met Final in-class dance demonstration based on level, students were assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. 100% of students scored a 5 or above. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Final in-class dance demonstration based on level, students were assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. 100% of students scored a 5 or above. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Final in-class dance demonstration based on level, students were assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. 100% of students scored a 5 or above. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Final in-class dance demonstration based on level, students were assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. 100% of students	

Course Outcomes	Assessment Methods	Results	Actions
		scored a 5 or above. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 100% of students based on Presentation/Performance of final in-class dance demonstration scored 5 points or higher based on level. Students were assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. This involved a pre-assessment and post assessment (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 32 students who completed the class, 72% scored 5 or more points on the final in-class dance demonstration where students were assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students based on Presentation/Performance - B) Final in-class dance demonstration, students will be assessed on posture, musicality, precision, and in Cuban dance using an 8 point rubric. pre-assessment and post assessment scored 5 points or higher based on level. (12/21/2012)	
	Survey - C) Survey- student self-evaluation on ability, confidence, and class experience Success Criterion: 70% of students will respond positively to 70% of the survey questions	Reporting Cycle: 2017- 2018 Result Type: Criterion met Student self-evaluation on ability, confidence, and class experience was given. 100% of students responded positively based on progression from their initial level. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Student self-evaluation on ability, confidence, and class experience was given. 100% of students responded positively based on progression from their initial level. (02/23/2017) Who discussed the assessment, results and/or action	

Course Outcomes	Assessment Methods	Results	Actions
		plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Student self-evaluation on ability, confidence, and class experience was given. 100% of students responded positively based on progression from their initial level. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Student self-evaluation on ability, confidence, and class experience was given. 100% of students responded positively based on progression from their initial level. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the students who completed the class, 82% felt based on their self assessment that their knowledge, skills and abilities had improved based on their completion of the course. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 32 students who completed the class, 26 felt based on their self assessment that their knowledge, skills and abilities had improved based on their completion of the course. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students responded positively to survey questions. Survey - C) Survey- student self-evaluation on ability, confidence, and class experience. (12/21/2012)	
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met 88% of students responded positively to at least 70% of survey questions (12/08/2011)	
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met 88% of students responded positively to at least 70% of questions (12/07/2011)	

SKY DANC 161 :Tango Argentino

Course Outcomes	Assessment Methods	Results	Actions
<p>1) Tango elements - Demonstrate an understanding of beginning Argentine Tango elements and techniques through improvisation with appropriate balance, posture, connection and positioning of the dance frame (the embrace).</p> <p>Course Outcome Status: Active Start Date: 06/01/2010</p>	<p>Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. Success Criterion: 80% of students will score 70% or better Related Documents: Midterm Exam DANC 161</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the exam. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the exam. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the exam. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. Slightly more than 80% of students passed the exam. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the 16 students who took the exam, 100% received a grade of 70% or higher on mid-term exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 14 students who took the exam, 100% received a</p>	

Course Outcomes	Assessment Methods	Results	Actions
		grade of 70% or higher on mid-term exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 97 % of students scored a 70% or better. Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (12/21/2012)	
		Reporting Cycle: 2010 - 2011 Result Type: Criterion met 86% of students scored 70% or better on a mid term exam (05/04/2011)	
	Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. Success Criterion: 70% of students will score 5 or more points	Reporting Cycle: 2017- 2018 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of the students received a passing grade. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of the students received a passing grade (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of the students received a passing grade. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was	

Course Outcomes	Assessment Methods	Results	Actions
		administered. Slightly more than 80% of the students received a passing grade. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the 16 students who completed the class, 13 received an excellent rating (7+) based on their final in class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 14 students who completed the class, 100% received an excellent rating (7+) based on their final in class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 97% of students who completed the pre and post test scored 5 or more points on rubric. Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (12/21/2012)	
	Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango Success Criterion: 70% of students will respond positively to at least 70% of survey questions	Reporting Cycle: 2017- 2018 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt then had improved skills, knowledge and understanding. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt then had improved skills, knowledge and understanding. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt then had improved skills, knowledge and understanding. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt then had improved skills, knowledge and understanding. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the 16 students who completed the class, 11 expressed on their self-assessment the impression that their skills, knowledge, confidence and ability had improved based on their class experience. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 14 students who completed the class, 100% expressed on their self-assessment the impression that their skills, knowledge, confidence and ability had improved based on their class experience. (05/20/2013)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 97% of students responded positively to survey questions. Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango (12/21/2012)</p> <hr/> <p>Reporting Cycle: 2011 - 2012 Result Type: Criterion met 91% of students responded positively to at least 70% of survey questions (12/07/2011)</p>	

SKY DANC 162 :Tango Milonga

Course Outcomes	Assessment Methods	Results	Actions
1) Tango Milonga elements - Students will be able to provide a more authentic and individualized interpretation of Tango Milonga through a demonstration of appropriate levels of technique that incorporate cultural elements* of this dance form (*e.g. Costume, history, vocabulary, rhythm and music) Course Outcome Status: Active	Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. Success Criterion: 80% of students will score 70% or better	Reporting Cycle: 2017- 2018 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the exam. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the exam. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the exam. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the exam. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the 5 students who took the midterm exam, 100% scored a 70% or higher, class average 94%, on exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 30 students who took the midterm exam, 100%	

Course Outcomes	Assessment Methods	Results	Actions
		scored a 70% or higher, class average 94%, on exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 92% of students scored 70% or better on the exam. Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture (12/21/2012)	
		Reporting Cycle: 2011 - 2012 Result Type: Criterion not met 56% of students scored 70% or better (01/30/2012)	Action: Will devote more time to preparing students for the exam. Will spend more time in future and give study guide. (04/04/2013) Action Plan Category: Use New or Revised Teaching methods
	Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. Success Criterion: 70% of students will score 5 or more points	Reporting Cycle: 2017- 2018 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students successfully scored 5 or more points. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students successfully scored 5 or more points. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students successfully scored 5 or more points. (02/08/2016)	
		Reporting Cycle: 2014 - 2015	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students successfully scored 5 or more points. (03/24/2015)</p>	
		<p>Reporting Cycle: 2013 - 2014 Result Type: Inconclusive Of the 5 students who completed the course, 3 scored at an excellent level of higher on Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (02/04/2014)</p>	
		<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 30% of the students who completed the course, 28 scored at an excellent level of higher on Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (05/20/2013)</p>	
		<p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 92% of students based on pre-assessment scored a 5 or higher in final class demonstration.Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (12/21/2012)</p>	
	<p>Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango</p> <p>Success Criterion: 70% of students will respond positively to at least 70% of survey questions</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students expressed a belief that their skills, knowledge and ability had improved. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p>	
		<p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students expressed a belief that their skills, knowledge and ability had improved.</p>	

Course Outcomes	Assessment Methods	Results	Actions
		<p>(02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students expressed a belief that their skills, knowledge and ability had improved. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students expressed a belief that their skills, knowledge and ability had improved. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Inconclusive Of the 5 students who completed the class, four expressed improved efficacy related to confidence, ability, and their class experience with Tango Milonga (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 28 of 30 students who completed the class felt, based on their self-assessment, that their confidence, ability and skills had improved based on performance. (05/20/2013)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 92% of students responded positively to the self-assessment. Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango (12/21/2012)</p>	

SKY DANC 163 :Tango Buenos Aires

Course Outcomes	Assessment Methods	Results	Actions
1) Intermediate Argentine Tango elements - Students will be able to provide a more authentic and individualized interpretation of advanced Argentine tango through a demonstration of appropriate levels of technique that incorporate cultural elements* of this dance form (*e.g. performance, choreography, costume, history, vocabulary, rhythm and music). Course Outcome Status: Active Start Date: 06/01/2010	Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. Success Criterion: 80% of students will score 70% or better	Reporting Cycle: 2017- 2018 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the examination. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the examination. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students passed the examination. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. Over 80% of students passed the examination. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Inconclusive Of the 3 students who took the mid-term, all got a 70% or higher on material pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 92% of students who took the mid-term got a 70% or	

Course Outcomes	Assessment Methods	Results	Actions
		higher.Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (12/21/2012)	
	Presentation/Performance - B) Final in-class demonstration of intermediate Argentine Tango skills, musicality, and etiquette using an 8 point rubric.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Final in-class demonstration of intermediate Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students scored 5 or more points. (12/20/2017)	
	Success Criterion: 70% of students will score 5 or more points	Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Final in-class demonstration of intermediate Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students scored 5 or more points. (02/23/2017)	
		Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Final in-class demonstration of intermediate Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students scored 5 or more points. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Final in-class demonstration of intermediate Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of students scored 5 or more points. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met Based on pre-assessment, all three students received a 5 or higher on final skills demonstration related to Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met	

Course Outcomes	Assessment Methods	Results	Actions
		Based on pre-assessment, 92% of students received a 5 or higher on final skills demonstration. Presentation/Performance - B) Final in-class demonstration of intermediate Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (12/21/2012)	
	Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango	Reporting Cycle: 2017- 2018 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt their knowledge, skills and abilities had improved. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
	Success Criterion: 70% of students will respond positively to at least 70% of survey questions	Reporting Cycle: 2016- 2017 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt their knowledge, skills and abilities had improved. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt their knowledge, skills and abilities had improved. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt their knowledge, skills and abilities had improved. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Inconclusive All three students responded positively to the self-assessment. Student self-assessment survey was on perceived confidence, ability, and their class experience with Argentine Tango. (02/04/2014)	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>92% of students responded positively to the self-assessment. Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango. (12/21/2012)</p>	

SKY DANC 164 :Tango De La Confiteria

Course Outcomes	Assessment Methods	Results	Actions
1) Elements of Tango de la Confiteria - Demonstrate an understanding of low advanced Tango de la Confiteria elements and techniques through improvisation with appropriate balance, posture, connection and positioning of the dance frame (the embrace). Course Outcome Status: Active Start Date: 06/01/2010	Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. Success Criterion: 80% of students will score 70% or better	Reporting Cycle: 2017- 2018 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students received a passing score. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students received a passing score. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students received a passing score. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture was administered. 100% of students received a passing score. (03/24/2015)	
		Reporting Cycle: 2009 - 2010 Result Type: Criterion not met Of the 44 students who completed the mid-term, 32 had a score of 70% or better. Need to spend more time reviewing exam. Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (01/15/2010)	Action: Students who did not pass either missed the exam or missed too many classes to understand and comprehend the material. Attendance in this class would be greatly improved by having a consistent meeting place; this class is often displaced when the theater is being rented out.

Course Outcomes	Assessment Methods	Results	Actions
			(04/04/2013) Action Plan Category: Plan purchase of new equipment or supplies
	<p>Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric.</p> <p>Success Criterion: 70% of students will score 5 or more points</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of the students scored a 5 or higher (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of the students scored a 5 or higher (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of the students scored a 5 or higher (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric was administered. 100% of the students scored a 5 or higher. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2009 - 2010 Result Type: Criterion not met 28 of 44 students scored with a grade of 5 or higher. Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (01/15/2010)</p>	
			Action: This type of Tango takes a great deal of work and practice. The students who did not pass on the rubric either needed more time or missed too much class to successfully complete and demonstrate the skills.

Course Outcomes	Assessment Methods	Results	Actions
			Attendance in this class would be greatly improved if the meeting place were consistent. This class is often displaced do to scheduling conflicts with impacted facilities. (04/04/2013) Action Plan Category: Plan purchase of new equipment or supplies
	<p>Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango</p> <p>Success Criterion: 70% of students will respond positively to at least 70% of survey questions</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt they had improved skills, ability and knowledge. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt they had improved skills, ability and knowledge. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt they had improved skills, ability and knowledge. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango was administered. 100% of students felt they had improved skills, ability and knowledge. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2009 - 2010 Result Type: Criterion met</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
------------------------	---------------------------	----------------	----------------

Of the 44 students who completed the class, all indicated improved self-efficacy. This was measured as follows:
 Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango .
 (01/15/2010)

SKY DANC 165 :Tango Performance Improv

Course Outcomes	Assessment Methods	Results	Actions
1) Performance improvisation - Improvise performance steps and create their own sequences during improvisation Course Outcome Status: Active Assessment Cycles: 2010-2011, 2011-2012, 2012-2013 Start Date: 01/14/2011	Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. Success Criterion: 80% of students will score 70% or better	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2009 - 2010 Result Type: Criterion met Of the 28 students who completed the class, 26 got a score of 70% or better. Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (01/15/2010)	
	Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. Success Criterion: 70% of students will score 5 or more points	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2009 - 2010 Result Type: Criterion met Of the 28 students who completed the class, all 28 scored above 5 points in the 8 point rubric. Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (01/15/2010)	
	Survey - C) Survey- student self-assessment on confidence, ability to improvise, and their class experience with Argentine Tango	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
	Success Criterion: 70% of students will respond positively to at least 70% of survey questions	Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2009 - 2010 Result Type: Criterion met All 28 students who completed the class described increased confidence related to improvisation of tango steps in choreographed piece. (01/15/2010)	

SKY DANC 166:Tango de la Guardia Vieja

Course Outcomes	Assessment Methods	Results	Actions
1) Elements of Tango de la Guardia Vieja - Use exact elements with good habits, demonstrate the musicality necessary in the most common and important rhythms that repeat in the Tango in a social dance setting. Course Outcome Status: Active Assessment Cycles: 2010-2011, 2011-2012, 2012-2013 Start Date: 01/14/2011	Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. Success Criterion: 80% of students will score 70% or better Related Documents: Midterm Exam DANC 166	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2010 - 2011 Result Type: Criterion met 86% of students scored 80% or better on midterm exam. Exam - A) Midterm exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (05/04/2011)	
	Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. Success Criterion: 70% of students will score 5 or more points	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
	Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango Success Criterion: 70% of students will respond positively to at least 70% of survey questions	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2011 - 2012	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
------------------------	---------------------------	----------------	----------------

Result Type: Criterion met
85% of students responded positively to at least 70% of survey questions. Survey - C) Survey- student self-assessment on confidence, ability, and their class experience with Argentine Tango (12/06/2011)

SKY DANC 167 :Swing Dance I

Course Outcomes	Assessment Methods	Results	Actions
1) Skills - Demonstrate basic swing dance forms by performing an instructor-choreographed routine and appreciate partner and social dance opportunities Course Outcome Status: Active	Exam - A) Written Final Exam: Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. Success Criterion: 70% of students will be receive a grade of 70% or higher on the tests.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Written Final Exam: An objective test and final examination, based on level, examining aspects of history, music, terminology and/or cultural aspects of this dance form was administered. Slightly more than 80% of the students passed the exam. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 8 of 8 students who completed the class received a grade of 70% or higher on the final examinationon aspects of history, music, terminology and/or cultural aspects of this dance form. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 2 of 2 students who completed the class received a grade of 70% or higher on the final examinationon aspects of history, music, terminology and/or cultural aspects of this dance form. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students who took the final exam earned a 70% or higher on the exam.Exam - A) Written Final Exam: Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. (12/21/2012)	

Course Outcomes	Assessment Methods	Results	Actions
	Presentation/Performance - B) Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. Success Criterion: 70% of students will show improvement on 3 of 5 assigned technical skills, style, and creative expression	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed <hr/> Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA <hr/> Reporting Cycle: 2014 - 2015 Result Type: Criterion met Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor was administered. Slightly more than 70% of the students scored high enough on the rubric to earn a C or higher. (03/24/2015) <hr/> Reporting Cycle: 2013 - 2014 Result Type: Inconclusive Of the 8 students who completed the course 4 improved in more than three of the assigned areas based on an evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. (02/04/2014) <hr/> Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the two students who completed the course both improved in more than three of the assigned areas based on an evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. (05/20/2013) <hr/> Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students showed improvement on at least 3 of 5	

Course Outcomes	Assessment Methods	Results	Actions
		assigned technical skills, style and creative expression. Presentation/Performance - B) Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. (12/21/2012)	
	Other - C) Progressive Skill Development: Daily participation points in progressive exercises Success Criterion: 70% of students will complete 80% of in-class workouts	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Daily participation points in progressive exercises were awarded. 100% of students earned enough points for a passing grade. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Inconclusive 5 of the 8 registered students completed 80% of in-class assignments. Assignments are based on progressive development points of essential skills that are assessed on a pre and post test. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Both students who completed the course successfully completed the required participation points in progressive exercises. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 72% of students completed 80% of in-class assignments. Assignments are based on progressive development points of essential skills that are assessed on a pre and post test. (12/21/2012)	

SKY DANC 168 :Swing Dance II

Course Outcomes	Assessment Methods	Results	Actions
1) Skills - Demonstrate intermediate swing dance forms through a group choreographed routine and appreciate partner and social dance opportunities. Course Outcome Status: Active	Exam - A) Written Final Exam: Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. Success Criterion: 70% of students will be receive a grade of 70% or higher on the tests.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met An objective mid-term test and final examination on aspects of history, music, terminology and/or cultural aspects of social dance was administered. Slightly more than 80% of the students passed the exam. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the 4 students who completed the class 3 of 4 scored 70 % or higher on the final exam on aspects of history, music, terminology and/or cultural aspects of this dance form. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 17 students who completed the class 15 of 17 scored 70 % or higher on the final exam on aspects of history, music, terminology and/or cultural aspects of this dance form. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students earned a grade of 70% or higher on the written exam.Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. (12/21/2012)	
	Presentation/Performance - B) Evaluation of student's final performance in instructor's	Reporting Cycle: 2017- 2018 Result Type: Inconclusive	

Course Outcomes	Assessment Methods	Results	Actions
	choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. Success Criterion: 70% of students will show improvement on 3 of 5 assigned technical skills, style, and creative expression.	<p>Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor was administered. Slightly more than 70% of the students received a passing grade. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 75% (3 of 4) of students showed improvement on at least 3 of 5 assigned technical skills, style and creative expression. Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 17 students who completed the course, all 17 (100%) based on their mid-term and final performance showed improvement in at least three of five areas assessed for technical skills, style, and creative expression as assigned by the instructor. (05/20/2013)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students showed improvement on at least 3 of 5 assigned technical skills, style and creative expression. Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor.</p>	

Course Outcomes	Assessment Methods	Results	Actions
	<p>Other - C) Progressive Skill Development: Daily participation points in progressive exercises. Success Criterion: 70% of students will complete 80% of in-class workouts.</p>	<p>(12/21/2012) Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Daily participation points in progressive exercises were awarded. 100% of students earned enough points to receive a passing grade. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 75% of the students (3 of 4) completed 80% of in-class assignments. Assignments are based on skill progression evaluated on a pre-test and post-test. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 72% of the students completed 80% of in-class assignments. Assignments are based on skill progression evaluated on a pre-test and post-test. (12/21/2012)</p>	

SKY DANC 169 :Swing Dance III

Course Outcomes	Assessment Methods	Results	Actions
1) Skills - Demonstrate advanced swing dance forms (choreographed by the student) and appreciate partner and social dance opportunities at the advanced level. Course Outcome Status: Active	Exam - A) Written Final Exam: Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. Success Criterion: 70% of students will be receive a grade of 70% or higher on the tests.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met An objective mid-term test and final examination on aspects of history, music, terminology and/or cultural aspects of social dance was administered. Slightly more than 80% of the students received a passing grade. (03/24/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students who completed the course got a grade of 70% or higher on the final exam.Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. (12/21/2012)	
	Presentation/Performance - B) Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. Success Criterion: 70% of students will show improvement on 3 of 5 assigned technical skills, style, and creative expression.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of	

Course Outcomes	Assessment Methods	Results	Actions
		semester for application of technical skills, style, and creative expression as assigned by the instructor was administered. Slightly more than 70% of the students received a passing grade. (03/24/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students demonstrated improvement based on pre-test and post-test on 3 of the 5 assigned technical skills, style and creative expression. Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. (12/21/2012)	
	Other - C) Progressive Skill Development: Daily participation points in progressive exercises. Success Criterion: 70% of students will complete 80% of in-class workouts.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Daily participation points in progressive exercises were awarded. 100% of students earned enough points to receive a passing grade. (03/24/2015)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 14 of 17 students who completed the class, 83%, received credit of 70% or higher based on participation assessment of skills and progressive exercises. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 72% of students completed 80% or more of assigned in class skills development workouts. Assessed based on pre-test and post-test. (12/21/2012)	

SKY DANC 172.1-4:Classical Chinese Dance I- IV

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Technique and Choreography - Demonstrate and identify individual and group ballet steps and movement patterns, technique, exercises and vocabulary that lead to the mastery of steps and movement particular to Classical Chinese Dance Course Outcome Status: Active Start Date: 03/19/2015	Presentation/Performance - Students are separated into groups to perform the assignment they have learned. Students receive corrections from the instructor, and must incorporate these corrections into their demonstration. Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
	Presentation/Performance - Assessment Instrument: In-Class participation points in progressive exercises Success Criterion: Performance Criteria: 70% of students will be able to demonstrate 5 of 7 technique exercises	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
	Exam - Exam on vocabulary, history and identification of various forms of choreography via multiple choice exam. Success Criterion: Performance Criteria: 70% of students who complete the class will score a 70% or higher on the exam.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	

SKY DANC 260:Tango Teacher Training

Course Outcomes	Assessment Methods	Results	Actions
1) Technique - Demonstrate precise execution and understanding of dance elements, learn to demonstrate the value of dancing simply and be able to share it with others. Course Outcome Status: Active Assessment Cycles: 2010-2011, 2011-2012, 2012-2013 Start Date: 01/14/2011	Exam - A) Midterm exam- understanding social etiquette of Tango, floor craft, balance, and the importance of positions and posture and sharing it with others. Success Criterion: 80% of students will score 70% or better	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 7 students who took the exam, 100% received a grade of 70% or higher on mid-term exam pertaining to social etiquette of Tango, floor craft, balance, and the importance of positions and posture. (05/20/2013)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of the students who completed the class passed the exam with a grade of 70% or higher.Exam - A) Midterm exam- understanding social etiquette of Tango, floor craft, balance, and the importance of positions and posture and sharing it with others. (12/21/2012)	
		Reporting Cycle: 2010 - 2011 Result Type: Criterion met 92% of students scored 80% or better on a midterm exam (05/04/2011)	
	Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. Success Criterion: 70% of students will score 5 or more points	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>Of the 7 students who completed the class, 100% received an excellent rating (7+) based on their final in class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (05/20/2013)</p>	
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>Based on pre-assessment, 100% of students scored 5 or higher on rubric in final skills demonstration. Presentation/Performance - B) Final in-class demonstration of Argentine Tango skills, musicality, and etiquette using an 8 point rubric. (12/21/2012)</p>	
	<p>Survey - C) Survey- student self-assessment on confidence in own dancing, ability to share with others, and their class experience with Argentine Tango</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Inconclusive</p> <p>Course not taught in 17-18 (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p>	
	<p>Success Criterion: 70% of students will respond positively to at least 70% of survey questions</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Class not taught in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p>	
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>Of the 7 students who completed the class, 100% expressed on their self-assessment the impression that their skills, knowledge, confidence and ability had improved based on their class experience. (05/20/2013)</p>	
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met</p> <p>100% of students responded positively to self-assessment. C) Survey- student self-assessment on confidence in own dancing, ability to share with others, and their class experience with Argentine Tango (12/21/2012)</p>	
		<p>Reporting Cycle: 2011 - 2012</p> <p>Result Type: Criterion met</p> <p>91% of students responded positively to at least 70% of survey questions (12/07/2011)</p>	

SKY DANC 330 :Creative Dance

Course Outcomes	Assessment Methods	Results	Actions
1) Techniques and Skills - Demonstrate techniques and skills necessary to participate in or choreograph a creative dance activity / performance. Course Outcome Status: Active Start Date: 08/24/2010	Presentation/Performance - Utilize five point rubric (Excellent, Good, Satisfactory, Fair, Poor) as a way of assessing skills and techniques used in choreography. Success Criterion: Of the students who complete the class, over 70% will have both skills and techniques at a satisfactory or higher level.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Utilizing a five point rubric (Excellent, Good, Satisfactory, Fair, Poor) as a way of assessing skills and techniques used in choreography, students demonstrated progression based on the accumulation of points at a satisfactory level. Over 90% of the students who completed the class rated at satisfactory or above. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA Reporting Cycle: 2014 - 2015 Result Type: Criterion met Utilizing a five point rubric (Excellent, Good, Satisfactory, Fair, Poor) as a way of assessing skills and techniques used in choreography, students demonstrated progression based on the accumulation of points at a satisfactory level. 100% of the students who completed the class rated at satisfactory or above. (03/24/2015) Reporting Cycle: 2009 - 2010 Result Type: Criterion met Of the 24 students who completed the course, 22 rated at a satisfactory level or higher on both skills and techniques on a 5 point rubric. (01/15/2010)	
2) Creativity - Develop criteria for evaluating creative dance while using the body as an instrument of self-expression and creativity. Course Outcome Status: Active Start Date: 08/24/2010	Exam - Students will develop criteria and present it in a take home final on how to critique and evaluate dance as a means of creativity and expression. The ability to interpret and think critically about dance as a means of communication are key	Reporting Cycle: 2017- 2018 Result Type: Criterion met Students developed criteria and presented it in a take home final on how to critique and evaluate dance as a means of creativity and expression. The ability to interpret and think critically about dance as a means of communication are key factors in determining competence. Over 90% of the	

Course Outcomes	Assessment Methods	Results	Actions
	factors in determining competence. Success Criterion: Of the students who complete the class, at least 80% will be able to successfully develop criteria and explain how they can be used to think critically about dance.	students who completed the class were able to pass the take home final. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Students developed criteria and presented it in a take home final on how to critique and evaluate dance as a means of creativity and expression. The ability to interpret and think critically about dance as a means of communication are key factors in determining competence. 100% of the students who completed the class were able to pass the take home final. (03/24/2015)	
		Reporting Cycle: 2009 - 2010 Result Type: Criterion met Of the 24 students who completed the class, 17 (71%) demonstrated the ability to interpret and think critically about dance as a means of communication. (01/15/2010)	
3) Improvisation - Develop the ability to use dance as a mode of creative expression and improvisation. Course Outcome Status: Active Start Date: 08/24/2010	Pre and post testing - Students will be assessed on a pre-test and post-test method to evaluate their growth in being able to improvise creative expression through dance. Success Criterion: Of the students who complete the class at least 80% will show improvement in the ability to improvise choreography as a means of creative expression.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Students were assessed on a pre-test and post-test method to evaluate their growth in being able to improvise creative expression through dance. At the end of the semester Over 90% of the students were able to demonstrate progression and growth on the post test. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Students were assessed on a pre-test and post-test method to evaluate their growth in being able to improvise creative expression through dance. At the end of the semester 100% of the students were able to demonstrate progression and growth on the post test.</p> <p>(03/24/2015)</p>	
		<p>Reporting Cycle: 2009 - 2010</p> <p>Result Type: Criterion met</p> <p>All 24 students who completed the course showed improvement from the pre-test to the post-test (to evaluate their growth in being able to improvise creative expression through dance). (01/15/2010)</p>	
<p>4) Choreography - Identify, observe and analyze the artistic and cultural perspectives of famous dancers and choreographers.</p> <p>Course Outcome Status: Active</p> <p>Start Date: 08/24/2010</p>	<p>Capstone Assignment/Project - As part of a take home final project, students will be able to evaluate critically the perspective of a famous choreographer or dancer they have selected to study.</p> <p>Success Criterion: 70% of the students who complete the class will be able to successfully evaluate and think critically about the artistic and cultural perspective of the dancer they have chosen to study.</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p> <p>As part of a take home final project, students were asked to evaluate critically the perspective of a famous choreographer or dancer they have selected to study. Over 90% of the students who completed the class were able to successfully evaluate and think critically about the artistic and cultural perspective of the dancer they have chosen to study. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Class not taught in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>As part of a take home final project, students were asked to evaluate critically the perspective of a famous choreographer or dancer they have selected to study. 100% of the students who completed the class were able to successfully evaluate and think critically about the artistic and cultural perspective of the dancer they have chosen to study. (03/24/2015)</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
------------------------	---------------------------	----------------	----------------

Reporting Cycle: 2009 - 2010

Result Type: Criterion met

17 of 24 students (71%) who completed the class were able to think critically and successfully evaluate the artistic and cultural perspective of their chosen dancer. (01/15/2010)

SKY DANC 350: Cardio Dance

Course Outcomes	Assessment Methods	Results	Actions
1) Technique - Demonstrate the correct anatomical alignment needed to perform exercises safely. Course Outcome Status: Active	Presentation/Performance - A) In-Class workouts Assessment Instrument: Daily participation points in progressive exercises Success Criterion: Performance Criteria: 70% of students will complete 70% of In-Class workouts	Reporting Cycle: 2017- 2018 Result Type: Criterion met +80% Success: 65 students total, 54 completed over 70% of in-class workouts in progressive exercises. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met 80% Success: 40 students total, 32 completed over 70% of in-class workouts in progressive exercises. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met 70% Success: 24 students total, 17 completed over 70% of in-class workouts in progressive exercises. (12/30/2011)	
		Reporting Cycle: 2009 - 2010 Result Type: Criterion met 20 of 23 students = 87% of students completed 80% of in-class workouts in progressive exercises. (12/18/2009)	
		Presentation/Performance - B) In class demonstration Assessment Instrument: Students are separated into groups to perform the assignment they have learned over three weeks. Students receive corrections from the instructor and from their classmates, and must incorporate these corrections into their demonstration.	
		Reporting Cycle: 2017- 2018 Result Type: Criterion met In class demonstration Assessment Instrument: Students were separated into groups to perform the assignment they had learned over three weeks. Students received corrections from the instructor and from their classmates, and had to incorporate these corrections into their demonstration. Over 80% of the students showed improvement in three or more corrections. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
	Success Criterion: Performance Criteria: 70% of students will show improvement on 3 of 5 corrections	Reporting Cycle: 2016- 2017 Result Type: Criterion met In class demonstration Assessment Instrument: Students were separated into groups to perform the assignment they	

Course Outcomes	Assessment Methods	Results	Actions
		<p>had learned over three weeks. Students received corrections from the instructor and from their classmates, and had to incorporate these corrections into their demonstration. Over 75% of the students showed improvement in three or more corrections. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met In class demonstration Assessment Instrument: Students were separated into groups to perform the assignment they had learned over three weeks. Students received corrections from the instructor and from their classmates, and had to incorporate these corrections into their demonstration. Over 70% of the students showed improvement in three or more corrections. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 95% (20 of 21) students showed improvement on 3 of 5 corrections (from the instructor and from their classmates, and must incorporate these corrections into their demonstration). (05/28/2011)</p> <hr/> <p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Video Self-Analysis Assessment Instrument: Students learned to critique their own movement by watching video of their performances. Over 80% of students were able to assign themselves a constructive alignment correction by analyzing video of their movement (12/20/2017)</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Video Self-Analysis Assessment Instrument: Students learned to critique their own movement by watching video of their performances. Over 75% of students were able to assign themselves a constructive alignment correction by analyzing video of their movement (02/23/2017)</p> <hr/> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p>	
	<p>Other - C) Video Self-Analysis Assessment Instrument: Students learn to critique their own movement by watching video of their performances</p> <p>Success Criterion: Performance Criteria: 70% of students will be able to assign themselves a constructive alignment correction by analyzing video of their movement</p> <p>Related Documents: Performance Rubric Example Dance Self-Analysis Rubric</p>		

Course Outcomes	Assessment Methods	Results	Actions
		<p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Video Self-Analysis Assessment Instrument: Students learned to critique their own movement by watching video of their performances. Over 70% of students were able to assign themselves a constructive alignment correction by analyzing video of their movement</p> <p>(03/24/2015)</p> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 33 of 33 students (100%) created at least five goals for themselves to constructively correct alignment by analyzing video of their movement, and 100% improved at 3/5 of those goals. (07/27/2012) Related Documents: Video Self Analysis Form</p> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 90% of students demonstrated improvement in alignment in their Final Projects, after analyzing video of their movement. (35 Students total, 30 completed Final Projects) (12/20/2010) Related Documents: Dance Rubric Cardio Dance Rubric General</p> <p>Reporting Cycle: 2009 - 2010 Result Type: Criterion met 15 of 18 students (83%) of students could self-correct alignment after analyzing video of their movement (05/21/2010)</p>	
<p>2) Choreography - Create a varied aerobic routine (including warm up and cool down periods) incorporating a variety of dance moves such as isolations, jazz walks, body rolls and basic turns for conditioning outside the classroom environment. Course Outcome Status: Active</p>	<p>Presentation/Performance - A) Across the Floor: In class demonstration. On a weekly basis, students must perform isolations, jazz walks, body rolls and basic turns during the Across the Floor section of class. Students receive corrections from the instructor in</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Across the Floor: In class demonstration. On a weekly basis, students performed isolations, jazz walks, body rolls and basic turns during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Slightly more</p>	

Course Outcomes	Assessment Methods	Results	Actions
	process, and incorporate these corrections into their demonstration during the next repetition.	<p>than 80% of the students were able to make at least three corrections (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p>	
	<p>Success Criterion: Performance</p> <p>Criteria: 70% of students will show improvement on 3 of 5 corrections</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>Across the Floor: In class demonstration. On a weekly basis, students performed isolations, jazz walks, body rolls and basic turns during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Slightly more than 80% of the students were able to make at least three corrections (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p>	
		<p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Across the Floor: In class demonstration. On a weekly basis, students performed isolations, jazz walks, body rolls and basic turns during the Across the Floor section of class. Students received corrections from the instructor in process, and incorporated these corrections into their demonstration during the next repetition. Slightly more than 70% of the students were able to make at least three corrections. (03/24/2015)</p>	
		<p>Reporting Cycle: 2011 - 2012</p> <p>Result Type: Criterion met</p> <p>70% success: 24 students total, 17 demonstrated the corrections requested by the instructor during the Across the Floor portion of class (isolations, jazz walks, body rolls and basic turns). (12/30/2011)</p>	
		<p>Reporting Cycle: 2009 - 2010</p> <p>Result Type: Criterion met</p> <p>15 of 18 students (83%) could self-correct alignment during isolations, jazz walks, body rolls and basic turns in the Across the Floor section of class (05/21/2010)</p>	
	<p>Capstone Assignment/Project - B)</p> <p>Choreography / Performance:</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p>	

Course Outcomes	Assessment Methods	Results	Actions
	<p>Students will each choreograph 3 sets of 8-count, aerobic choreography. They will demonstrate their choreography alone, while the other group members hold positions around them. The groups will perform all choreography in front of the class.</p> <p>Success Criterion: Performance Criteria: 70% of students will create and perform the assigned amount of movement.</p>	<p>Choreography / Performance: Students were asked to choreograph 3 sets of 8-count, aerobic choreography. They demonstrated their choreography alone, while the other group members held positions around them. The groups performed all choreography in front of the class. Slightly more than 80% of the students were able to comprise and perform and a passing level. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Choreography / Performance: Students were asked to choreograph 3 sets of 8-count, aerobic choreography. They demonstrated their choreography alone, while the other group members held positions around them. The groups performed all choreography in front of the class. Slightly more than 75% of the students were able to comprise and perform and a passing level. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Choreography / Performance: Students were asked to choreograph 3 sets of 8-count, aerobic choreography. They demonstrated their choreography alone, while the other group members held positions around them. The groups performed all choreography in front of the class. Slightly more than 70% of the students were able to comprise and perform and a passing level. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 95% (20/21) Students created and performed the assigned amount of movement (choreograph 3 sets of 8-count, aerobic choreography in front of the class). (05/28/2011)</p> <hr/> <p>Reporting Cycle: 2009 - 2010 Result Type: Criterion met 19 of 23 (83%) of students completed and performed the assigned amount of movement (3 sets of 8-count, aerobic choreography in front of the class). (12/18/2009)</p>	

Course Outcomes	Assessment Methods	Results	Actions
	<p>Other - C) Video Self-Analysis: Students learn to critique their own movement by watching video of their performances</p> <p>Success Criterion: Performance Criteria: 70% of students will be able to assign themselves a constructive alignment correction by analyzing video of their movement</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met 65 of 65 students (100%) created at least five goals for themselves (using a constructive alignment correction by analyzing video of their movement), and 100% improved at 3/5 of those goals. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met 40 of 40 students (100%) created at least five goals for themselves (using a constructive alignment correction by analyzing video of their movement), and 100% improved at 3/5 of those goals. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 33 of 33 students (100%) created at least five goals for themselves (using a constructive alignment correction by analyzing video of their movement), and 100% improved at 3/5 of those goals. (07/27/2012) Related Documents: Video Self Analysis Form</p> <hr/> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 90% of Students were able to assign themselves a constructive alignment correction. (27/30 students) (01/11/2011) Related Documents: Dance Rubric General</p> <hr/>	
<p>3) Fitness - Identify/explain the important relationship between consistent aerobic exercise, health and wellness, and establish an increase in general fitness and wellness developed through daily activity, especially increased strength, stamina and flexibility.</p>	<p>Pre and post testing - A) Fitness tests Assessment Instrument: Comparison of early and late semester fitness test activities</p> <p>Success Criterion: Performance Criteria: 70% of students will show</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Fitness tests Assessment Instrument: Comparison of early and late semester fitness test activities from PEEP. Over 80% of the students showed improvement in muscular endurance, cardiovascular efficiency and body composition based on level (12/20/2017) Who discussed the assessment, results and/or action</p>	

Course Outcomes	Assessment Methods	Results	Actions
Course Outcome Status: Active	improvement on 3 of 5 fitness tests	<p>plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Fitness tests Assessment Instrument: Comparison of early and late semester fitness test activities from PEEP. Over 75% of the students showed improvement in muscular endurance, cardiovascular efficiency and body composition based on level (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Fitness tests Assessment Instrument: Comparison of early and late semester fitness test activities from PEEP. Over 70% of the students showed improvement in muscular endurance, cardiovascular efficiency and body composition based on level. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion not met Of the students who completed the class over 60% demonstrated improvement from pre-test to post-test in cardiovascular efficiency, muscular endurance and body composition. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met Of the 34 students who completed the class over 70% demonstrated improvement from pre-test to post-test in cardiovascular efficiency, muscular endurance and body composition. (05/24/2013)</p> <hr/> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 71% showed improvement on Step Test 91% lost weight and/or body fat 74% lowered their Resting Heart Rate in a comparison of early and late semester fitness test activities . (01/11/2011)</p> <hr/> <p>Reporting Cycle: 2017- 2018 Result Type: Criterion met</p>	
	Presentation/Performance - B) In-Class workouts		

Course Outcomes	Assessment Methods	Results	Actions
	<p>Assessment Instrument: Daily participation points in progressive exercises</p> <p>Success Criterion: Performance Criteria: 70% of students will complete 70% of In-Class workouts</p>	<p>In-Class workouts Assessment Instrument: Daily participation points in progressive exercises were awarded. Slightly more than 80% of the students earned enough points to receive a passing grade. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met In-Class workouts Assessment Instrument: Daily participation points in progressive exercises were awarded. Slightly more than 75% of the students earned enough points to receive a passing grade. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met In-Class workouts Assessment Instrument: Daily participation points in progressive exercises were awarded. Slightly more than 70% of the students earned enough points to receive a passing grade. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion not met Of the students who completed the class over 60% demonstrated improvement from pre-test to post-test in cardiovascular efficiency, muscular endurance and body composition. (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 80% of students who completed the class demonstrated improvement on progressive exercises culminating in a final examination where student were assessed on a 6 point scale. Mean score for assessment was slightly above a 5. (05/24/2013)</p> <hr/> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 95% (20/21) of students completed 70% of In-Class progressive workouts (05/28/2011)</p> <hr/> <p>Reporting Cycle: 2009 - 2010</p>	<p>Action: Success rate was compromised by poorly performing sound system. (03/24/2015)</p> <p>Action Plan Category: Other</p>

Course Outcomes	Assessment Methods	Results	Actions
		<p>Result Type: Criterion met 20 of 23 students (87%) completed 80% of in-class progressive exercises/workouts (12/18/2009)</p> <p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met Over 90% of the students who completed the class took the self assessment and completed the final exam geared to test their knowledge of fitness and their self awareness about healthy and fit behaviors. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p>	
	<p>Survey - C) Self assessment Assessment Instrument: Short answer/essay</p> <p>Success Criterion: Performance Criteria: 70% of students will be self-assess an increased sense of fitness and wellness at the end of the semester.</p>	<p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met Over 90% of the students who completed the class took the self assessment and completed the final exam geared to test their knowledge of fitness and their self awareness about healthy and fit behaviors. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p>	
		<p>Reporting Cycle: 2013 - 2014</p> <p>Result Type: Criterion met Over 70% of the students who completed the class took the self assessment and completed the final exam geared to test their knowledge of fitness and their self awareness about healthy and fit behaviors. (02/04/2014)</p>	
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met Over 80% of the students who completed the class took the self assessment and completed the final exam geared to test their knowledge of fitness and their self awareness about healthy and fit behaviors. (05/24/2013)</p>	
		<p>Reporting Cycle: 2012 - 2013</p> <p>Result Type: Criterion met 33 of 33 students created at least five goals for themselves, and 100% improved at 3/5 of those goals (increased sense of fitness and wellness at the end of the semester). (07/27/2012)</p>	
		<p>Reporting Cycle: 2011 - 2012</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>Result Type: Criterion met</p> <p>93% (15/16) students surveyed reported 4 or 5 on a scale of 1-5 when asked to rate the improvement in their cardiovascular endurance after taking the class for a semester. (The remaining student rated themselves "3" on improvement.) (12/30/2011)</p> <hr/> <p>Reporting Cycle: 2009 - 2010</p> <p>Result Type: Criterion met</p> <p>7 of 8 (who completed both beginning and end Self Assessments) students = 88% of students completed 80% of in-class workouts (an increased sense of fitness and wellness at the end of the semester).</p> <p>I know this is a small percentage of the students in the class, however, our Fitness Tests were lost this semester, so I am using a back-up assessment method. (05/21/2010)</p>	

SKY DANC 390 :Dance Composition/Theory/Chore

Course Outcomes	Assessment Methods	Results	Actions
1) Performance, choreography, production - Produce, choreograph and perform a solo and/or group dance (3-5 minutes long) using a conceptual framework for expressing a choreographic message, as well as music, costumes, and relevant technical domains. Course Outcome Status: Active	Exam - A) Final Exam: Students will take a written exam in which they analyze and/or report upon the process and progress within the production and choreography of dance. Success Criterion: 70% of students will successfully report/discuss effective steps towards the production and choreography of a dance.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Class not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met Of the 10 students who completed the class, 8 students successfully reported/discussed effective steps towards the production and choreography of a dance (02/04/2014)	
		Reporting Cycle: 2010 - 2011 Result Type: Criterion met Of the 21 students who completed the class, 16 students successfully reported/discussed effective steps towards the production and choreography of a dance (01/14/2011)	
Presentation/Performance - B) Performance: Students will be graded on their performance for mastery of choreography, integration of technical skills, and utilization of dance styles and performance techniques. Success Criterion: 70% of students will demonstrate the mastery of choreography, and improvement in their use of technical skills, dance styles and performance techniques.		Reporting Cycle: 2017- 2018 Result Type: Inconclusive Class not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 3 of the students who completed the course (30%) successfully demonstrated the mastery of choreography, and improvement in their use of technical skills, dance styles and performance techniques. (02/04/2014)	
		Reporting Cycle: 2010 - 2011	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Result Type: Criterion met 20 of the students who completed the course successfully demonstrated the mastery of choreography, and improvement in their use of technical skills, dance styles and performance techniques. (01/14/2011)</p>	
	<p>Other - C) Progressive Skill Development: Daily participation points in progressive exercises. Success Criterion: 70% of students will successfully complete 80% of in-class assignments.</p>	<p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Class not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 9/10 students (90%) who completed the class successfully completed the in-class assignments (which included progressive exercises). (02/04/2014)</p> <hr/> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 20/21 students (95%) who completed the class successfully completed the in-class assignments (which included progressive exercises). (01/14/2011)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Critical Analysis - Upon successful completion of the course, the student will be able to analyze dance choreography and provide a conceptual framework for understanding the meaning reflected in the performance.</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2013-2014</p> <p>Start Date: 09/10/2014</p>	<p>Other - Assessment of a variety of choreography forms via critical written assignments. Assignments are evaluated for content, organization and ability to apply principles learned in class.</p> <p>Success Criterion: Work will be evaluated on a rubric related to content, organization and ability to apply principles learned in class.</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p> <p>Assessment of a variety of choreography forms via critical written assignments. Assignments were evaluated for content, organization and ability to apply principles learned in class. Based on rubric over 90% of students who completed the class received a passing grade. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Class not taught in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Assessment of a variety of choreography forms via critical written assignments. Assignments were evaluated for content, organization and ability to apply principles learned in class. Based on rubric over 90% of students who completed the class received a passing grade. (03/24/2015)</p> <hr/>	
	<p>Other - Written libretto for a dance piece exploring the motivations and intentions that inspire the choreographer, what lines and forms will express the choreographic message, how to adapt the piece for a particular venue / audience, what technical support the piece will require and how it can impact the community.</p> <p>Success Criterion: Libretto will be evaluated on a three point rubric based on the following areas of evaluation. Student must score a 2 or higher to successfully complete. Areas of evaluation are:</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p> <p>Written libretto for a dance piece exploring the motivations and intentions that inspire the choreographer, what lines and forms will express the choreographic message, how to adapt the piece for a particular venue / audience, what technical support the piece will require and how it can impact the community was required. Slightly more than 90% of the students scored a 2 or higher to successfully complete. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Class not taught in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action</p>	

Course Outcomes	Assessment Methods	Results	Actions
	Exploring the motivations and intentions that inspire the choreographer, what lines and forms will express the choreographic message, how to adapt the piece for a particular venue / audience, what technical support the piece will require and how it can impact the community	<p>plans? When? Where (e.g., dept. meeting)?: NA</p> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Written libretto for a dance piece exploring the motivations and intentions that inspire the choreographer, what lines and forms will express the choreographic message, how to adapt the piece for a particular venue / audience, what technical support the piece will require and how it can impact the community was required. Slightly more than 90% of the students scored a 2 or higher to successfully complete. (03/24/2015)</p>	
<p>Application of Skill & Technique -</p> <p>Upon successful completion of this course, a student will be able to apply diverse, original and creative approaches to artistic design problems, demonstrating an understanding of line, form, space, time, theatrical/dance drama, costume, lighting, props and/or different means of dance accompaniment (i.e. narrative/text, recorded or live music).</p> <p>Course Outcome Status: Active</p> <p>Assessment Cycles: 2013-2014</p> <p>Start Date: 09/10/2014</p>	<p>Capstone Assignment/Project -</p> <p>Creation of a solo / group dance to be performed at either fall or spring showcase</p> <p>Success Criterion: Created piece will be evaluated based on its creativity, organization and ability to fully utilize the form and location to convey or express ideas / feelings.</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p> <p>Capstone Assignment/Project - Students created a solo / group dance to be performed at the fall showcase. Slightly more than 90% of the students created a passing piece based on its creativity, organization and ability to fully utilize the form and location to convey or express ideas / feelings. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Class not taught in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Capstone Assignment/Project - Students created a solo / group dance to be performed at the fall showcase. Slightly more than 90% of the students created a passing piece based on its creativity, organization and ability to fully utilize the form and location to convey or express ideas / feelings.</p> <p>(03/24/2015)</p>	
	<p>Presentation/Performance -</p> <p>Quarterly presentation / performance by student or student</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p> <p>Presentation/Performance - Quarterly presentation /</p>	

Course Outcomes	Assessment Methods	Results	Actions
	<p>led groups designed to demonstrate application of principles related to diversity, creativity, design, form/space/time, theatrics, costumes and props.</p> <p>Success Criterion: Students must score at 70% or higher on all areas to demonstrate competency. Four assignments per semester are used. If the student demonstrates progression the final assignments can be weighted more heavily.</p>	<p>performance by students or student led groups were designed to demonstrate application of principles related to diversity, creativity, design, form/space/time, theatrics, costumes and props. Slightly more than 90% of students scored at a passing level on all areas to demonstrate competency. Four assignments per semester were used. If the student demonstrated progression the final assignments were weighted more heavily (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Inconclusive</p> <p>Class not taught in 16-17 (02/21/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Presentation/Performance - Quarterly presentation / performance by students or student led groups were designed to demonstrate application of principles related to diversity, creativity, design, form/space/time, theatrics, costumes and props. Slightly more than 90% of students scored at a passing level on all areas to demonstrate competency. Four assignments per semester were used. If the student demonstrated progression the final assignments were weighted more heavily. (03/24/2015)</p>	

SKY DANC 395:Dance Workshop

Course Outcomes	Assessment Methods	Results	Actions
Choreography & Performance - Successful, collaborative completion and performance of a complete choreographic work. Course Outcome Status: Active	Exam - A) Final Exam: Students take a written exam, identifying and analyzing their process and progress throughout the choreographic process. Points will be given based on the student's reporting of successful collaborative techniques that led to the achievement of the performance. Success Criterion: 70% of students will describe a constructive and collaborative process that resulted in a successful performance.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Class not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/21/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Class not taught in 16-17	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Students take a written exam, identifying and analyzing their process and progress throughout the choreographic process. Points will be given based on the student's reporting of successful collaborative techniques that led to the achievement of the performance.Slightly more than 90% of the students were able to describe a constructive and collaborative process that resulted in a successful performance. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Students take a written exam, identifying and analyzing their process and progress throughout the choreographic process. Points will be given based on the student's reporting of successful collaborative techniques that led to the achievement of the performance.Slightly more than 80% of the students were able to describe a constructive and collaborative process that resulted in a successful performance. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 100% of students described themselves as having improved their performance quality through a constructive and collaborative process, and more than half of those reported a 50% improvement. (02/04/2014)	

Course Outcomes	Assessment Methods	Results	Actions
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students described themselves as having improved their performance quality through a constructive and collaborative process, and half of those reported a 25% improvement, the other two quarters reported equally 50% or 75% improvement in Performance Quality. (12/21/2012)	
	Presentation/Performance - B) Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. Success Criterion: 70% of students will demonstrate mastery of the choreography and improvement of technical skills.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Class not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/22/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor were evaluated using a rubric. Slightly more than 90% of the students received a passing evaluation. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor were evaluated using a rubric. Slightly more than 80% of the students received a passing evaluation. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 50% of students demonstrated mastery of the choreography and improvement of technical skills. (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met	

Course Outcomes	Assessment Methods	Results	Actions
		81% (18/22) Students demonstrated mastery of the choreography and improvement of technical skills. (12/21/2012)	
	Other - C) Progressive Skill Development: Daily participation points in progressive exercises. Success Criterion: 70% of students will successfully complete 80% of in-class assignments.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Class not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/22/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Progressive Skill Development: Daily participation points in progressive exercises were awarded. More than 90% of the students earned enough points for a passing grade. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Progressive Skill Development: Daily participation points in progressive exercises were awarded. More than 80% of the students earned enough points for a passing grade. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 65% of students successfully completed 80% of in-class assignments (progressive exercises). (02/04/2014)	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 75% of students successfully completed 80% of in-class assignments (progressive exercises). (12/21/2012)	

SKY DANC 400 :Dance Production

Course Outcomes	Assessment Methods	Results	Actions
1) Skills and Expression - Develop an understanding of performance production through the repertory/performance experience,including rehearsal, stagecraft and promotional Course Outcome Status: Active	Exam - A) Written Final Exam: Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. Success Criterion: 70% of students will be receive a grade of 70% or higher on the tests.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Objective tests and a final examination were administered on aspects of history, music, terminology and/or culture as it relates to specific pieces and concepts in Dance Production. Slightly more than 80% of the students successfully passed all the exams (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Objective tests and a final examination were administered on aspects of history, music, terminology and/or culture as it relates to specific pieces and concepts in Dance Production. Slightly more than 85% of the students successfully passed all the exams (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Objective tests and a final examination were administered on aspects of history, music, terminology and/or culture as it relates to specific pieces and concepts in Dance Production. Slightly more than 80% of the students successfully passed all the exams (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Objective tests and a final examination were administered on aspects of history, music, terminology and/or culture as it relates to specific pieces and concepts in Dance Production. Slightly more than 70% of the students successfully passed all the exams. (03/24/2015)	
	Presentation/Performance - B) Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for	Reporting Cycle: 2017- 2018 Result Type: Criterion met Slightly more than 80% of students showed improvement on 3 of 5 assigned technical skills, style, and creative expression. (12/20/2017)	

Course Outcomes	Assessment Methods	Results	Actions
	application of technical skills, style, and creative expression as assigned by the instructor. Success Criterion: 70% of students will show improvement on 3 of 5 assigned technical skills, style, and creative expression.	<p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Slightly more than 85% of students showed improvement on 3 of 5 assigned technical skills, style, and creative expression. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met 80% of students showed improvement on 3 of 5 assigned technical skills, style, and creative expression. (05/20/2016) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Amber Steele, Joe Morello</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor were assigned. Slightly more than 80% of the students successfully showed improvement on 3 of 5 assigned technical skills, style, and creative expression. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor were assigned. Slightly more than 70% of the students successfully showed improvement on 3 of 5 assigned technical skills, style, and creative expression. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 100% of students showed improvement on over five assigned technical skills including fan kicks, visual focus,</p>	

Course Outcomes	Assessment Methods	Results	Actions
	<p>Other - C) Progressive Skill Development: Daily participation points in progressive exercises. Success Criterion: 70% of students will complete 80% of in-class workouts.</p>	<p>precision in lines, maintaining stillness and acting techniques during their performance. (05/22/2013)</p> <p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Daily participation points in progressive exercises were awarded. Slightly more than 80% of the students earned enough points to pass the class. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Daily participation points in progressive exercises were awarded. Slightly more than 85% of the students earned enough points to pass the class. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Daily participation points in progressive exercises were awarded. Slightly more than 80% of the students earned enough points to pass the class. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Daily participation points in progressive exercises were awarded. Slightly more than 70% of the students earned enough points to pass the class. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion not met 60% of students completed 80% or more of in-class workouts. (05/22/2013)</p>	
<p>(INACTIVE) Performance Observation - Observe facets of dance production and provide critical input for modifications of performance.</p> <p>Course Outcome Status: Inactive Start Date: 08/24/2010</p>			
<p>(INACTIVE) Skills - Recognize and</p>			

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
correct skill deficiencies that impact the quality of the performance.			
Course Outcome Status: Inactive Start Date: 08/24/2010			
(INACTIVE) Choreography - Adjust choreography to meet the talents of selected students.			
Course Outcome Status: Inactive Start Date: 08/24/2010			
(INACTIVE) Artistic Expression - Create dance choreography that incorporates artistic, cultural and technical domains.			
Course Outcome Status: Inactive Start Date: 08/24/2010			
(INACTIVE) Adaptability - Adapt to changing logistics in the production of a program.			
Course Outcome Status: Inactive Start Date: 08/24/2010			

SKY DANC 410.1-4:Dance for the Musical Theater Production I- IV

Course Outcomes	Assessment Methods	Results	Actions
Performance Production Skills - Demonstrate skills necessary for successful performance production through the musical theater performance experience; including rehearsal, stagecraft, costuming and promotional techniques. Course Outcome Status: Active Start Date: 05/16/2013	Presentation/Performance - Students must clearly demonstrate the choreography and blocking that is taught in class. Success Criterion: 70% of Students will effectively demonstrate 70% of in-class choreography/blocking assignments.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Presentation/Performance - Students demonstrated the choreography and blocking that is taught in class. 100 % of the students were able to effectively demonstrate 100% of in-class choreography/blocking assignments. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Presentation/Performance - Students demonstrated the choreography and blocking that is taught in class. 100 % of the students were able to effectively demonstrate 100% of in-class choreography/blocking assignments. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Presentation/Performance - Students demonstrated the choreography and blocking that is taught in class. 100 % of the students were able to effectively demonstrate 100% of in-class choreography/blocking assignments. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Presentation/Performance - Students demonstrated the choreography and blocking that is taught in class. 100 % of the students were able to effectively demonstrate 70% of in-class choreography/blocking assignments. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 20/20 students effectively demonstrated at least 70% of in-class choreography / blocking assignments. (05/22/2013)	
	Capstone Assignment/Project - Students will be asked to participate in group projects involving one of	Reporting Cycle: 2017- 2018 Result Type: Criterion met Capstone Assignment/Project - Students were asked to	

Course Outcomes	Assessment Methods	Results	Actions
	<p>the following: stagecraft, costuming, promotional techniques. Possible activities include: building or painting set pieces, creating and distributing flyers, searching for period-appropriate costumes, accessories, prop pieces or performance pieces for the lobby, etc.</p> <p>Success Criterion: 70% of Students will successfully execute the stagecraft, costuming and/or promotional assignments that their group is assigned.</p>	<p>participate in group projects involving one of the following: stagecraft, costuming, promotional techniques. Possible activities included: building or painting set pieces, creating and distributing flyers, searching for period-appropriate costumes, accessories, prop pieces or performance pieces for the lobby, etc.. 100% of students successfully executed the stagecraft, costuming and/or promotional assignments that their group is assigned. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017</p> <p>Result Type: Criterion met</p> <p>Capstone Assignment/Project - Students were asked to participate in group projects involving one of the following: stagecraft, costuming, promotional techniques. Possible activities included: building or painting set pieces, creating and distributing flyers, searching for period-appropriate costumes, accessories, prop pieces or performance pieces for the lobby, etc.. 100% of students successfully executed the stagecraft, costuming and/or promotional assignments that their group is assigned. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016</p> <p>Result Type: Criterion met</p> <p>Capstone Assignment/Project - Students were asked to participate in group projects involving one of the following: stagecraft, costuming, promotional techniques. Possible activities included: building or painting set pieces, creating and distributing flyers, searching for period-appropriate costumes, accessories, prop pieces or performance pieces for the lobby, etc.. 100% of students successfully executed the stagecraft, costuming and/or promotional assignments that their group is assigned. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Capstone Assignment/Project - Students were asked to participate in group projects involving one of the following: stagecraft, costuming, promotional techniques. Possible activities included: building or painting set pieces, creating</p>	

Course Outcomes	Assessment Methods	Results	Actions
		and distributing flyers, searching for period-appropriate costumes, accessories, prop pieces or performance pieces for the lobby, etc.. 100% of students successfully executed the stagecraft, costuming and/or promotional assignments that their group is assigned. (03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Inconclusive 20/20 Students successfully struck the set, passed out flyers, collaborated on makeup and period-appropriate hairstyles, kept their props organized and the dressing room clean and tidy. 60% of the students were able to identify and collect appropriate costume pieces. This largely had to do with student's inability to afford to purchase parts of their own costumes. (05/22/2013)	
	Capstone Assignment/Project - Live Shows: Students will demonstrate a mastery of their choreography, lines/lyrics, blocking, costuming and makeup application. Success Criterion: 70% of Students will successfully perform at all required performances of the show.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Capstone Assignment/Project - Live Shows: Students demonstrated a mastery of their choreography, lines/lyrics, blocking, costuming and makeup application.100% of students who completed the class successfully performed at all required performances of the show (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Capstone Assignment/Project - Live Shows: Students demonstrated a mastery of their choreography, lines/lyrics, blocking, costuming and makeup application.100% of students who completed the class successfully performed at all required performances of the show. (02/23/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean	
		Reporting Cycle: 2015- 2016 Result Type: Criterion met Capstone Assignment/Project - Live Shows: Students demonstrated a mastery of their choreography, lines/lyrics, blocking, costuming and makeup application.100% of students who completed the class successfully performed at	

Course Outcomes	Assessment Methods	Results	Actions
		all required performances of the show. (02/08/2016)	
		Reporting Cycle: 2014 - 2015 Result Type: Criterion met Capstone Assignment/Project - Live Shows: Students demonstrated a mastery of their choreography, lines/lyrics, blocking, costuming and makeup application.100% of students who completed the class successfully performed at all required performances of the show.	
		(03/24/2015)	
		Reporting Cycle: 2013 - 2014 Result Type: Criterion met 100% of students performed successfully at all required performances of the show. (05/22/2013)	
Historical and Cultural Knowledge - Recognize and interpret the historical costuming, choreographic styles, musical era, and world events that relate to the period presented in the production. Course Outcome Status: Active Start Date: 05/15/2013	Other - Forum Participation: Students will participate in discussions in which they present their research on historical costumes/choreography and world events related to the era. These are often pictures, videos and other artistic endeavors that give the students a broad understanding of the era represented in the play, as well as the artistic interpretations of that era. Success Criterion: 70% of students will successfully contribute appropriate examples of the era in discussions.	Reporting Cycle: 2017- 2018 Result Type: Criterion met Other - Forum Participation: Students participated in discussions in which they presented their research on historical costumes/choreography and world events related to the era. These were often pictures, videos and other artistic endeavors that give the students a broad understanding of the era represented in the play, as well as the artistic interpretations of that era. 100% of students who completed the class successfully contributed appropriate examples of the era in discussions. (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues	
		Reporting Cycle: 2016- 2017 Result Type: Criterion met Other - Forum Participation: Students participated in discussions in which they presented their research on historical costumes/choreography and world events related to the era. These were often pictures, videos and other artistic endeavors that give the students a broad understanding of the era represented in the play, as well as the artistic interpretations of that era. 100% of students who completed the class successfully contributed appropriate examples of the era in discussions.	

Course Outcomes	Assessment Methods	Results	Actions
		<p>(02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016</p> <p>Result Type: Criterion met</p> <p>Other - Forum Participation: Students participated in discussions in which they presented their research on historical costumes/choreography and world events related to the era. These were often pictures, videos and other artistic endeavors that give the students a broad understanding of the era represented in the play, as well as the artistic interpretations of that era. 100% of students who completed the class successfully contributed appropriate examples of the era in discussions.</p> <p>(02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015</p> <p>Result Type: Criterion met</p> <p>Other - Forum Participation: Students participated in discussions in which they presented their research on historical costumes/choreography and world events related to the era. These were often pictures, videos and other artistic endeavors that give the students a broad understanding of the era represented in the play, as well as the artistic interpretations of that era. 100% of students who completed the class successfully contributed appropriate examples of the era in discussions.</p> <p>(03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014</p> <p>Result Type: Criterion met</p> <p>15/20 students were able to identify appropriate costume pieces in forum discussions. Forum discussions were less effective this semester (compared to last year), largely due to the different computer access and special needs of a quarter of the students. This semester had less focus on historical events, but the historical dance styles were covered, and 18/20 of the students demonstrated at least four popular latin social dance steps of the time.</p> <p>(05/22/2013)</p>	
	<p>Capstone Assignment/Project -</p> <p>Costuming: Students will be asked to sort through a selection of</p>	<p>Reporting Cycle: 2017- 2018</p> <p>Result Type: Criterion met</p> <p>Capstone Assignment/Project - Costuming: Students were</p>	

Course Outcomes	Assessment Methods	Results	Actions
	<p>costume pieces and props, and determine whether they are period-appropriate, or what modifications could be made to make them appropriate to the period. Through this process, students will build and modify materials that will be worn and used in the play.</p> <p>Success Criterion: 70% of students will be able to identify props and costumes that are period-appropriate.</p>	<p>asked to sort through a selection of costume pieces and props, and determine whether they were period-appropriate, or what modifications could be made to make them appropriate to the period. Through this process, students built and modified materials that will be worn and used in the play.100% of students were able to identify props and costumes that were period-appropriate. (12/20/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Capstone Assignment/Project - Costuming: Students were asked to sort through a selection of costume pieces and props, and determine whether they were period-appropriate, or what modifications could be made to make them appropriate to the period. Through this process, students built and modified materials that will be worn and used in the play.100% of students were able to identify props and costumes that were period-appropriate. (02/23/2017)</p> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Capstone Assignment/Project - Costuming: Students were asked to sort through a selection of costume pieces and props, and determine whether they were period-appropriate, or what modifications could be made to make them appropriate to the period. Through this process, students built and modified materials that will be worn and used in the play.100% of students were able to identify props and costumes that were period-appropriate. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Criterion met Capstone Assignment/Project - Costuming: Students were asked to sort through a selection of costume pieces and props, and determine whether they were period-appropriate, or what modifications could be made to make</p>	

Course Outcomes	Assessment Methods	Results	Actions
		<p>them appropriate to the period. Through this process, students built and modified materials that will be worn and used in the play. 100% of students were able to identify props and costumes that were period-appropriate. (03/24/2015)</p> <hr/> <p>Reporting Cycle: 2013 - 2014 Result Type: Criterion met 17/20 students were able to identify appropriate costume pieces and combine these pieces to create period-appropriate costumes. (05/22/2013)</p> <hr/> <p>Reporting Cycle: 2017- 2018 Result Type: Criterion met Essay - Essay: Students were asked to write a biography of their character (the role that they act in the play), relating the historical styles and world events to the imagined life history and attitudes of their character. 100% of students were able to write a clear and concise character biography that integrated period-specific styles, trends and world events into the history and personality of their assigned character (12/20/2017)</p> <hr/> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed with colleagues</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Criterion met Essay - Essay: Students were asked to write a biography of their character (the role that they act in the play), relating the historical styles and world events to the imagined life history and attitudes of their character. 100% of students were able to write a clear and concise character biography that integrated period-specific styles, trends and world events into the history and personality of their assigned character (02/23/2017)</p> <hr/> <p>Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: See Dean</p> <hr/> <p>Reporting Cycle: 2015- 2016 Result Type: Criterion met Essay - Essay: Students were asked to write a biography of their character (the role that they act in the play), relating the historical styles and world events to the imagined life history and attitudes of their character. 100% of students</p>	
	<p>Essay - Essay: Students will be asked to write a biography of their character (the role that they act in the play), relating the historical styles and world events to the imagined life history and attitudes of their character.</p> <p>Success Criterion: 70% of students will write a character biography that integrates period-specific styles, trends and world events into the history and personality of their assigned character.</p>		

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
		<p>were able to write a clear and concise character biography that integrated period-specific styles, trends and world events into the history and personality of their assigned character. (02/08/2016)</p> <hr/> <p>Reporting Cycle: 2014 - 2015 Result Type: Inconclusive Essay - Essay: Students were asked to write a biography of their character (the role that they act in the play), relating the historical styles and world events to the imagined life history and attitudes of their character. Slightly less than 70% of students were able to write a clear and concise character biography that integrated period-specific styles, trends and world events into the history and personality of their assigned character. (03/24/2015)</p>	<p>Action: Difficulty was students lack of skill at writing and not their understanding or analysis of content. (03/24/2015) Action Plan Category: Conduct Further Assessment</p>

SKY DANC 450:Intermediate / Advanced Dance Production

Course Outcomes	Assessment Methods	Results	Actions
1) Skills and Expression - Develop creative expression through the repertory/performance experience; an understanding of line, form, and shape; and a different means of theatrical expression with movement, voice, narrative and/or live music. Course Outcome Status: Active	Exam - A) Written Final Exam: Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of this dance form. Success Criterion: 70% of students will be receive a grade of 70% or higher on the tests.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/22/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 100% of students received a grade of 70% or higher on their written test, in which they demonstrated an understanding of the aspects of musicality, terminology and cultural aspects of the dance form. (12/21/2012)	
	Presentation/Performance - B) Evaluation of student's final performance in instructor's choreographed dance at midterm and at the end of semester for application of technical skills, style, and creative expression as assigned by the instructor. Success Criterion: 70% of students will show improvement on 3 of 5 assigned technical skills, style, and creative expression.	Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed	
		Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/22/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA	
		Reporting Cycle: 2012 - 2013 Result Type: Criterion met 78% of students showed improvement on 3 of 5 assigned technical skills, style, and creative expression. (12/21/2012)	
		Reporting Cycle: 2011 - 2012 Result Type: Criterion met 70% showed improvement: 24 Total Students, 17 demonstrated the application of technical skills, style and creative expression as assigned. This number would have been higher, if not for the late-semester drop-outs of the cheerleaders; they would have	Action: Although the criterion were met; it was by a slim margin. Student attendance was impacted by the need for more instructor time for HBA hours in order to participate in the kinds of performance activities that the cheerleading students were

Course Outcomes	Assessment Methods	Results	Actions
		<p>been more successful in their own class, rather than functioning as one of the many student groups. This is due to their increased number of cheers to be learned, and their desire to perform more than what is required (at games, in addition to the shows). (12/30/2011)</p> <p>Reporting Cycle: 2017- 2018 Result Type: Inconclusive Course not taught in 17-18 (12/20/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: Discussed</p> <hr/> <p>Reporting Cycle: 2016- 2017 Result Type: Inconclusive Class not taught in 16-17 (02/22/2017) Who discussed the assessment, results and/or action plans? When? Where (e.g., dept. meeting)?: NA</p> <hr/> <p>Reporting Cycle: 2012 - 2013 Result Type: Criterion met 93% of students completed 80% of in-class workouts (progressive skill development). (12/21/2012)</p> <hr/> <p>Reporting Cycle: 2011 - 2012 Result Type: Criterion met 73% of students completed 80% of in-class workouts (progressive skill development). (14/19 Students) (05/30/2012)</p> <hr/> <p>Reporting Cycle: 2010 - 2011 Result Type: Criterion met 82% (14/17) of students completed 80% of in-class workouts (progressive skill development). (05/28/2011)</p>	<p>most interested in. (04/04/2013) Action Plan Category: Make staffing changes</p>
	<p>Other - C) Progressive Skill Development: Daily participation points in progressive exercises. Success Criterion: 70% of students will complete 80% of in-class workouts.</p>		

Narrative Prompts (Standards): Due by April 30

I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

The mission of the Skyline College Dance program is to train the community college student in the aesthetics, techniques, production processes and analysis of dance. Skyline dance students become performers, choreographers, teachers, directors of dance programs and/or studios, and/or discerning audience members who appreciate and understand other cultures and dance styles. Our program continues to transform by offering diverse dance techniques, peer pedagogy, team leadership skills, goal-setting and collaboration through competition and performances, community involvement, cultural and historical lecture courses that illuminate the way that dance interacts with historical cultural movements. Therefore, the program is consistent with the college mission of empowering and transforming a global community of learners and fulfills the college goal of being a leading academic and cultural center

II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Thanks to funding from the PIF Grant, we have added a Competitive Hip Hop Team to our Open Pom/Jazz dance team, which earned third place and first place, respectively, at the National Championships this year. We are also therefore able to fund the competitive dance teams' summer camp next month, for the students who make it through try-outs for next year's teams. The goal of expanding into competitive dance is based on our desire to meet the changing focus within the dance world on competitive dances, and also to improve our diverse offerings by providing hip hop classes and competitive opportunities. We strongly want to institutionalize these competitive dance programs, as our PIF funding only covers "seed money." Additionally, we did not get to participate at as many sports events as we wanted to, because the funding was awarded in the Fall (and to be ready for those seasons, we need to start rehearsing in the Summer, and have camp.) We are using our funding for last summer's camp at the end of this year, and hope therefore to be ready for next year's games. We have had great success with the hip hop course, but due to lower enrollments across the state, can't yet offer additional sections, keeping the course year round, as we would like to.

We still have our TracDat reporting in non-leveled status, as we cross-list our leveled courses, and the amount of administrative time it would take to make these changes – as well as the additional time to record the data in multiple areas, with resultantly tiny sample sizes.

II.B. Analysis: Program Environment

One of the major impacts on our program next year will be the lack of funding from the PIF grant for our very successful Skyline College Dance Festival, which served over 56 attendees, 16 of them from other campuses. Without the funding for the coordinator, food, band and instructors, we simply can't make the festival happen. Amber Steele has reached out to other instructors on campus who are interested in collaborating and expanding the project, but we will have to place the project on hold until we hear about the requested budget.

We anticipate creating an AA-T degree, and hope to make this degree, focusing on studio & fitness instruction, diverse dance styles and business skills that would help students to be able to work within the dance/performing arts/fitness fields as they continue to pursue their education. We are preparing for these changes by strengthening the competitive dance teams, which offer leadership opportunities as team captains, require the students learn professional self-presentation, etc. As the Theater and Dance Arts teaching focus comes into being this year, we want to integrate those focuses into our AA-T, as well. We also hope to continue to expand our course offerings in hip hop and tap.

The Musical program is quite successful (offering Tap technique courses would help to expand this project, as would creating an AA in Drama/Acting), and continues to expand, but will be greatly affected by the temporary loss of building 1, as most of our class time, rehearsals (DANC 410) and performances (for ALL of our courses) take place there. This will lead to an increased pressure upon our already overbooked classrooms in building 3.

II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

Student Learning Outcomes continue to be met with high success rates, across all of our courses. The classes with the lowest success rates in completing assignments and gaining technical skill all cited attendance as affecting their student's success on exams and performance execution.

In the previous year's APP, we noted that some students in DANC 400 and 410 had trouble verbalizing their self-analysis projects, and we had hoped to install a new AV system in which students can review and critique/discuss their work on an ongoing basis. This system was installed just recently, and we hope to see the results of this new technology in future assessments.

III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

Previously, we saw that SLO's revealed non-academic ways in which we could support the student's success. For example, since attendance has been a great factor in student success, we have improved the frequency of cleaning within the facility, and localized classes as much as possible (rather than having multiple meeting areas), keeping the schedule simpler for students. This seems to have improved the attendance levels of students (especially within the DANC 400 course, which has many rehearsal hours by arrangement), and makes their experience smoother and more consistent; as well as our campus a healthier place!

Students in Steele's Yoga, Pilates and dance technique classes have been given a sparkpoint center orientation assignment, which connects them to student services that can be used to keep them in class.

Now having started multiple projects that are annual or bi-annual (Performing Arts Showcase, Spring Musical, Spring and Fall Dance Shows, Dance Exchange Project, Competitive Dance Teams, Skyline College Dance Festival), Steele is finding that supporting the amount of coordination time for supporting these projects is often more than she has. Many of these projects have now been institutionalized as courses (Musical, Dance Shows), but oftentimes, as these projects become institutionalized, the student support and costs are covered, but not the coordination hours. With our single full-time faculty member on five committees this year, support for coordination hours is more important than ever.

III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

Our participation showed that dance students expand their knowledge of international cultures, participate in community events on-campus which encourage networking and citizenship, and continue to improve their critical thinking and writing skills. It would be interesting to increase our off-campus engagements, either through study abroad and/or conference attendance with students, to continue to increase students' real-life development of their global citizenship skills; but again – that requires coordination support.

IV.A. Strategy for Program Enhancement: Continuation/Modification

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

Our strategies to continue to expand our diversity of technique classes, to institutionalize the performance, competitive team and community involvement projects we have begun with the assistance of the PIF grants are becoming more refined, but continue to be the same in purpose as in previous years. Our program will be doing our CPR next year, so Steele plans on laying the groundwork for the possible AA-T and career-focused goals as she reviews all of the course outlines, next year.

IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests

Based on the most recent CPR and any desired modifications, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the APP report under this item.

Please submit the Action Plan and Resource Request via SPOL, which is at <https://skyline.strategicplanningonline.com/SPOLNET/Default.aspx>. Thank you!

Skyline College

(Dance Program)

Program Review

Executive Summary



Short Summary of Findings

Since the last review, the Skyline Dance Program has been staffed solely by adjunct faculty, until Fall 2011. During this period, the program offered classes in dance appreciation, ballet, modern, jazz, dance composition, tango, swing, salsa, musical theater, creative dance and aerobics. While offering classes, the program lacked a coherent strategy in terms of developing curriculum and programs to attract, retain and matriculate students. In order to bring focus and coherence to the program, Amber Steele, who was hired full-time this past fall, has taken the following steps: mounted an informal dance show, advised a dance club that grew into a dance production class, brought students to dance camp and to community college dance festivals to perform and take workshops, and collaborated with the Music, English and Drama departments to produce a Performing Arts Showcase. This spring, the dance program will collaborate with the Music and Drama departments to produce the first musical at Skyline College in twenty-five years. The dance program will eventually include two annual dance shows (one informal, one formal), the Spring Musical and the Performing Arts Showcase. A Repertory Group of students will perform pieces at high schools and colleges, and we will invite students to Skyline College to share their work, creating a community of transfer and recruitment opportunities.

Our goal is to make dance at Skyline again a student centered, unique, innovative, culturally varied and rich program. We envision curriculum, programs and events that will serve as a model for other developing dance programs in community colleges, high schools and throughout dance schools in the Bay Area and Northern California. This program will again bring in guest artists, teachers, dance companies and choreographers to lecture, instruct and perform for Skyline students. Innovative artistic collaborations with other Skyline Departments and programs will further enrich student and staff experiences. Finally, the Skyline bridge/internship program will be revitalized to place Skyline dance students in Bay Area communities to choreograph, direct dance programs and teach dance.

Three Strengths of the Program

- **Student Focused Instruction:** The program offers classes, lecture demonstrations and workshops with world-renowned artists, teachers and performers that are focused on student need and development.
- **Diversity in Performing Arts:** These performances have included dances from the diversity of cultures that enrich the Bay Area. The Performing Arts Showcase draws over 500 people per night and incorporates not only performances and choreography by Skyline dance students but also from other departments. Our Dance Concerts will strive to be diverse culturally and within the community, involving local high schools and colleges
- **Intensive and Comprehensive Coursework:** As the transition point from high school to adulthood, careers and university, our courses go beyond the basic dance technique classes that are available in the K-12 and private studio settings. Many students have performed in shows but never been involved in the production process, or have only learned one style of dance. Students in our program will learn not only the physical skills but the techniques, characteristics and aesthetics necessary to understand and appreciate dance as an activity, means of self-expression and as an art form.

Three Suggestions for Improvement

- **Increased Rehearsal Space / Curriculum:** The dance studio is currently deeply impacted by yoga, pilates and combatives classes. We desperately need increased rehearsal space to produce dance shows. In addition, we hope to offer the curriculum (DANC 390, DANC 395 and DANC 400) necessary to support such productions.
- **Business Certificate:** The Business program has been collaborating with other departments to create area-specific certificates to aid students in small business management. We hope to create a certificate program that will enable our students to comfortably run their own small businesses (dance studio owners), manage a performance company or to teach as an independent contractor.
- **Focus on Community Relations:** The re-development of a bridge program providing internships and creating jobs for Skyline students at a variety of teaching and performing venues as part of the community relations aspect of the program.

Faculty Member Responsible for the Self-Study is: Amber Steele

Full-Time Faculty Signatures

Chip Chandler

Kevin Corsiglia

Mike Fitzgerald

Jan Fosberg

Dino Nomicos

Justin Piergrossi

Submitted on: February 2012

SKYLINE COLLEGE

PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

- 1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and District.*

The goal of this program is to train the community college student in the aesthetics, techniques, production processes and analysis of dance.

Dance in a community college offers students the ability to explore and develop the communication process of dance and to create an artistic statement. In contrast to competitive dance or aerobics, the emphasis of this program is to encourage the student to go beyond the physical expression of sequential patterns and movements to the abstraction of that physical movement into an artistic vehicle that communicates human emotions to the observer. By understanding how shared emotions connect us to other human beings regardless of gender, economic, social and cultural divides, the student discovers his/her own emotional world and begins to develop an artistic appreciation and understanding of those emotions and how they are communicated in art. The program encourages self-expression from students to critically observe, react to and evaluate what dance they are viewing, learning, performing and/or creating. To develop or expand these skills a dance class may include lectures, demonstration/hands-on skills, directing/producing a dance concert, performing, choreographing, teaching and/or viewing dance. Students learn the vocabulary, history, artistic self-expression and movement languages of dance in addition to correct anatomical alignment and dance technique. Skyline dance students enter the world as performers, choreographers, teachers, directors of dance programs and/or studios, and/or discerning audience members with an appreciation and understanding of other cultures / dance styles.

The Dance Program contributes to the mission and priorities of the San Mateo Community College District by:

- 1. Providing a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement.**
 - Wide variety of guest choreographers / dance companies and musicians/lectures/demonstrations on different world and dance styles.
 - Varied selection of courses for student choices in completing general education, transfer and degree requirements
 - Exposure to original choreography by Skyline dance faculty
 - Skyline dance concerts have elements of lecture and demonstration to explain the application of the dance technique, development of the artistic themes and choreography in a performance presentation.
- 2. Providing occupational education directed toward career development and remedial education in dance required for successful completion of educational goals.**
 - The Skyline Dance Bridge Program (on hiatus, but to be rebuilt) with student internships (choreographing, teaching, performing and directing) in the Bay Area community is an important component of the program.
 - Students are given written assignments modeled after grant proposals, which prepare them for production company management.
 - Students are directly involved with the aspects of producing, choreographing and/or performing in an annual dance concert.
 - The dance curriculum includes reading and writing components to prepare students for development of artistic expression, critical review capabilities and for future grant writing and public relations activities.
- 3. Celebrate the community's rich cultural diversity, reflected in student enrollment, staff and a campus climate that supports student success.**
 - Appreciate and value other cultures by studying the music, costumes, dance technique, geography, and cultural/historical aspects of different dance forms.

- Course offerings of cultural diversity include: African-Brazilian, Flamenco, Swing, Salsa, and Argentine Tango.
- The dance production program has sponsored professional and Skyline student dance workshops and rehearsals in such diverse dances as: Hawaiian, Tahitian, salsa, Chinese, Hungarian, Samoan, Filipino, El Salvadoran and Congolese.
- Students are encouraged to work with complex gender, global or abstract issues and translate them into movement with costumes, props and/or music.

4. Encouraging Critical Thinking Skills

- Students utilize critical thinking skills to create dances comparing, contrasting and analyzing famous choreographers and classmates for artistic expression, skill acquisition and technique.
- Skyline dance concerts have elements of lecture and demonstration to explain dance technique, development of artistic themes and choreography in a performance presentation.
- Students and audience members are encouraged through lecture demonstrations to compare and contrast how the human body makes an artistic statement using shape, space, time and energy.
- The dance curriculum includes reading and writing components for students to effectively articulate and support the themes/ideas expressed in their dances and for application of performance review styles.
- Dance Appreciation lecture course surveys world dance, ballet, modern dance and physical theater, training students to analytically critique and describe dance and its impact on society.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Dance Program has coordinated interdisciplinary collaborations, art happenings, performances, lectures and classes with a number of disciplines and groups on campus. A few examples are:

- Collaboration with the Music and Theater departments to create variety shows, musicals and to support the performing arts community at Skyline College.
- Dance students perform at college events, such as the President's Innovation Fund Breakfast, creating a sense of college-wide community.
- Dance program works directly with ASSC to sponsor events that enrich lives of students who are not directly enrolled in dance classes.
- Dance program works with ASSC to raise funds for costumes, theatrical lighting and props.
- Counselors are invited to dance classes and students are encouraged to use the learning center to enhance critical writing and thinking skills.
- Dance program sponsors college wide workshops for Pilates, dance composition, various cultural dance styles, acting and the business aspect of the entertainment industry.
- Because the dance discipline involves close interaction with students at a personal level, it requires that faculty utilize and coordinate with the Health Center.

3. *Explain how this program meets the needs of our diverse community.*

The Dance Program meets the needs of our diverse community through our dance production and curriculum. Its rich and diverse offerings provide our students with new perspectives in viewing other cultures and peoples. In effect, it challenges students to think what it means to be American and to explore what unites and divides us nationally and geographically. Specifically:

- The Skyline Dance Production is multi-generational and multicultural in production and scope and serves a diverse community audience of over 1,000 that attend the two performances each year.
- The program has guest presentations, lectures, performances and workshops of dance and music from around the world.
- Instructors, guest artists and students explore global, abstract and gender issues in their choreography, challenging the dancers, guest student performers and audiences. For example, this spring's musical production of CABARET will explore issues of ethnic intolerance and homophobia.
- Dance classes are designed so that students learn about the culture of each new dance language they study. Classroom instruction utilizes videotapes, DVDs, CDs and texts. Faculty emphasize selections

addressing such issues as the folklore, musical instruments, history, costumes and choreography in the respective dance form being studied.

- The program offers a variety of classes and/or workshops on different dance and music styles from folk, classical, ethnic to avant garde and popular culture. All the aforementioned material allows the student to gain a comprehensive understanding of the dance culture they are studying.
- The dance program's cross-cultural exposure expands the movement, rhythmic and music vocabulary of our students to new ways of dancing; thus, it enables our students to learn, appreciate and honor the large and subtle differences in cultural dance styles.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

The previous self-study was the first. At that time, the program was in the process of completing the dance studio, with a small theater lighting system. There had been a request for a video camera for class observation, but due to the technical advances over the past six years, this is no longer a priority. Classes that were previously listed as DANC 665 variations have been modified into permanent offerings.

Sadly, the dance program's size, concerts and offerings significantly disintegrated without the presence of a full time faculty member. The Kababayan group, which included dozens of students and audience members, became independent, creating performances outside of the dance department. This is fantastic, but it does pull from the pool of dance students. We hope to find ways to collaborate with these students and programs in the future. In the past three years, Amber Steele has produced informal dance shows with the assistance of Alan Ceccarelli, showcasing student and faculty works onstage. With assistance from the President's Innovation Fund, dancers were able to participate in the Skyline Performing Arts Showcase and in the upcoming musical.

Between Professor Cushway's departure and before Fall 2011, there had been no offerings of Modern Dance, and few offerings of Jazz Dance; the two technique classes that recruit the most students to the dance program. Only one classical technique class had been drawing students to the program; Kevin Simmer's Ballet class. In our previous study, there was some lament that we have not been able to "provide a consistent dance technique class each semester or even annually." We now consistently offer Ballet and Modern (Contemporary) technique classes, and hope to add regular Jazz classes. We have implemented a cardio class for staff to be able to take, Cushway's 4:45-6:00 T/Th class.

During the last study, Professor Cushway recommended the following goals:

- *Expand evening/weekend classes with more styles of dance to reach out to older and male students.* – These classes have been slimmed down, due to appropriate instructional space not being available, budget limitations and the SMCCD Board goals of focusing classes on transfer, degree, certification and remediation.
- *Look for additional off campus locations and hire more faculty to expand offerings in the community.* – During 2008, we taught a Hip Hop class at Thornton High School. Although it was a positive experience for the students, the class was very small. As the economy recovers, we could look for similar opportunities to foster community. As the program is rebuilt, students could offer dance workshops to the community as part of their internships.
- *Work with the Black Student Union to create a strong representation in the annual dance concert with ultimately a full performance by the Black Student Union similar to the Filipino Cultural Night.* – An excellent idea; communications have begun, but no success yet.
- *Create a dance teaching certificate.* – Communication with the Business program has begun.
- *Hire full-time staff to produce more dance concerts/collaborations like an ethnic dance festival, dance festival theater or collaborative dance and choir musicals.* – Amber Steele has begun discussing these opportunities with Denaya Dailey at CSM and Anne Roake, who holds an annual community college dance festival at CCSF.
- *Create more ethnic dance classes with an emphasis on teaching traditional cultural music and dance.* – See notes about classes we would like to offer, in addition to Chinese dance, tango, salsa and swing.
- *Expand the World Music class to World Dance and Music and have it collaboratively taught.* – Dance Appreciation is covering part of this survey, but a more interactive and collaborative class could definitely add to the program.

- *Bring in professional dance companies to teach one year or longer residency programs.* – We intend to bring in visiting choreographers and companies again, as part of our reconstruction of the dance program.

PART B: Student Learning Programs and Services

1. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The dance program does not have an advisory board. Before the absence of a full-time position, the program worked with members of:

- Brisbane Dance Workshop Bridge Program
- San Francisco Arts Education Foundation Bridge Program
- San Francisco Ballet Community Outreach Program
- Stanford Dance Program
- Printz Dance Company Outreach Program
- Professional, national and international dance companies for lecture demonstrations and workshops.

In the future, we hope to connect with organizations such as Dancer's Group, Mills College, SFBallet, ODC and other professional dance organizations, in an attempt to bring students a continuous path to and from their time at Skyline College's dance program.

Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The different course offerings and demonstration/choreography of various guest artists represent much of the world's populations and cultures. In addition to having a wide range of dance styles to choose from this provides an excellent opportunity for students to learn and explore other cultures and expand their abilities. The program curriculum awakes, challenges and develops the student beyond the verbal and aural to include spatial, musical, kinesthetic and personal intelligence.

These diverse course offerings are important to many students for several reasons:

- They represent the student's country of origin.
- Students share and discover their cultural heritage with fellow students.
- Students perform and/or teach these varied styles of dances in academic and community settings.
- Students are exposed to dance as an art form beyond entertainment.
- Students learn planning skills, community building, collaborative leadership and other abilities that they can transfer to other aspects of their lives.

We would like to provide more consistent technique classes. A technique class is the backbone of a dancer's training. College programs, especially community college programs, can not compete with technique classes in commercial dance studios. In a dance studio, the student can gain instruction 5-6 days a week during two hour sessions with a class size of 10-12 students. A community college class offered for an hour and fifteen minutes per session twice a week, with time taken for roll, lectures, videos and such and with a class size minimum of at least 20 students, can not compete with that. The result being that we have not consistently offered technique courses that are essential in training a dancer who is serious about the discipline. Our intention is to solidify the offering of a technique class in ballet, jazz and modern techniques each week.

Other techniques we would like to provide:

- Hip Hop – This would be very popular, and current; a great gateway course.
- Ballet Bar Workout – This would be a great class to build strength, flexibility and technique.
- Tap Dance – A standard for students who wish to go on in musical theater and dramatic pursuits.
- Flamenco – We currently offer tango and salsa, but flamenco is fascinating because it brings Latin Folk dance together with balletic structural and technical restrictions. Additionally, it is a wonderful way to collaborate with the music (and writing) departments, as it is often performed with live guitar and spoken word or vocalists.

- Afro-Haitian – We had a great teacher, Heike Mansel, and would love to bring her back; she has been teaching at Terra Nova, so we'll have a wonderful exchange opportunity with her.
- Belly Dancing – An excellent opportunity to increase tolerance and to educate our students about Middle Eastern cultures and to take advantage of the vibrant belly dance revival in San Francisco

2. *State how the program has remained current in the discipline(s).*

By hiring Amber Steele, the jazz dance offerings now reflect the current Jazz techniques, in addition to her ability to teach Broadway style jazz. Her Modern class covers the Modern and some Post-Modern basics, but focuses mainly on the Contemporary style that is performed by most current working dance companies. Instructor Kevin Simmers teaches annually at the Chaincourt Theater Company in residence at the Goethe University in Frankfurt as part of a Theater / Acting / Dance workshop and will be in a workshop with the Ballet Trocadero de Monte Carlo this summer. Diana Cushway is studying world dance/music forms and is integrating them into her cardio classes to make these different movement styles accessible to beginners, as well as recruiting new students, due to the current popularity of cardio classes such as Zumba. In addition, our faculty regularly attend, teach and/or perform at Bay Area high schools, professional venues and community centers. Dance faculty attend dance or dance fitness classes weekly and concerts sporadically during non-instructional times to acquire and maintain different movement styles, choreography and technique. It is essential for a dance instructor to maintain good personal technique, strength and flexibility to prevent injury and challenge students. For example, Amber Steele has just completed her 500hr Master Yoga Teacher Certification; and Kevin Simmers has completed Pilates-Matt Reformer Certification and Yoga Certificate through the San Francisco Yoga Foundation.

3. *If the student population has changed, state how the program is addressing these changes.*

The student population in our dance program is very diverse with the majority of students coming from Asian, Filipino and Hispanic cultures. For first time students, our evening classes are more popular than our day time offerings. In 2010/11, 66% of our enrollment came from evening classes, down 4% from the previous program review's reported average. This percentage dropped 27% from the 09/10 year, due to offering fewer evening courses. Our student population tends to be in the 18-28 year old cohort (56%) and female (73%). In reviewing these trends, we are taking the following steps:

- Annually reviewing program offerings to determine student interest and build enrollment.
- Actively engaging with the "B-Boys," a group of students (mostly male) who practice breakdancing and attract other male students.
- Offering increased opportunities for hip hop dance performances, which attract more male students.
- Offering a Musical Theater course, which attracts men from the drama and music departments, who might not otherwise enroll in dance classes.
- Encouraging young choreographers to create pieces from their ethnic backgrounds, including Hula, Tahitian dance, Chinese dance and belly dancing.
- Including faculty-choreographed pieces in our Informal Dance Shows in Chinese dance, Tango and Salsa.
- Collaborating with Liza Erpelo to bring in traditional Filipino Dance Company to perform in Skyline Filipino Cultural Night dance concerts.
- Offering an aerobics class late in the afternoon to try and attract classified staff.
- Expanding off campus offerings to try and gain a foothold in the local community.

4. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

All courses have been recently reviewed over the past two years, through our recent process of integrating our self-evaluations into the TracDat system.

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

Not applicable.

Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



All of Amber Steele's courses (DANC 100, DANC 110, DANC 130, DANC 350, DANC 450,) have had their assessment plans implemented, and are doing successfully. The same is true for Ken Delmar's recent courses (DANC 161, DANC 162, DANC 165); he has been working with Jan Fosberg to complete his assessments this semester. Since other faculty are part time, their SLO's and assessment plans have been entered into TracDat, but we have not yet achieved across-the-board reporting of the results.

2. Highlight any major findings and resulting course or program modifications.

Our assessments have confirmed that our students are highly successful in achieving the SLO's. We have noticed that, among technique classes, we are not always retaining the more advanced dancers, due to the all-levels approach; the same is true for the beginning dancers; there are many who could be better served by a basics-centered course. Each semester, approximately 40 students enroll in these courses. If/when this number continues to rise, we may want to consider offering separate Beginning and Intermediate sections for each course.

Currently, we are struggling to finish as many pieces in the DANC 450 course as there are students willing to choreograph and dance them. There will be additional time scheduled during the DANC 400 class, which we will offer again in 2012/13, but this will increase the impact upon dance studio.

3. What additional resources are needed to implement the plan?

Additional space – the dance studio is impacted by Fitness and Combatives courses in addition to needing more classroom space for evening offerings. Budget - when we offer DANC 400 and produce the formal dance show again, we will need a budget for costumes, promotional materials, facilities rentals and guest choreographers.

PART C: Resources

1. List major development (professional or program?) activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

Dec. 2010 D. Cushway costumed and created a Victorian Dance Theater piece, accompanied by Jude Navarri's Skyline Choir with additional collaboration of the Cosmetology Dept. for historical hair and make-up, and with Arthur Takayama and photography students on P.R. and documentation.

2. Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).

New faculty, volunteers and staff are assisted by the Dean and Administrative Assistant in Kinesiology, Athletics and Dance to orient them with:

- Introduction to Skyline College practices and procedures

- Preparation of course outlines and syllabi
- Working with Student Services, Admissions and Records, Counseling, the Health Center and Security.

Student Volunteers are oriented by their assigned faculty member in accordance with their responsibilities, such as:

- Preparing for performance obligations related to the dance concert
- Demonstrating dance technique during lectures
- Creating schedules and organizing rehearsal schedules within the production classes.
- Updating social media (Facebook)
- Supportive and effective communication with students

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

Not necessary at this time. However, by hiring guest choreographers for the formal dance shows, we will create a network/pool of tried and trusted candidates from whom we can recruit as the department grows. Moving forward, we should consider supporting a cheerleading class and/or hiring an adjunct faculty person to teach hip hop.

Facilities, Equipment, Materials and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

The Dance Studio, 3-201, is currently equipped with a small stage lighting system, an audio system, black curtains, ballet barres and storage closets. There are speakers installed in the room, but no way to operate them. Currently, the audio system works well for most teachers, and there is a backup audio system in the closet for the teachers with different needs. Some of the lights from the theater lighting system have been donated (not permanently) to the theater. The Marley floor is holding up, although it is showing signs of scuffs and is quite dirty, despite being swept by students, often daily. All mirrors are currently in good condition. The curtains are in good condition, although it is important that all teachers who use 3-201 instruct their students not to touch the curtains, as this will lead to unnecessary wear and tear. There are dressing rooms from the hallway attached to 3-201; this hallway is currently used for storage, and the dressing rooms are underutilized and under-cleaned. This is not currently an issue, but is an opportunity for future thought. Should these rooms be partially used for costume storage, since they are not frequently used as changing rooms, for example? We could use two rolling hanger-racks for costumes, which could be stored in those rooms. Some classes take place on the Theater stage. This has both benefits and downfalls. For courses that are producing staged pieces, time in the theater is necessary for spacing. For courses focused on technique, the mylar mirrors are hard to see in (bubbles obscure alignment), the floor tears up dancers feet and soft dance shoes, and the floor is not sprung, which is hard on dancers' joints over time.

2. *List projected needs.*

- Additional Facilities
- Costume Racks
- Costumes
- Make-Up
- New Mylar Mirrors Onstage – in process

3. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

Most of the technology used in the program is the audio and lighting equipment in the dance studio and theater. The theater's equipment has been greatly revamped, thanks to the support of the President's Innovation Fund, which has upgraded these systems via grants for the Performing Arts Showcase and the Spring Musical project. Another successful technology is the use of a WebAccess online course to teach

DANC 100, the survey of dance history. Using online videos, the students add to the curriculum by sharing and analyzing current dance trends and tracing their influences to the content of the course.

4. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

Not applicable.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

Resources needed to maintain a viable program are:

- Additional daytime hours in a dance facility for students to rehearse.
- Part-time staff or work-study assistants to coordinate the Dance Concert.
- Instructional aides to oversee and supervise student run dance productions.
- Funding for guest artists and guest choreographers.
- Funding for costumes, promotional materials and production costs.
- Budget for equipment maintenance and repair.
- Funding to develop a coordinated bridge program with Bay Area artists, dance studios and educational institutions.
- Consider supporting a cheerleading class and/or hiring an adjunct faculty person to teach hip hop.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

All resources in the Main Theater are shared with the Drama and Music departments, and 3-201 is often shared with other departments, upon request.

PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Amber Steele co-chairs the Spring Musical and the Performing Arts Showcase with members of the Drama and Music Departments.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

Amber Steele serves on the College Budget Committee.

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

Amber Steele works closely with Jan Fosberg and Dean Morello to facilitate implementation of SLO Assessments for the part-time faculty members. Steele invites the dance faculty to choreograph pieces for and/or to have their students participate in and attend dance performances, with the intention of growing the program's offerings and recruiting additional students to pursue the dance major. Additionally, we reach out through the student club meetings and faculty networking to create interdisciplinary performance collaborations. The dance department supports other student clubs and college events by performing and volunteering, especially the cheerleading team.

PART E: Action Plan

1. *Describe the program's plan for addressing areas of improvement.*

- Complete production of the Spring Musical, assess areas of improvement and impact upon future dance production classes.
- 2012/2013: reinstate the dance production classes that will support a formal dance production.
- Offer DANC 130 more frequently, to support the Musical Theater performance production.
- Continue working with adjunct faculty to complete TracDat/SLO Assessment goals.

Skyline College Program Review

Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2008	2009	2010
WSCH	1,467	1,642	1,192

Please comment on program enrollment and expected trends.

The Dance program saw a decrease in WSCH of 18.9% between Fall 2008 and Fall 2010. In comparison, college wide WSCH, less Dance, increased 4.8% over the same period. Dance courses accounted for between 1.4%-1.1% of the WSCH generated at Skyline College for the three semesters reported on above.

The decrease in WSCH for our program was related to three primary factors. First, the elimination of HBA (Hours By Arrangement) from our courses impacted WSCH. The elimination of HBA was due to restrictions placed on such activities by the Chancellor's Office. Without an aide or full-time faculty member to supervise such activities, this requirement was eliminated from the curriculum. Two, with the elimination of HBA, we stopped offering some low enrolled courses in order to keep our load robust. And three, with the institution of a theater program and the loss of an off-campus facility, we do not have the instructional space available that we once had. Our current dance room is heavily utilized by not only dance but yoga, pilates and combatives classes which impacts scheduling.

Over the next several years, we are looking at some factors which may increase the WSCH generated by the program. First, a full-time instructor was hired starting in the Fall 2011 semester. We anticipate this hire generating more interest in the program, increasing offerings in dance and increasing the amount of dance majors. Two, we have added an on-line DANC 100 (Dance Appreciation) course that students will be able to take for not only the Dance major but to fulfill the Area C1 requirement for CSU. We are looking at other courses which may be developed and offered on-line. Finally, with a full-time staff member, we anticipate offering more in dance production. This will result in either collaborative efforts with other creative arts programs (music and theater) or a dance specific show. Obviously, the ability to generate WSCH is based on offerings. If budget woes persist or curricular changes are made at the state wide level, it could impact the program. Currently, our night program has a number of student who repeat classes. If repeatability was eliminated or reduced, it could possibly impact our ability to offer such courses.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2008	2009	2010
FTE	2.25	1.95	1.71
WSCH/FTE	652	842	698

Please comment on the comparison of this program to College trends.

Load in the Dance program has increased by 6.9% between Fall 2008 and 2010. Institutional load has increased 9.8% over the same period. Another way of looking at the same metric is to create a ratio of FTES / FTEF. Looking at that ratio, Dance generated 21.74 FTES per FTEF in Fall 2008, 28.07 FTES per FTEF in Fall 2009, and 23.25 FTES per FTEF in Fall 2010. Over the same period, Skyline College has ratios of 19.67 in Fall 2008, 21.05 in Fall 2009 and 21.57 in Fall 2010. Thus, Dance curriculum has not only kept pace but exceeded the standard institutional load for Skyline College over the past three years during unprecedented enrollment and productivity growth. The spike and drop from 2008-10 is because sections were reduced in 2009 increasing load. After that, HBA was eliminated creating the drop.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2008	2009	2010
Retention	85%	86%	82%
Success	74%	78%	73%

Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

Dance courses enjoy a similar rate of retention and a greater success rate than other parts of the curriculum. Institutionally, retention rates have been between 83%-85% from Fall 2008-Fall 2010. Over this same period, Dance courses have had retention rates between

82%-86%. Success rates institutionally between Fall 2008-Fall 2010 have been between 68%-69%. In Dance over that same period, success rates have been between 73%-78%.

This level of success and retention is consistent across most ethnic, age and student status categories. The only areas where students in Dance are more likely to be retained and succeed are those students who take evening classes and are 40 years of age or older. In those categories retention and success rates are higher. As a trend this would require more study. But, based on anecdotal observation, age may cause this phenomenon. By population, the majority of our evening students are older than 29. As such, this group, purely by circumstance, have created a learning community around Dance. As such, they have found a greater level of success. The only area of real disparity is in gender. The campus gender ratio is approximately 51% female and 48% male. Enrollment in Dance courses is slightly more than 80% female. This is an area where greater outreach needs to be made through curriculum and programs.

The retention and success rates documented show the importance of our Dance curriculum on student motivation and success. Our courses not only provide activity but are multicultural in nature sparking kinesthetic, social, personal and cultural growth. Dance is an area of study that most students take out of interest rather than need. With self selection comes increased motivation and “buy-in” to participate. Using that “buy in”, our instructors use the curriculum to teach students skills, improve fitness and have them think critically about social, cultural and personal nature of dance as a means to promote health and expression. It is this part of the curriculum that is so important to our students. We take great pride in the fact that our program educates the student completely (intellectually, socially and physically) as an arts and activity program. Students are engaged with every day in an activity that has meaning to them personally. It's this education of the total student that gives the program impact. Whether thru the major, classes or events, our curriculum and program prepare students to transfer and graduate as cultural, social and physical critical thinkers.

Program Review Course Outline & Prerequisite Checklist

Discipline: DANCE

Semester: Spring 2012

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Corequisites, Recommendations	Validated	SLOs	Assessment Plans	Implement-ation	Reviewed
			CSU	UC & CSU							
DANC 100	Dance Appreciation	12/2011	X	X		Eng. 846 or Equivalent	Yes	X			
DANC 105	Dance and Wellness	12/2011	X	X	X	NA	NA	X	X	Not currently taught	
DANC 110	Modern Dance	12/2011	X	X	X	NA	NA	X	X	12/2011	12/2011
DANC 130	Jazz Dance	12/2011	X	X	X	NA	NA	X	X	X	8/2010
DANC 140	Ballet	12/2011	X	X	X	NA	NA	X	X		
DANC 152	Cuban Roots of salsa	12/2011	X	X	X	NA	NA	X	X	5/2011	12/2011
DANC 161	Tango Argentino	12/2011	X	X	X	NA	NA	X	X	5/2011	12/2011
DANC 162	Tango Milongo	12/2011	X	X	X	DANC 161 or Equivalent	Yes	X	X		
DANC 163	Tango Buenos Aires	12/2011	X	X	X	DANC 161 and 162 or Equivalent	Yes	X	X		
DANC 164	Tango De La Confiteria	12/2011	X	X	X	DANC 161 or Equivalent	Yes	X	X		
DANC 165	Tango Performance Improvisation	12/2011	X	X	X	DANC 164 or Equivalent	Yes	X	X		
DANC 166	Tango De La Guardia Vieja	12/2011	X	X	X	DANC 161 or Equivalent	Yes	X	X	5/2011	12/2011
DANC 167	Swing Dance I	12/2011	X	X	X	NA	NA	X	X		
DANC 168	Swing Dance II	12/2011	X	X	X	DANC 167 or equivalent	Yes	X	X		
DANC 169	Swing Dance III	12/2011	X	X	X	DANC 168 or equivalent	Yes	X	X		
DANC 171	Chinese Dance Workout	12/2011	X	X	X	NA	NA	X	X		
DANC260	Tango Teacher Training	12/2011	X	X	X	DANC 162 or equivalent	Yes	X	X	5/2011	12/2011
DANC 330	Creative Dance	12/2011	X	X	X	NA	NA	X			
DANC 350	Cardio Dance	12/2011	X	X	X	NA	NA	X	X	X	12/2011

[illegible]

**Skyline College Program Review
Certification of Course Outline & Prerequisite Review**

Faculty Signatures

Amber Steele

Chip Chandler

Kevin Corsiglia

Mike Fitzgerald

Jan Fosberg

Dino Nomicos

Justin Piergrossi

Highlight this text & type in name

Highlight this text & type in name

Highlight this text & type in name

Highlight this text & type in name

Date Submitted: *March 16, 2012*

Division Dean:

[Signature]

(Additional faculty signature lines may be added to this form as needed.)



Column3	Column4	Column5	Column6	Column7	Column8	Column9	Column10	Column11	Column12	Column13	Column14	Column15	Column16	Column17	Column18	Column19	Column20	Column21	Column22	
		Critical Thinking: Rule based questions, formulate responses for solution to problem, evaluate the reasonableness of a solution and justification	Critical Thinking: Analyze and compare arguments, assess the validity or strength of an argument using appropriate deductive and inductive techniques	Critical Thinking: Think creatively and use open-mindedly within alternative systems of thought, critically, symbolically, or verbally, a complex problem and clear solution to a given problem	Critical Thinking: Make effective use of evidence in an argument, evaluate the validity or strength of the premises of the argument, and provide a clear solution to a given problem using reliable sources of information	Critical Thinking: Demonstrate understanding of diverse perspectives, including the frequency of quantitative and qualitative data, and the use of appropriate scientific method	Critical Thinking: Analyze multiple representations of quantitative and qualitative data, including graphical, formulaic, and verbal	Effective Communication: Analyze and synthesize information, and present information	Effective Communication: Express ideas through speaking and writing	Citizenship: Demonstrate understanding of diverse perspectives, including the frequency of quantitative and qualitative data, and the use of appropriate scientific method	Citizenship: Analyze and synthesize information, and present information	Citizenship: Develop attitudes and skills in group settings, including listening, speaking, and writing	Citizenship: Demonstrate understanding of diverse perspectives, including the frequency of quantitative and qualitative data, and the use of appropriate scientific method	Citizenship: Demonstrate understanding of diverse perspectives, including the frequency of quantitative and qualitative data, and the use of appropriate scientific method	Citizenship: Demonstrate understanding of diverse perspectives, including the frequency of quantitative and qualitative data, and the use of appropriate scientific method	Information & Technology Literacy: Use technology to organize, manage, synthesize, create, and communicate information using a variety of appropriate research tools	Information & Technology Literacy: Use technology to organize, manage, synthesize, create, and communicate information using a variety of appropriate research tools	Information & Technology Literacy: Use technology to organize, manage, synthesize, create, and communicate information using a variety of appropriate research tools	Information & Technology Literacy: Use technology to organize, manage, synthesize, create, and communicate information using a variety of appropriate research tools	Information & Technology Literacy: Use technology to organize, manage, synthesize, create, and communicate information using a variety of appropriate research tools
KAD	DANC100	S		C			S	C	S		S	S	S					S		
KAD	DANC105	S		C			S	C	S		S	S	S					C		
KAD	DANC110	S		C			S	C	S		S	S	S					C		
KAD	DANC130	S		C			S	C	S		S	S	S					C		
KAD	DANC140	S		C			S	C	S		S	S	S					C		
KAD	DANC152	S		C			S	C	S		S	S	S					C		
KAD	DANC161	S		C			S	C	S		S	S	S					C		
KAD	DANC162	S		C			S	C	S		S	S	S					C		
KAD	DANC163	S		C			S	C	S		S	S	S					C		
KAD	DANC164	S		C			S	C	S		S	S	S					C		
KAD	DANC165	S		C			S	C	S		S	S	S					C		
KAD	DANC166	S		C			S	C	S		S	S	S					C		
KAD	DANC167	S		C			S	C	S		S	S	S					C		
KAD	DANC168	S		C			S	C	S		S	S	S					C		
KAD	DANC169	S		C			S	C	S		S	S	S					C		
KAD	DANC171	S		C			S	C	S		S	S	S					C		
KAD	DANC260	S		C			S	C	S		S	S	S					C		
KAD	DANC330	S		C			S	C	S		S	S	S					C		
KAD	DANC350	S		C			S	C	S		S	S	S					C		
KAD	DANC390	S		C			S	C	S		S	S	S					C		
KAD	DANC395	S		C			S	C	S		S	S	S					C		
KAD	DANC400	S		C			S	C	S		S	S	S					C		
KAD	DANC440	S		C			S	C	S		S	S	S					C		
KAD	DANC450	S		C			S	C	S		S	S	S					C		
KAD	DANC6655A	S		C			S	C	S		C	S	S					C		

Program Review - Resource Needs Summary Table

Program: Dance

	Needs	Notes
Personnel	<ol style="list-style-type: none">1. Assistant	<ol style="list-style-type: none">1. In order to grow the program, we want to produce lots of student works and shows that advertise our department to the community. An assistant would supervise student choreography workshops, could choreograph additional pieces for the repertory company, would help create promotional materials and organize school visits to/from local high schools and colleges. The assistant would also help with organizing and cleaning the department's costume and makeup supplies, scheduling rehearsal space for student works, maintaining the social media outlets and coordinating for photographic and video documentation and archival of the department's works.
Equipment	<ol style="list-style-type: none">1. Budget for Costuming / Production2. Budget for Equipment Replacement / Repair	<ol style="list-style-type: none">1. Costumes and Set Production will be needed to produce the dance shows. Although we will charge admission and hope that these costs will be covered by the proceeds, having a budget will allow us to focus on creating higher quality performances, and will free up the proceeds from ticket sales to hire guest choreographers, master instructors from workshops and costuming that would otherwise be prohibitive for low-income students. Although we currently have some costumes stored in boxes and cabinets in the portable building, we will have a need for two clothing racks, for use during performances.2. Physical Education facilities and equipment are in constant need of replacement, repair, and upgrading. With a larger

Program Review - Resource Needs Summary Table

Program: Dance

	Needs	Notes
		<p>number of students attending our classes and using our equipment, the rate of depreciation will be more rapid. Additional resources will be necessary for the proper and safe upkeep of the equipment.</p>
Facilities	<ol style="list-style-type: none"> 1. Replace Portables with expanded facilities to meet student demand and program need. 2. Modern dressing and staging rooms in the theater for performances 	<ol style="list-style-type: none"> 1. As is true of the PEAD, we are in need of additional instructional space. Currently, our dance studio is booked with yoga, pilates and combatives classes that make it extremely difficult to schedule enough rehearsals for the shows that we expect to produce. Although the theater stage is an alternative, it is often also scheduled and rented out. In addition to this, the theater's cold temperature, un-sprung floor, and the screws, dust and splinters of set construction make it rather unsafe for dancing. <p>PEAD proposed to the state a new facility called the Center for Kinesiology and Human Performance. The center would replace our current portables and fulfill the following purposes:</p> <ul style="list-style-type: none"> • Expand Instructional Space for Kinesiology and Human Performance Programs • Meet the Needs of the Northern San Mateo Community for Preventative Health training, skills and resources

Program Review - Resource Needs Summary Table

Program: Dance

	Needs	Notes
		<ul style="list-style-type: none">• Provide an Indoor Multi-Functional Training Space to counter wet climatic conditions• To create synergy with Cosmetology and Multicultural Programs offered in nearby Building 4. <p>This new center will support curriculum based on the assessment and improvement of movement, performance and function. It will facilitate application of science-based principles to the analysis, preservation and enhancement of human movement and performance in all settings and populations.</p> <p>2. Currently, student performers change within a lecture classroom, often without respect to gender segregation. This classroom is also accessible to the public as they enter the theater, making security difficult. Modern dressing and staging rooms would permit the students to experience and participate in professional techniques of cosmetology and prop management. We would save money on costume cleaning/replacing by keeping costumes and makeup off of the floor, as well as adding security and privacy for the performers and student stage crew.</p>



Skyline College

Evaluation of the Program Review Process; Dance Spring 2012

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review:

45 hours to complete the Self Study, Executive Summary, Course Outline Prerequisite Checklist, KAD form, preparations for the presentation, plus additional hours for the Effectiveness, Productivity and Student Characteristics forms.

Not included in this tally are the previous three year's work on SLO's, Assessments and TracDat (easily 80+ hours). Jan Fosberg and I have been tackling these tasks, and this significantly decreased the workload of the Program Review, as we had recently reviewed most of our course outlines during this process. Another great relief was due to CurricuNet; this database relieved us of having to print out (and re-print, edit, and re-print,) the Course Outlines.

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes the time allowed was adequate.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

The instrument is clear and understandable. Having posted previous reviews is helpful.

3. Were the questions relevant? If not, please explain and offer suggestions.

The questions are relevant.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.



Reviewing curriculum and data is always helpful. Also, since there hasn't been a full-timer in this program for over five years, it helped me to gain perspective on the courses, specialties of my colleagues, and offerings of the program as a whole.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes, the data was clear and informative.

6. Please offer any comments that could improve and/or streamline Program Review.

The use of CurricuNet is going to be a game-changer for everyone. I am very grateful that my program's CurricuNet data was very successfully input, in comparison to other departments. As that system continues to improve, more departments will have an easier time with the program review process.

One improvement might be to ask a programmer to write a script that can populate CurricuNet with data from TracDat, (and vice-versa, if not already?). Updates to SLO's are being transferred from CurricuNet to TracDat, which is fantastic. The dates of last revisions, recent assessments & success rates could all be electronically uploaded to CurricuNet, saving at least one spreadsheet of work on the Program Review. This data is readily retrievable from TracDat via their four-column report, so it might be convenient to the Curriculum Committee to view that data in one place.



**APPENDIX C
SKYLINE COLLEGE**

INSTRUCTIONAL AND STUDENT SERVICES PROGRAM REVIEW

RESPONSE SHEET

Discipline: Dance

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

College President

Comments:

Signature

Separate boxes for each

College Vice Presidents

Comments:

Signature

Curriculum Committee

Comments:

Signature

Original to remain with self-study
Copies to Planning/Budget Committee & Program Review preparer

SKYLINE COLLEGE PROGRAM REVIEW INTRODUCTION

INSTRUCTIONS FOR COMPLETION OF SELF STUDY

The forms to complete the self-study can be obtained on the Curriculum website at (<http://www.smccd.edu/accounts/skycurr/>). The site provides links to the self-study documents. You may copy this file to create your own or work directly on the form and use "Save as" to give the document a new name. This file is "read only" and you must use a new file name when you save your work. Please try to maintain the original format as you compose the self-study form.

Self-Study Submission Requirements:

This is the order in which the self-study documents should be organized.

- ☒ Executive Summary (Cover page)
- ☒ Self-study (No longer than 10 pages including the enrollment and/or performance trends worksheet)
- ☒ Data reporting Sheets
- ☒ Course Outline and Prerequisite Checklist
- ☒ Mapping Instructional Course or Program Level SLOs with Institutional SLOs Check-off List
- ☒ Needs Summary Form
- ☒ Evaluation of the Program Review Process
- ☒ Response Sheet

Executive Summary

This is a short summary of findings which includes the three most significant strengths of the program, three most significant suggestions for enhancement, need and/or project improvements for the program

Self-Study

Submit the report including both questions and responses.

Data Reporting Sheets

The data for the reports can be obtained from the website at <http://www.skylinecollege.edu/facstaff/plans/ProgramData.html>

Course Outline and Prerequisite Checklist

List all course outlines for your program and validate the prerequisites.

Mapping Instructional Course or Program Level SLOs with Institutional SLOs Check-off List

Complete the matrix which maps course-level SLOs with institutional SLOs.

Needs Summary Form

Briefly list your resource needs.

Evaluation of the Program Review Process

The self-study is not considered complete until you complete the evaluation of the Program Review Process. Please take a few moments to complete and this evaluation and include in with your self-study submission.

Response Sheet

Please attach the sheet to the back of your self-study. The Curriculum Committee will fill it out.

Printing Requirements

- ❑ Print and make three (3) copies of the signed report on white, 8½" by 11" paper, using black ink, **one side only**, using the format provided. These *three copies, along with the signed original, and a digital copy* (email: norris@smccd.edu) will be submitted to the Instruction Office for Curriculum Committee review and response. **Include all forms listed in the Self-Study Submission Requirements above.**
- ❑ Prepare and submit three (3) additional copies of the **Executive Summary** with the completed self-study. **One copy for the Planning & Budget Committee, one for the Board of Trustees, and one to remain with the self-study.** The **Executive Summary** will also serve as the cover sheet for your program review and should include:
 - ❑ Name of the discipline
 - ❑ Date of submission
 - ❑ Signatures of all full-time department faculty/staff and identification of those responsible for the self-study preparation and participation in the self-study process.
 - ❑ A short summary of findings that have emerged from the self study.
 - ❑ A list of the *three most significant strengths* of the program.
 - ❑ A list of the *three of the most significant suggestions for* enhancement, *need and/or projected improvements for the* program.
 - ❑ Submit one (1) printed copy of each updated Course Outline with the original of the Program Review and email all Course Outlines electronically to norris@smccd.edu.

NARRATIVE TEMPLATE for a (credit) Traditional Associate Degree: Associate in Arts (A.A.) and Associate in Science (A.S.)

Item 1. Program Goals and Objectives

An Associate in Arts degree in Dance from Skyline College provides students with the foundation and skills needed to enter the dance profession or transfer to a dance program at a four-year university. Students improve their level of physical dance technique, performance and expression. Dance majors participate in dance performances every semester which include opportunities for students to choreograph and perform their work. Coursework includes practice and history in multiple dance styles, including ballet, contemporary modern, jazz, hip hop and musical theater.

In order to succeed in the field of Dance, students should be passionate about expressing themselves and their ideas through movement and performance, in addition to learning about other people and cultural traditions.

Studying dance prepares students to pursue a variety of careers in the arts and education, including dance instruction, critical work, choreography, and professional dance and performance. Individuals educated in dance can work in schools, theaters, recreation centers, fitness centers, dance and movie studios and more. Students who wish to teach dance will likely transfer to a four-year institution to gain a teaching certificate, BA, MA, MFA, or PhD.

Program Learning Outcomes

A. Provide a more authentic and individualized interpretation of a given dance form through a demonstration of appropriate levels of technique that incorporate cultural elements* of this dance form (*e.g.: costume, history, vocabulary, rhythm and music)

B. Create and develop unique movement sequences, and collaboratively organize that material into a dance

C. Critically evaluate and objectively discuss dance as a performance art

The program is not selective.

There are no mandatory fees, although some technique classes (such as ballet) require particular footwear, such as ballet slippers, which may be purchased for ~\$20

Item 2. Catalog Description

An Associate in Arts degree in Dance from Skyline College provides students with the foundation and skills needed to enter the dance profession or transfer to a dance program at a four-year university. Students improve their level of physical dance technique, performance and expression. Dance majors participate in dance performances every semester which include opportunities for students to choreograph and perform their work. Coursework includes practice and history in multiple dance styles, including ballet, contemporary modern, jazz, hip hop and musical theater.

In order to succeed in the field of Dance, students should be committed to full physical participation in regular technique classes, passionate about expressing themselves and their ideas through movement and performance, in addition to learning about other people and cultural traditions.

Studying dance prepares students to pursue a variety of careers in the arts and education, including dance instruction, critical work, choreography, and professional dance and performance. Individuals educated in dance can work in places like schools, theaters, recreation centers, fitness centers, dance and movie studios and more. Students who wish to teach dance will likely transfer to

a four-year institution to gain a teaching certificate, BA, MA, MFA, or PhD in Dance, Theater Arts and Performance Studies, and/or Choreography.

Item 3. Program Requirements

A.A. Dance			Category Total				
	Core Units		12				
	Electives		6				
	Major Total		18				
Required Core Courses				12	CSU-GE	IGETC	Semester
Dance Culture History & Theory (ONE of the following)			3				
DANC 100	Dance Appreciation	3		C1	3A	Fall Yr 1	
DANC 102	A Survey of Jazz Dance from Streets to Stage	3		C2	3B	Spring Yr 1	
MUS. 100	Fundamentals of Music	3		C1	3A		
Classic Technique - 3 units of one technique, at least 2 units of ballet, at least one unit of each							
Ballet			2				
DANC 140.1	Ballet I	0.5-1		E2		Fall Yr 1	
DANC 140.2	Ballet II	0.5-1		E2		Fall Yr 2	
Contemporary Modern Dance			1 or 3				
DANC 121.1	Contemporary Modern Dance I	0.5-1		E2		Fall Yr 1	
DANC 121.2**or	Contemporary Modern Dance II	0.5-1		E2		Spring Yr 1	
DANC 121.3*** or	Contemporary Modern Dance II	0.5-1		E2		Fall Yr 2	
Jazz Dance: Pop, Lyrical & Broadway			1 or 3				
DANC 130.1	Jazz Dance I – Lyrical, Pop and Broadway	0.5-1		E2		Spring Yr 1	
**DANC 130.2	Jazz Dance II – Lyrical, Pop and Broadway	0.5-1		E2		Spring Yr 1	
***DANC 130.3	Jazz Dance III – Lyrical, Pop and Broadway	0.5-1		E2		Spring Yr 1	
Alignment Lab			1				
Pilates 335.1	Pilates I	1		E2		Fall Yr 2	
Dance Performance & Production			2				
DANC 400.1	Dance Performance and Production I	0.5-2		E2		Spring Yr 1	
Plus a selection of 6 units from the following:			6				

DANC 100	Dance Appreciation	3		C1	3A	
DANC 102	A Survey of Jazz Dance from Streets to Stage	3		C2	3B	Spring Yr 1
MUS. 100	Fundamentals of Music	3		C1	3A	
DANC 117.1	Tap Dance I	0.5 - 1		E2		Fall Yr 2
DANC 117.2	Tap Dance II	0.5 - 1		E2		
DANC 121.2	Contemporary Modern Dance II	0.5 - 1		E2		
DANC 121.3	Contemporary Modern Dance III	0.5 - 1		E2		
DANC 121.4	Contemporary Modern Dance IV	0.5 - 1		E2		
DANC 130.2	Jazz Dance II – Lyrical, Pop and Broadway	0.5 - 1		E2		
DANC 130.3	Jazz Dance III – Lyrical, Pop and Broadway	0.5 - 1		E2		
DANC 130.4	Jazz Dance IV – Lyrical, Pop and Broadway	0.5 - 1		E2		
DANC 140.3	Ballet III	0.5 - 1		E2		
DANC 140.4	Ballet IV	0.5 - 1		E2		
DANC 150.1	Hip Hop I	0.5 - 1		E2		
DANC 150.2	Hip Hop II	0.5 - 1		E2		
DANC 151.1	Social Dance I	0.5 - 1		E2		
DANC 151.2	Social Dance II	0.5 - 1		E2		
DANC 151.3	Social Dance III	0.5 - 1		E2		
DANC 151.4	Social Dance IV	0.5 - 1		E2		
DANC 152.1	Cuban Salsa I	0.5 - 1		E2		
DANC 152.2	Cuban Salsa II	0.5 - 1		E2		
DANC 152.3	Cuban Salsa III	0.5 - 1		E2		
DANC 152.4	Cuban Salsa IV	0.5 - 1		E2		
DANC 161	Tango Argentino	0.5 - 1		E2		
DANC 162	Tango Milonga	0.5 - 1		E2		
DANC 163	Tango Buenos Aires	0.5 - 1		E2		
DANC 164	Tango De La Confiteria	0.5 - 1		E2		
DANC 330.1	Creative Dance I	0.5 - 1		E2		
DANC 330.2	Creative Dance II	0.5 - 1		E2		
DANC 330.3	Creative Dance III	0.5 - 1		E2		
DANC 330.4	Creative Dance IV	0.5 - 1		E2		
DANC 350.1	Cardio Dance I	0.5 - 1		E2		
DANC 350.2	Cardio Dance II	0.5 - 1		E2		
DANC 350.3	Cardio Dance III	0.5 - 1		E2		
DANC 350.4	Cardio Dance IV	0.5 - 1		E2		
DANC 391	Dance Composition - Theory and Choreography	3		E2		
DANC 395.1	Dance Workshop I	0.5 - 1		E2		

DANC 395.2	Dance Workshop II	0.5 - 1		E2		
DANC 395.3	Dance Workshop III	0.5 - 1		E2		
DANC 395.4	Dance Workshop IV	0.5 - 1		E2		
DANC 400.2	Dance Performance and Production II	0.5 - 2		E2		
DANC 400.3	Dance Performance and Production III	0.5 - 2		E2		
DANC 400.4	Dance Performance and Production IV	0.5 - 2		E2		
DANC 410.1	Dance for the Musical Theater Production I	2		E2		Spring Yr 2
DANC 410.2	Dance for the Musical Theater Production II	2		E2		
DANC 410.3	Dance for the Musical Theater Production III	2		E2		
DANC 410.4	Dance for the Musical Theater Production IV	2		E2		
DANC 665 *	Selected Topics: Dance in Cultural Context	1 - 3		E2		
KINE 100	Intro to Kinesiology	3				
KINE 305	Health-Related Fitness and Wellness	3				
DRAM 200	Theory of Acting I	3				
or						
DRAM 201	Advanced Acting I	3				
or						
DRAM 202	Advanced Acting II	3				
or						
DRAM 208	Acting Practicum I (Acting Laboratory)	2				
or						
DRAM 209	Acting Practicum II (Acting Laboratory)	2				

Example Schedule:

Fall Year 1	Spring Yr 1		Fall Yr	Spring Yr 2
DANC 100				
DANC 121.1	DANC 121.2		DANC 121.3	
	DANC 130.1			
DANC 140.1			DANC 140.2	
	DANC 400.1			
			Pilates 335.1	
<i>Electives (6 units):</i>				
				DANC 410.1
	DANC 102			
			DANC 117.1	

Required Major Total	18 units
Completion of CSU-GE Breadth or IGETC pattern (Possible double counting: 11 units)	37-39 units
Transferable electives (as needed to reach 60 units)	
TOTAL UNITS	60 units

Proposed Sequence:

Year 1, Fall = 5 units
 Year 1, Spring = 7 units
 Year 1, Summer = 0 units
 Year 2, Fall = 4 units
 Year 2, Spring = 2 units
 TOTAL UNITS: 60 units

Item 4. Master Planning

The mission of the Skyline College Dance program is to train the community college student in the techniques, aesthetics, production processes and analysis of dance. Skyline dance students become performers, choreographers, teachers, directors of dance programs and/or studios, and/or discerning audience members who appreciate and understand other cultures and dance styles. Our program continues to transform by offering diverse dance techniques, peer pedagogy, team leadership skills, goal-setting and collaboration through competition and performances, community involvement, cultural and historical lecture courses that illuminate the way that dance interacts with historical cultural movements. Therefore, the program is consistent with the college mission of empowering and transforming a global community of learners and fulfills the college goal of being a leading academic and cultural center for the community.

This program revision reflects a broader movement across the campus to remove obstacles to graduation and to align our course offerings with those offered to lower-division students within the major, at transfer institutions.

According to The Skyline Promise, our program pathways are being clarified so that our students can, “*Get in. Get through. Get out...on time!*”

Our dance program has been running for over ten years, and most courses are taught in our dance studio, and theater. The Dance AA is not a high-unit program.

Item 5. Enrollment and Completer Projections

We anticipate increased graduation rates as a consequence of our changes to the major. Since we have been offering all of the major core courses on a regular basis (we were without a full time faculty member between 2006-2011), we have been rebuilding the numbers and currently average ~1 dance major graduate per year. The average number of dance majors per year was 2, according to the CCC Chancellor's Office Program Awards Summary Report from 2012-2017.

(A) Enrollment Data – Last FIVE academic years (2012/13 to 2016/17)

Course	Title	Sections Ran	Enrollments (Duplicated)
DANC-100	Dance Appreciation	16	986
DANC-121.1	Modern Dance I	1	19
DANC-121.1	Modern Dance I	1	37
DANC-121.2	Modern Dance II	1	1
DANC-121.2	Modern Dance II	1	2
DANC-121.3	Modern Dance III	1	2
DANC-121.3	Modern Dance III	0	2
DANC-121.4	Modern Dance IV	0	1
DANC-125.1	Salsa I	0	2
DANC-125.2	Salsa II	0	2
DANC-125.3	Salsa III	0	2
DANC-130.1	Jazz Dance I	1	19
DANC-130.1	Jazz Dance I	3	53
DANC-130.2	Jazz Dance II	0	1
DANC-130.2	Jazz Dance II	4	12
DANC-130.3	Jazz Dance III	0	1
DANC-130.3	Jazz Dance III	2	4
DANC-130.4	Jazz Dance IV	1	4
DANC-130.4	Jazz Dance IV	0	1
DANC-140.1	Ballet I	3	54
DANC-140.1	Ballet I	7	109
DANC-140.2	Ballet II	3	12
DANC-140.2	Ballet II	7	22
DANC-140.3	Ballet III	3	3
DANC-140.3	Ballet III	7	15
DANC-140.4	Ballet IV	1	1
DANC-140.4	Ballet IV	3	8
DANC-150.1	Hip Hop I	3	67
DANC-150.2	Hip Hop II	2	12
DANC-151.1	Social Dance I	3	50
DANC-151.1	Social Dance I	8	164
DANC-151.2	Social Dance II	3	13
DANC-151.2	Social Dance II	8	49
DANC-151.3	Social Dance III	2	3
DANC-151.3	Social Dance III	7	23

DANC-152.1	Cuban Roots of Salsa I	3	61
DANC-152.1	Cuban Roots of Salsa I	8	160
DANC-152.2	Cuban Roots of Salsa II	3	8
DANC-152.2	Cuban Roots of Salsa II	8	51
DANC-152.3	Cuban Roots of Salsa III	1	3
DANC-152.3	Cuban Roots of Salsa III	5	16
DANC-161	Tango Argentino	5	103
DANC-161	Tango Argentino	10	154
DANC-162	Tango Milonga	5	52
DANC-162	Tango Milonga	10	117
DANC-163	Tango Buenos Aires	3	39
DANC-163	Tango Buenos Aires	9	40
DANC-164	Tango De La Confiteria	1	4
DANC-164	Tango De La Confiteria	5	12
DANC-167	Swing Dance I	3	15
DANC-168	Swing Dance II	1	3
DANC-169	Swing Dance III	0	2
DANC-172.1	Classical Chinese Dance I	0	1
DANC-172.2	Classical Chinese Dance II	0	1
DANC-260	Tango Teacher Training	1	7
DANC-330.1	Creative Dance I	3	29
DANC-330.2	Creative Dance II	2	3
DANC-330.3	Creative Dance III	1	2
DANC-350.1	Cardio Dance I	9	208
DANC-350.2	Cardio Dance II	9	34
DANC-350.3	Cardio Dance III	6	16
DANC-391	Dance Composition - Theory and Choreography	1	11
DANC-395.1	Dance Workshop I	1	5
DANC-395.1	Dance Workshop I	4	64
DANC-395.2	Dance Workshop II	4	13
DANC-395.3	Dance Workshop III	1	4
DANC-400.1	Dance Performance & Production I	3	53
DANC-400.1	Dance Performance & Production I	1	14
DANC-400.2	Dance Performance & Production II	3	24
DANC-400.2	Dance Performance & Production II	1	4
DANC-400.3	Dance Performance & Production III	2	4
DANC-400.3	Dance Performance & Production III	1	4
DANC-400.4	Dance Performance & Production IV	1	2
DANC-410.1	Dance for the Musical Theater Production I	4	71
DANC-410.2	Dance for the Musical Theater Production II	4	17
DANC-410.3	Dance for the Musical Theater Production III	2	6
DANC-410.4	Dance for the Musical Theater Production IV	2	3
DANC-665SB	Salsa	2	44
DANC-665SF	Beginning Ballroom Dance	3	32
DANC-665SK	World Beat Dance Workout	2	38
DANC-110	Modern Dance	2	59
DANC-130	Jazz Dance I	2	37
DANC-140	Ballet	2	71

DANC-152	Cuban Roots of Salsa	2	67
DANC-152	Cuban Roots of Salsa	2	57
DANC-350	Cardio Dance	2	73
DANC-350	Cardio Dance	1	41
DANC-395	Dance Workshop	1	25
DANC-400	Dance Production	1	18
DANC-410	Dance for the Musical Theater	1	23
DANC-450	Int/Advanced Dance Production	1	20
DANC-665SI	Chinese Ethnic & Folk Dance	2	29

Item 6. Place of Program in Curriculum/Similar Programs

- a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? NO
- b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s). THIS IS ONLY A MODIFICATION OF A CURRENTLY RUNNING PROGRAM
- c) What related programs are offered by the college? NONE

Item 7. Similar Programs at Other Colleges in Service Area

Skyline College has had its AA degree in place for longer than the two other colleges in our district, CSM (1 year old) and Canada (pending); both of which have received collegiate advisement and curriculum support from our college, and who previously copied our selection of courses to allow students to transfer from one program to another, if need be.

Salsa Band

Orquesta Saboricua

The People's Band! Led by Tony Acevedo, Orquesta Saboricua is a brass heavy, classic salsa dura from the 70's. They get the party started and keep the people moving!



Earn your Associates Degree in Dance at Skyline college!

Skyline College offers an AA in Dance, as well as support and mentorship that for students who wish to pursue their education or career in dance. An Associates Degree in Dance can help you to become a dancer, dance instructor, choreographer or fitness professional. If you are curious about a future in dance and what we have to offer, please contact Amber Steele at steelea@smccd.edu

Spring 2016 Dance Classes

If dance is your hobby, your passion or your career choice, come and join us this Spring! Students in DANC 400 will perform on and off campus and go on field trips to see live dancing!

DANC 400 (Levels I – IV) - Dance Performance & Production

Rehearsals TBD, but may be MWF | 12:00 p.m. - 2:00 p.m. | 1-2 units

Students perform and co-create dances in Hip Hop, Jazz, Contemporary and world dance styles. Students produce the spring concert and off-campus shows, help with outreach at local high schools, assist in costuming, lighting design and promotion as part of the production of the Dance. All levels of dancers and choreographers are welcome.

DANC 410 - Dance for the Musical Theater & MUS. 410 Voice for Musical Theater (Levels I – IV) T Th | 11:30 p.m. - 2:30 p.m. (combined class times)

Students enroll in both courses, which together will make up the rehearsals for the spring musical. Parts are available for singers, dancers and actors, with or without experience! If you have ever wanted to be in a musical, come and join us! Performances will take place in mid to late April.

DANC 140 - Ballet (Levels I – IV) T Th | 11:10 p.m. - 12:25 p.m.

Strengthen and lengthen with ballet barre and center exercises. This class will improve your dance technique, balance and musicality.

DANC 150 - Hip Hop (Levels I – II) MW | 5:30 p.m. - 6:45 p.m.

Hip Hop from beginner to advanced. Are you interested in learning hip hop but were too nervous? Do you love hip hop and want to learn more? Do you spend most nights rocking with a crew and want to leave it all in the floor? Well, this class is for you.

More classes to be announced! Please check for updates on our Facebook page: <https://www.facebook.com/groups/SkylineCollegeDanceProgram/>

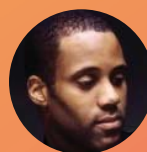
Skyline College Dance Festival



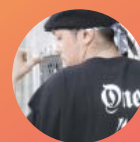
A day of master classes
and community building in
celebration of Latino
Heritage Month, supported
by the Skyline College
President's Innovation Fund
and the Skyline College
Dance Honor Society.

Saturday, September 19

10:00 a.m. - 6:00 p.m



Gary Ferguson



Jamie Fraser



Joslynn Mathis



Heike Mansel



Amber Steele



Joan Walton



Gianaica Zeidler



Orquesta Saboricua



Schedule

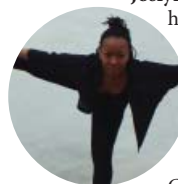
Time		Gym	Studio	Mat
10:00 a.m.		Registration & Coffee Upstairs		
10:30 a.m.		Warm-Ups with Amber		
11:00 a.m.	A	Heike Mansel Salsa-Rueda	Josslyn Mathis Reed Hip Hop - Contemporary Fusion	Marilou Lafon Ori Tahiti
11:45 a.m.	A	Heike Mansel Salsa-Rueda	Josslyn Mathis Reed Hip Hop - Contemporary Fusion	Marilou Lafon Ori Tahiti
12:30 p.m.	B	Joan Walton Salsa	Amber Steele Contemporary	Giamaiica Zeidler Hip Hop
1:15 p.m.	B	Joan Walton Salsa	Amber Steele Contemporary	Giamaiica Zeidler Hip Hop
2:00 p.m.		Lunch Dance Party with Orquesta Saboricua		
3:30 p.m.	C	Joan Walton Swing	Gary Ferguson Tap	Jamie Fraser Hip Hop
4:15 p.m.	C	Joan Walton Swing	Gary Ferguson Tap	Jamie Fraser Hip Hop
5:00 p.m.		SHOWING		
6:00 p.m.		Goodnight!		

Master Teachers & Artists



Gary Ferguson's professional singing, dancing and acting career has spanned almost 20 years. On Broadway, he toured with such great shows as Chicago, Cats, Westside Story, The Who's Tommy, The Hot Mikado, Five Guys Named Moe and for three years with the World Famous Radio City Rockettes. Gary began his career as a fixture at theme parks and on cruise ships. He performed at Walt Disney World in Florida and Tokyo and also for Busch Gardens in Virginia. Gary's directing and choreography began with J.A.R. Productions, the foremost leader in cruise ship entertainment. Mr. Ferguson is no stranger to concert work. While attending Oklahoma City University, he received a scholarship to study at the world-renowned Gus Giordano Dance School in Evanston, Illinois and dances with the Zohar company in Palo Alto, CA.

Jamie Fraser has been dancing for 25 years, and was trained by his brother and mentor, Gary Kendell. The name of his dance style is Shaolin, which combines his ability to do any and all styles of hip hop into one technique. He has toured all over the U.S. and to Shanghai, China with the travelling stage show Monster Shop Bumpin'. Jamie has also produced and directed numerous dance shows. He currently teaches at Dance Connection in Palo Alto, where he has built a strong hip hop program with two competitive teams. Jamie's mission is to carry on Gary Kendell's legacy by spreading a positive message through hip hop.



Joslynn Mathis Reed hails from Detroit, Michigan. Her lifelong passion for dance has taken her on a journey that includes performing with Aretha Franklin as a teenager, studying West African dance in Ghana as an undergraduate, and continuing to teach dance to a wide range of students over the past 15 years. Joslynn's unique style of movement and choreography is driven by a high-energy fusion of hip-hop, modern and ballet forms, resulting in her own unique style. Joslynn holds a B.A. in Dance/Theater Arts from California State University, East Bay and an MFA in Dance Performance and Choreography from Mills College in Oakland, CA where she currently lives and works. Joslynn has trained in Dunham, Ailey and Graham Techniques.

Heike Mansel a teacher at Jefferson High School in Daly City, she founded Mission Fusion, a dance company on a mission to build bridges between cultures and arts. Their themed dance shows have brought audience members to their feet for the last 15 years. She has taught Afro-Brazilian/Afro-Cuban dance classes at Skyline College for eight years. While teaching in Berlin, Germany and at the Colegio Aleman Nicaraguense in Managua, Nicaragua, Heike studied West African and Cuban percussion. Her interests in African-derived music lead her to study West African, Cuban and Brazilian dance in San Francisco, Brazil and Cuba. She performed in the dance groups of Santiago and Barroso and studied jazz dance, ballet and modern at City College of San Francisco. Heike earned her Master's Degree in Education with an emphasis in Kinesiology and Geography/Geology from the University of Potsdam, Germany.



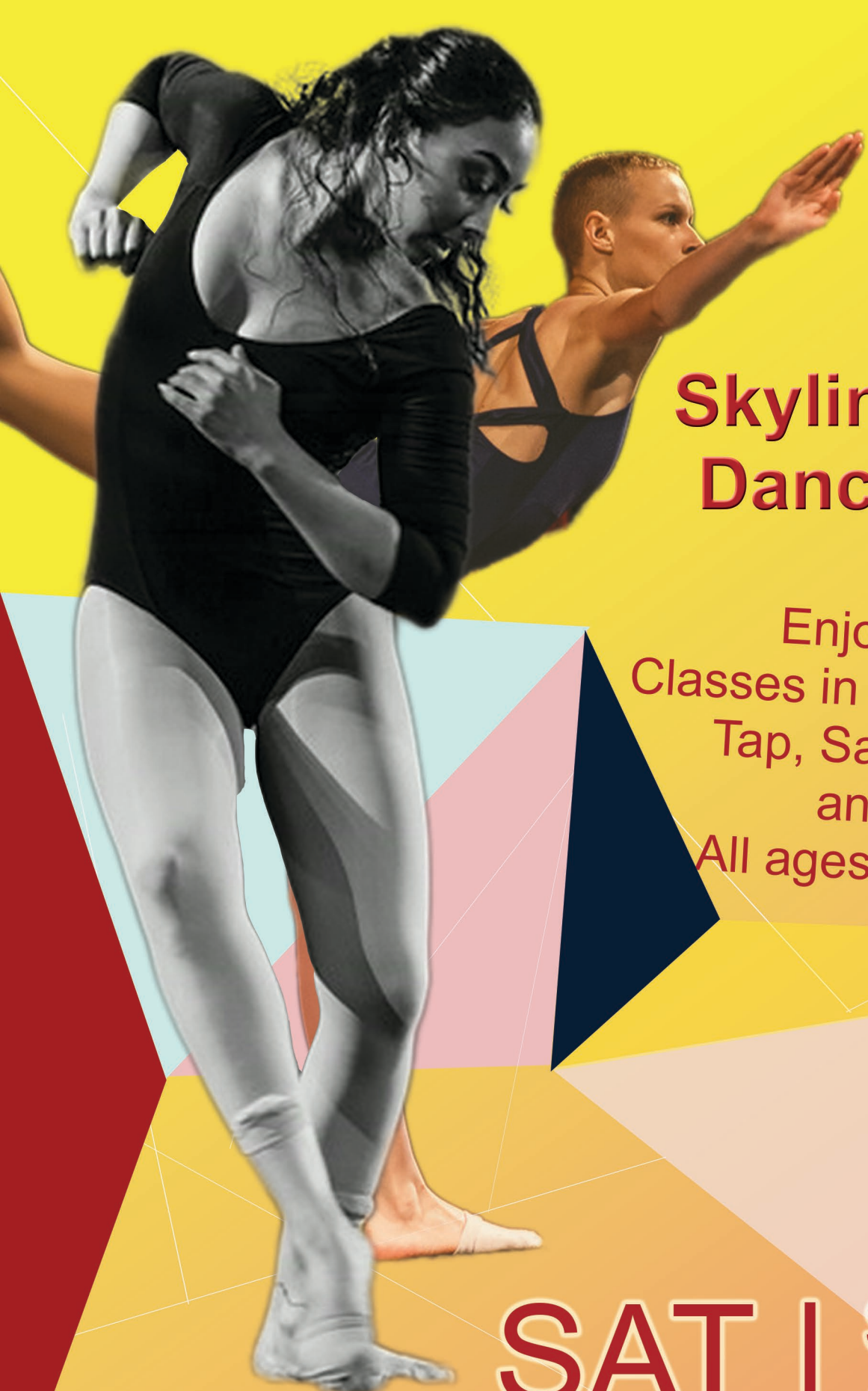
Amber Steele teaches Contemporary, Modern, Jazz, choreography, Pilates and yoga at Skyline College. Fierce, sassy and powerful, her choreography challenges dancers to perform athletically, intellectually and emotionally. She choreographs and co-produces the Performing Arts Showcases, Spring Musicals and dance concerts. Her Dance Exchange Project allows dance students to teach workshops at local high schools, and invites the high school dancers to perform in college shows. Amber Steele has performed at the Knitting Factory in NYC, the San Francisco Museum of Modern Art and for America's Got Talent with her dance company. She toured Germany and performed at the Cannes Film Festival in TRIP - Remix Your Experience, a multimedia exhibition of film, live music and art. Steele graduated from the U.C. Berkeley with BA's in Dance and Comparative Literature, and earned her Master of Fine Arts in Choreography at Mills College.



Joan Walton has just returned from teaching Vintage Dance in Moscow, Russia. Her focused, high-energy teaching style and ability to communicate movement concepts to all levels of learners have become well known internationally with dance groups and at universities. She is deeply knowledgeable in the areas of musical theatre choreography, vintage and social dance, and tap dance. Joan has choreographed award-winning operas and musical theatre productions at the University of Cincinnati's College-Conservatory of Music. She was a guest artist with the Naples Philharmonic and the Cincinnati Pops Orchestras under the direction of Keith Lockhart. She has also danced at The Smithsonian, and on the ABC-TV mini-series North and South. Joan earned her Master's degree in Dance Education from Stanford University's top-ranked School of Education. She currently teaches at San Jose State University and the College of San Mateo.



Giamaiica Zeidler has been dancing since she was three years old. She has studied, ballet, jazz, tap, contemporary, lyrical, hip hop, Polynesian, Bollywood, and acrobatics. Giamaiica began teaching dance as an apprentice at Marge Patka Dance Studio in 2000 and has been teaching and staging dances ever since. She is currently in her seventh year as a credentialed dance teacher at Terra Nova High School, where she also serves as P.E. department chair and advisor of Dance Team and Breakdancing Club. For the past four years, she has choreographed the Terra Nova musicals: Edward Scissorhands, Grease, Little Shop of Horrors, and Wizard of Oz. Additionally, Giamaiica is in her seventh year teaching tap and combination classes at Millbrae Dance Academy. Giamaiica performs in drag and theater shows around San Francisco; both in dance troupes and as a solo performer.



Skyline College Dance Festival

Enjoy a day of Master
Classes in Hip Hop, Contemporary,
Tap, Salsa/Rueda, Tahitian,
and Swing Dance.
All ages and levels welcome!

SAT | September 27
10am - 8pm

\$25 for all classes, lunch and a live band dance party at the end!



Micaya



Heike
Mansel



Gary
Ferguson



Joslynn
Mathis



Amber
Steele



Joan
Walton



Vera
Quijano



Jason
Spidey



LIVE SALSA BAND
"Orquesta Taino"

Skyline College Dance Festival



SATURDAY
OCTOBER 1
10 A.M. - 6 P.M.



Master Classes in Hip Hop, Contemporary, Tap, Salsa, Swing Dance, Tahitian, B-Boying, Jazz, Inversions & Tricks!

All ages and levels welcome!

\$25 for all classes, lunch and a live band!

We will offer multiple class blocks, with three different dance styles offered during each block. We'll have coffee, pastries and a late lunch with live music and a dance party!

MASTER
CLASSES

BY:



George Folau



**Jason "Spidey"
Ferguson**



Marilou Lafon



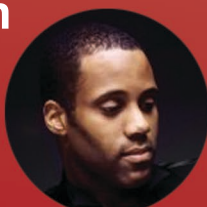
Denaya Dailey



Amber Steele



Joan Walton



Gary Ferguson



Giamaica Zeidler



**Orquesta
Saboricua**



Tickets & Info: tinyurl.com/2016SCDF



Course Offering Report

Division	Course	Title	Credit Type	Approved	Effective Term	Proposal	Current Units	Sections Offered	Sections Ran	Sections Cancelled	% Cancelled	Cumulative FTEF	Cumulative FTES	Cumulative Load	Course Success Rate	Course Withdraw Rate	Enrollments (Duplicated)	Headcount (Unduplicated)	% Male	% Female	% Degree/Transfer Seeking
Skyline P.E./Recreation	DANC-100	Dance Appreciation	Y - Credit Course	11/30/2011	Fall - 2012	Skyline New Course	3.00	16	16	0	0.0%	3.20	98.25	921	63.4%	36.6%	986	934	24.0%	73.9%	86.4%
Skyline P.E./Recreation	DANC-121.1	Modern Dance I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	1	0	0.0%	0.08	0.87	347	78.9%	21.1%	19	19	15.8%	84.2%	52.6%
Skyline P.E./Recreation	DANC-121.1	Modern Dance I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	2	1	1	50.0%	0.08	3.60	1,440	75.7%	24.3%	37	36	25.0%	75.0%	83.3%
Skyline P.E./Recreation	DANC-121.2	Modern Dance II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	1	0	0.0%	0.00	0.05		0.0%	100.0%	1	1	0.0%	100.0%	100.0%
Skyline P.E./Recreation	DANC-121.2	Modern Dance II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	2	1	1	50.0%	0.08	0.10	40	50.0%	50.0%	2	1	0.0%	100.0%	100.0%
Skyline P.E./Recreation	DANC-121.3	Modern Dance III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	1	0	0.0%	0.00	0.09		100.0%	0.0%	2	2	0.0%	100.0%	0.0%
Skyline P.E./Recreation	DANC-121.3	Modern Dance III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	2	0	2	100.0%	0.00	0.00		0.0%	100.0%	2	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-121.4	Modern Dance IV	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	1	0	1	100.0%	0.00	0.00		0.0%	100.0%	1	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-125.1	Salsa I	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	1.00	2	0	2	100.0%	0.00	0.00		0.0%	100.0%	2	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-125.2	Salsa II	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	1.00	2	0	2	100.0%	0.00	0.00		0.0%	100.0%	2	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-125.3	Salsa III	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	1.00	2	0	2	100.0%	0.00	0.00		0.0%	100.0%	2	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-130.1	Jazz Dance I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	1	0	0.0%	0.08	0.87	347	78.9%	21.1%	19	19	15.8%	78.9%	52.6%
Skyline P.E./Recreation	DANC-130.1	Jazz Dance I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	3	3	0	0.0%	0.35	5.62	482	86.8%	13.2%	53	53	15.1%	83.0%	71.7%
Skyline P.E./Recreation	DANC-130.2	Jazz Dance II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	0	1	100.0%	0.00	0.00		0.0%	100.0%	1	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-130.2	Jazz Dance II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	4	4	0	0.0%	0.05	1.26	758	83.3%	16.7%	12	12	8.3%	91.7%	66.7%
Skyline P.E./Recreation	DANC-130.3	Jazz Dance III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	0	1	100.0%	0.00	0.00		0.0%	100.0%	1	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-130.3	Jazz Dance III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	3	2	1	33.3%	0.05	0.32	191	75.0%	25.0%	4	3	0.0%	100.0%	33.3%
Skyline P.E./Recreation	DANC-130.4	Jazz Dance IV	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	1	0	0.0%	0.00	0.18		100.0%	0.0%	4	4	25.0%	75.0%	50.0%
Skyline P.E./Recreation	DANC-130.4	Jazz Dance IV	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	1	0	1	100.0%	0.00	0.00		0.0%	100.0%	1	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-140.1	Ballet I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	3	3	0	0.0%	0.18	2.69	461	83.3%	16.7%	54	53	5.7%	92.5%	50.9%
Skyline P.E./Recreation	DANC-140.1	Ballet I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	7	7	0	0.0%	0.73	11.21	464	67.9%	32.1%	109	108	13.0%	85.2%	65.7%
Skyline P.E./Recreation	DANC-140.2	Ballet II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	3	3	0	0.0%	0.03	0.57	690	66.7%	33.3%	12	12	8.3%	91.7%	41.7%
Skyline P.E./Recreation	DANC-140.2	Ballet II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	7	7	0	0.0%	0.13	2.24	538	72.7%	27.3%	22	22	4.5%	95.5%	63.6%
Skyline P.E./Recreation	DANC-140.3	Ballet III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	3	3	0	0.0%	0.03	0.15	176	100.0%	0.0%	3	3	0.0%	100.0%	33.3%
Skyline P.E./Recreation	DANC-140.3	Ballet III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	7	7	0	0.0%	0.12	1.52	365	80.0%	20.0%	15	13	15.4%	84.6%	69.2%
Skyline P.E./Recreation	DANC-140.4	Ballet IV	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	1	0	0.0%	0.00	0.05		0.0%	100.0%	1	1	0.0%	100.0%	100.0%
Skyline P.E./Recreation	DANC-140.4	Ballet IV	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	7	3	4	57.1%	0.07	0.41	163	37.5%	62.5%	8	4	25.0%	75.0%	50.0%
Skyline P.E./Recreation	DANC-150.1	Hip Hop I	Y - Credit Course	03/19/2014	Fall - 2014	Skyline New Course	1.00	3	3	0	0.0%	0.45	7.20	480	79.1%	20.9%	67	67	31.3%	62.7%	67.2%
Skyline P.E./Recreation	DANC-150.2	Hip Hop II	Y - Credit Course	03/19/2014	Fall - 2014	Skyline New Course	1.00	3	2	1	33.3%	0.00	1.12		83.3%	16.7%	12	11	36.4%	45.5%	81.8%
Skyline P.E./Recreation	DANC-151.1	Social Dance I	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	0.50	3	3	0	0.0%	0.18	2.29	392	96.0%	4.0%	50	50	38.0%	58.0%	50.0%
Skyline P.E./Recreation	DANC-151.1	Social Dance I	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	1.00	8	8	0	0.0%	0.83	17.91	651	90.9%	9.1%	164	163	43.6%	54.0%	23.9%
Skyline P.E./Recreation	DANC-151.2	Social Dance II	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	0.50	3	3	0	0.0%	0.03	0.59	713	100.0%	0.0%	13	13	38.5%	53.8%	15.4%
Skyline P.E./Recreation	DANC-151.2	Social Dance II	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	1.00	8	8	0	0.0%	0.23	5.22	696	98.0%	2.0%	49	49	38.8%	59.2%	22.4%
Skyline P.E./Recreation	DANC-151.3	Social Dance III	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	0.50	3	2	1	33.3%	0.03	0.09	110	66.7%	33.3%	3	2	50.0%	50.0%	0.0%
Skyline P.E./Recreation	DANC-151.3	Social Dance III	Y - Credit Course	02/06/2013	Fall - 2013	Skyline New Course	1.00	8	7	1	12.5%	0.15	2.32	463	87.0%	13.0%	23	21	38.1%	61.9%	4.8%
Skyline P.E./Recreation	DANC-152.1	Cuban Roots of Salsa I	Y - Credit Course	11/07/2012	Fall - 2013	Skyline New Course	0.50	3	3	0	0.0%	0.19	2.79	446	93.4%	6.6%	61	61	32.8%	63.9%	60.7%
Skyline P.E./Recreation	DANC-152.1	Cuban Roots of Salsa I	Y - Credit Course	11/07/2012	Fall - 2013	Skyline New Course	1.00	8	8	0	0.0%	0.85	16.75	591	88.1%	11.9%	160	160	37.5%	61.9%	36.3%
Skyline P.E./Recreation	DANC-152.2	Cuban Roots of Salsa II	Y - Credit Course	11/07/2012		Skyline New Course	0.50	3	3	0	0.0%	0.04	0.37	293	100.0%	0.0%	8	8	50.0%	37.5%	25.0%
Skyline P.E./Recreation	DANC-152.2	Cuban Roots of Salsa II	Y - Credit Course	11/07/2012		Skyline New Course	1.00	8	8	0	0.0%	0.25	5.37	644	96.1%	3.9%	51	51	35.3%	62.7%	37.3%
Skyline P.E./Recreation	DANC-152.3	Cuban Roots of Salsa III	Y - Credit Course	11/07/2012	Fall - 2013	Skyline New Course	0.50	3	1	2	66.7%	0.00	0.05		33.3%	66.7%	3	1	100.0%	0.0%	0.0%
Skyline P.E./Recreation	DANC-152.3	Cuban Roots of Salsa III	Y - Credit Course	11/07/2012	Fall - 2013	Skyline New Course	1.00	8	5	3	37.5%	0.10	1.37	411	75.0%	25.0%	16	13	23.1%	69.2%	53.8%
Skyline P.E./Recreation	DANC-161	Tango Argentino	Y - Credit Course			System Loaded	0.50	5	5	0	0.0%	0.26	4.77	545	90.3%	9.7%	103	102	37.3%	58.8%	35.3%
Skyline P.E./Recreation	DANC-161	Tango Argentino	Y - Credit Course			System Loaded	1.00	10	10	0	0.0%	0.94	16.48	527	94.2%	5.8%	154	152	39.5%	57.2%	33.6%
Skyline P.E./Recreation	DANC-162	Tango Milonga	Y - Credit Course			System Loaded	0.50	5	5	0	0.0%	0.15	2.38	476	98.1%	1.9%	52	47	48.9%	46.8%	8.5%
Skyline P.E./Recreation	DANC-162	Tango Milonga	Y - Credit Course			System Loaded	1.00	10	10	0	0.0%	0.45	13.11	874	97.4%	2.6%	117	98	49.0%	50.0%	19.4%
Skyline P.E./Recreation	DANC-163	Tango Buenos Aires	Y - Credit Course			System Loaded	0.50	5	3	2	40.0%	0.11	1.69	452	84.6%	15.4%	39	35	42.9%	54.3%	11.4%
Skyline P.E./Recreation	DANC-163	Tango Buenos Aires	Y - Credit Course			System Loaded	1.00	9	9	0	0.0%	0.23	4.31	575	97.5%	2.5%	40	40	55.0%	42.5%	20.0%
Skyline P.E./Recreation	DANC-164	Tango De La Coniferia	Y - Credit Course			System Loaded	0.50	3	1	2	66.7%	0.00	0.09		25.0%	75.0%	4	2	50.0%	50.0%	0.0%
Skyline P.E./Recreation	DANC-164	Tango De La Coniferia	Y - Credit Course			System Loaded	1.00	8	5	3	37.5%	0.11	0.94	251	75.0%	25.0%	12	9	33.3%	66.7%	22.2%
Skyline P.E./Recreation	DANC-167	Swing Dance I	Y - Credit Course			System Loaded	1.00	3	3	0	0.0%	0.15	1.82	363	80.0%	20.0%	15	15	46.7%	53.3%	26.7%
Skyline P.E./Recreation	DANC-168	Swing Dance II	Y - Credit Course			System Loaded	1.00	3	1	2	66.7%	0.07	0.12	47	33.3%	66.7%	3	1	0.0%	100.0%	0.0%
Skyline P.E./Recreation	DANC-169	Swing Dance III	Y - Credit Course			System Loaded	1.00	2	0	2	100.0%	0.08	0.00	0	0.0%	100.0%	2	0	#DIV/0	#DIV/0	#DIV/0

Course Offering Report

Division	Course	Title	Credit Type	Approved	Effective Term	Proposal	Current Units	Sections Offered	Sections Ran	Sections Cancelled	% Cancelled	Cumulative FTEF	Cumulative FTES	Cumulative Load	Course Success Rate	Course Withdraw Rate	Enrollments (Duplicated)	Headcount (Unduplicated)	% Male	% Female	% Degree/Transfer Seeking
Skyline P.E./Recreation	DANC-172.1	Classical Chinese Dance I	Y - Credit Course	12/05/2012	Fall - 2013	Skyline New Course	1.00	1	0	1	100.0%	0.00	0.00		0.0%	100.0%	1	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-172.2	Classical Chinese Dance II	Y - Credit Course	12/05/2012	Fall - 2013	Skyline New Course	1.00	1	0	1	100.0%	0.00	0.00		0.0%	100.0%	1	0	#DIV/0	#DIV/0	#DIV/0
Skyline P.E./Recreation	DANC-260	Tango Teacher Training	Y - Credit Course			Skyline New Course	1.00	1	1	0	0.0%	0.08	0.70	280	100.0%	0.0%	7	7	42.9%	57.1%	14.3%
Skyline P.E./Recreation	DANC-330.1	Creative Dance I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	3	3	0	0.0%	0.23	2.42	322	58.6%	41.4%	29	29	37.9%	62.1%	82.8%
Skyline P.E./Recreation	DANC-330.2	Creative Dance II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	3	2	1	33.3%	0.08	0.21	83	66.7%	33.3%	3	2	50.0%	50.0%	100.0%
Skyline P.E./Recreation	DANC-330.3	Creative Dance III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	2	1	1	50.0%	0.00	0.10		50.0%	50.0%	2	1	100.0%	0.0%	100.0%
Skyline P.E./Recreation	DANC-350.1	Cardio Dance I	Y - Credit Course	11/07/2012	Fall - 2013	Skyline New Course	1.00	10	9	1	10.0%	0.83	20.68	752	67.3%	32.7%	208	203	10.3%	88.7%	69.0%
Skyline P.E./Recreation	DANC-350.2	Cardio Dance II	Y - Credit Course	11/07/2012	Fall - 2013	Skyline New Course	1.00	10	9	1	10.0%	0.38	3.30	264	67.6%	32.4%	34	33	3.0%	93.9%	54.5%
Skyline P.E./Recreation	DANC-350.3	Cardio Dance III	Y - Credit Course	11/07/2012	Fall - 2013	Skyline New Course	1.00	10	6	4	40.0%	0.15	1.19	237	50.0%	50.0%	16	12	0.0%	100.0%	50.0%
Skyline P.E./Recreation	DANC-391	Dance Composition - Theory and Choreography	Y - Credit Course	01/30/2013	Fall - 2013	Skyline New Course	3.00	1	1	0	0.0%	0.20	1.17	176	54.5%	45.5%	11	11	36.4%	63.6%	81.8%
Skyline P.E./Recreation	DANC-395.1	Dance Workshop I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	0.50	1	1	0	0.0%	0.00	0.19		100.0%	0.0%	5	5	60.0%	40.0%	100.0%
Skyline P.E./Recreation	DANC-395.1	Dance Workshop I	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	4	4	0	0.0%	0.30	6.64	664	79.7%	20.3%	64	64	34.4%	62.5%	76.6%
Skyline P.E./Recreation	DANC-395.2	Dance Workshop II	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	4	4	0	0.0%	0.15	1.34	267	84.6%	15.4%	13	13	38.5%	53.8%	76.9%
Skyline P.E./Recreation	DANC-395.3	Dance Workshop III	Y - Credit Course	11/21/2012	Fall - 2013	Skyline New Course	1.00	3	1	2	66.7%	0.00	0.20		25.0%	75.0%	4	2	0.0%	100.0%	100.0%
Skyline P.E./Recreation	DANC-400.1	Dance Performance & Production I	Y - Credit Course	12/10/2014	Fall - 2015	Skyline Modified Course Proposal	0.50	3	3	0	0.0%	0.68	5.70	253	71.7%	28.3%	53	53	30.2%	66.0%	67.9%
Skyline P.E./Recreation	DANC-400.1	Dance Performance & Production I	Y - Credit Course	12/10/2014	Fall - 2015	Skyline Modified Course Proposal	1.00	1	1	0	0.0%	0.10	1.09	328	85.7%	14.3%	14	14	28.6%	64.3%	78.6%
Skyline P.E./Recreation	DANC-400.2	Dance Performance & Production II	Y - Credit Course	12/10/2014	Fall - 2015	Skyline Modified Course Proposal	0.50	3	3	0	0.0%	0.08	3.04	1,215	75.0%	25.0%	24	24	20.8%	75.0%	87.5%
Skyline P.E./Recreation	DANC-400.2	Dance Performance & Production II	Y - Credit Course	12/10/2014	Fall - 2015	Skyline Modified Course Proposal	1.00	1	1	0	0.0%	0.10	0.40	121	100.0%	0.0%	4	4	75.0%	25.0%	100.0%
Skyline P.E./Recreation	DANC-400.3	Dance Performance & Production III	Y - Credit Course	12/10/2014	Fall - 2015	Skyline Modified Course Proposal	0.50	3	2	1	33.3%	0.00	0.44		75.0%	25.0%	4	3	33.3%	66.7%	100.0%
Skyline P.E./Recreation	DANC-400.3	Dance Performance & Production III	Y - Credit Course	12/10/2014	Fall - 2015	Skyline Modified Course Proposal	1.00	1	1	0	0.0%	0.10	0.27	82	50.0%	50.0%	4	4	0.0%	100.0%	75.0%
Skyline P.E./Recreation	DANC-400.4	Dance Performance & Production IV	Y - Credit Course	12/10/2014	Fall - 2015	Skyline Modified Course Proposal	0.50	2	1	1	50.0%	0.00	0.18		50.0%	50.0%	2	1	100.0%	0.0%	100.0%
Skyline P.E./Recreation	DANC-410.1	Dance for the Musical Theater Production I	Y - Credit Course	12/05/2012	Fall - 2013	Skyline New Course	2.00	4	4	0	0.0%	0.73	9.47	391	85.9%	14.1%	71	70	38.6%	60.0%	71.4%
Skyline P.E./Recreation	DANC-410.2	Dance for the Musical Theater Production II	Y - Credit Course	12/05/2012	Fall - 2013	Skyline New Course	2.00	4	4	0	0.0%	0.00	2.24		100.0%	0.0%	17	17	41.2%	58.8%	88.2%
Skyline P.E./Recreation	DANC-410.3	Dance for the Musical Theater Production III	Y - Credit Course	12/05/2012	Fall - 2013	Skyline New Course	2.00	2	2	0	0.0%	0.00	0.80		100.0%	0.0%	6	6	16.7%	83.3%	66.7%
Skyline P.E./Recreation	DANC-410.4	Dance for the Musical Theater Production IV	Y - Credit Course	12/05/2012	Fall - 2013	Skyline New Course	2.00	2	2	0	0.0%	0.00	0.40		100.0%	0.0%	3	3	66.7%	33.3%	66.7%
Skyline P.E./Recreation	DANC-665SB	Salsa	Y - Credit Course			CSM Course Deactivation	1.00	2	2	0	0.0%	0.30	5.13	513	65.9%	34.1%	44	44	31.8%	68.2%	40.9%
Skyline P.E./Recreation	DANC-665SF	Beginning Ballroom Dance	Y - Credit Course			CSM Course Deactivation	1.00	3	3	0	0.0%	0.15	3.63	727	81.3%	18.8%	32	31	32.3%	67.7%	54.8%
Skyline P.E./Recreation	DANC-665SK	World Beat Dance Workout	Y - Credit Course			Skyline New Course	1.00	2	2	0	0.0%	0.30	3.93	393	50.0%	50.0%	38	38	2.6%	97.4%	42.1%
	DANC-110	Modern Dance					1.00	2	2	0	0.0%	0.30	5.90	590	57.6%	42.4%	59	56	14.3%	85.7%	78.6%
	DANC-130	Jazz Dance I					1.00	2	2	0	0.0%	0.30	3.89	389	73.0%	27.0%	37	34	11.8%	88.2%	41.2%
	DANC-140	Ballet					1.00	2	2	0	0.0%	0.30	7.10	710	67.6%	32.4%	71	67	9.0%	89.6%	65.7%
	DANC-152	Cuban Roots of Salsa					0.50	2	2	0	0.0%	0.15	3.11	622	91.0%	9.0%	67	67	41.8%	55.2%	41.8%
	DANC-152	Cuban Roots of Salsa					1.00	2	2	0	0.0%	0.30	5.70	570	98.2%	1.8%	57	47	34.0%	66.0%	51.1%
	DANC-350	Cardio Dance					0.50	2	2	0	0.0%	0.15	3.82	764	79.5%	20.5%	73	72	9.7%	90.3%	65.3%
	DANC-350	Cardio Dance					1.00	1	1	0	0.0%	0.15	3.83	765	58.5%	41.5%	41	41	7.3%	92.7%	56.1%
	DANC-395	Dance Workshop					1.00	1	1	0	0.0%	0.15	2.67	533	68.0%	32.0%	25	25	40.0%	60.0%	92.0%
	DANC-400	Dance Production					0.50	1	1	0	0.0%	0.30	3.10	310	66.7%	33.3%	18	18	33.3%	66.7%	66.7%
	DANC-410	Dance for the Musical Theater					2.00	1	1	0	0.0%	0.18	3.07	502	100.0%	0.0%	23	23	34.8%	65.2%	82.6%
	DANC-450	Int/Advanced Dance Production					1.00	1	1	0	0.0%	0.15	3.47	693	70.0%	30.0%	20	20	25.0%	75.0%	90.0%
	DANC-665SI	Chinese Ethnic & Folk Dance					1.00	2	2	0	0.0%	0.30	2.90	290	96.6%	3.4%	29	21	4.8%	90.5%	9.5%

Course Offering Report

Terms	This report includes courses offered in at least one of the following terms: 201205, 201208, 201303, 201305, 201308, 201403, 201405, 201408, 201503, 201505, 201508, 201603, 201605, 201608, 201703.
Duplicated Headcount	Count of registrations. If a student attempts the same course more than once during the selected timeframe of the report, this column will count those students multiple times, i.e. once for each attempt.
Unduplicated Headcount	Count of students. If a student attempts the same course more than once during the selected timeframe of the report, this column will count those students only once.
Sections Offered	Number of sections offered, including active (i.e. ran) and cancelled sections.
Sections Ran	Number of offered sections with a status of Active.
Sections Cancelled	Number of offered sections with a status of Cancelled.
% Cancelled	Number of cancelled sections divided by the number of sections offered.
Curricunet	The following columns are provided by the Curricunet system: Division, Title, CB11, Effective Term, Proposal, and Credit Type. File extracted from Curricunet 10/17/2017.

Course Updates

No courses in DANC have prerequisites

Per Meeting	Course Number	Course Title	Changes
			Submitted to Jan 8/19/17 9/20/17 meeting
1	1 DANC 140.1 2 DANC 140.2 3 DANC 140.3 4 DANC 140.4	Ballet I Ballet II Ballet III Ballet IV	
2	37 DANC 100	Dance Appreciation	
3	11 DANC 121.1 12 DANC 121.2 13 DANC 121.3 14 DANC 121.4	Modern I Modern II Modern III Modern IV	Name Change: Contemporary Modern Dance Name Change: Contemporary Modern Dance Name Change: Contemporary Modern Dance Name Change: Contemporary Modern Dance
4	15 DANC 130.1 16 DANC 130.2 17 DANC 130.3 18 DANC 130.4	Jazz I Jazz II Jazz III Jazz IV	Name Change: Jazz Dance: Street, Lyrical, Funk, Theater Name Change: Jazz Dance: Street, Lyrical, Funk, Theater Name Change: Jazz Dance: Street, Lyrical, Funk, Theater Name Change: Jazz Dance: Street, Lyrical, Funk, Theater
			To Jan by 9/11 10/4/17 meeting
1	36 DANC 102	A Survey of Jazz Dance from Streets to Stage	
3	9 DANC 117.1 10 DANC 117.2	Tap Dance I Tap Dance II	
3	38 DANC 150.1 39 DANC 150.2	Hip Hop I Hip Hop II	
3	27 DANC 391	Dance Composition - Theory and Choreography	
5	15 DANC 130.1	Jazz I	Name Change: Jazz Dance: Street, Lyrical, Funk, Theater
			To Jan by 9/15 10/18/17 meeting
1	19 DANC 395.1 20 DANC 395.2 21 DANC 395.3 22 DANC 395.4	Dance Workshop I Dance Workshop II Dance Workshop III Dance Workshop IV	
2	23 DANC 330.1 24 DANC 330.2 25 DANC 330.3 26 DANC 330.4	Creative Dance I Creative Dance II Creative Dance III Creative Dance IV	
3	28 DANC 161 29 DANC 162 30 DANC 163 31 DANC 164	Tango Argentino Tango Milonga Tango Buenos Aires Tango De La Confiteria	

- | | | |
|---|---------------|--------------------------|
| 4 | 32 DANC 151.1 | Social Dance I |
| | 33 DANC 151.2 | Social Dance II |
| | 34 DANC 151.3 | Social Dance III |
| | 35 DANC 151.4 | Social Dance IV |
| 5 | 40 DANC 152.1 | Cuban Roots of Salsa I |
| | 41 DANC 152.2 | Cuban Roots of Salsa II |
| | 42 DANC 152.3 | Cuban Roots of Salsa III |
| | 51 DANC 152.4 | Cuban Roots of Salsa IV |

To Jan by 10/13
11/15/17 meeting

- | | | | |
|---|---------------|--|--|
| 1 | 44 DANC 400.1 | Dance Performance & Production I | COURSE CHANGE: stop offering for variable units? Can we just offer for 2, please? (or not let the students select the amount?) |
| | 45 DANC 400.2 | Dance Performance & Production II | COURSE CHANGE: stop offering for variable units? Can we just offer for 2, please? (or not let the students select the amount?) |
| | 46 DANC 400.3 | Dance Performance & Production III | COURSE CHANGE: stop offering for variable units? Can we just offer for 2, please? (or not let the students select the amount?) |
| | 47 DANC 400.4 | Dance Performance & Production IV | COURSE CHANGE: stop offering for variable units? Can we just offer for 2, please? (or not let the students select the amount?) |
| 1 | 52 DANC 410.1 | Dance for the Musical Theater Production I | |
| | 53 DANC 410.2 | Dance for the Musical Theater Production II | |
| | 54 DANC 410.3 | Dance for the Musical Theater Production III | |
| | 55 DANC 410.4 | Dance for the Musical Theater Production IV | |
| 2 | 5 DANC 350.1 | Cardio Dance I | |
| | 6 DANC 350.2 | Cardio Dance II | |
| | 7 DANC 350.3 | Cardio Dance III | |
| | 8 DANC 350.4 | Cardio Dance IV | |

To Jan by 10/27
11/29/17 meeting

- 1 New Group Exercise Class!
2 Lab for it
3 Certificate

3

To Jan by 11/3
12/6/17 meeting

- 1
2
3
4
5

1

2

3

4

Program Updates

DANC 172.1	Classical Chinese Dance	BANK
DANC 172.2	Classical Chinese Dance	BANK
DANC 172.3	Classical Chinese Dance	BANK
DANC 172.4	Classical Chinese Dance	BANK
DANC 665 *	Selected Topics: Dance in Cultural Context	DELETE
DANC 165	Tango Performance Improvisation	DELETE
DANC 166	Tango de la Guardia Vieja	DELETE
DANC 260	Tango Teacher Training	DELETE
DANC 167	Swing Dance I	DELETE
DANC 168	Swing Dance II	DELETE
DANC 169	Swing Dance III	DELETE
DANC 125.1	Salsa I	BANK
DANC 125.2	Salsa II	BANK
DANC 125.3	Salsa III	BANK
DANC 125.4	Salsa IV	BANK

Required Core Courses

Units

22

MUS. 100	Fundamental	3	Program Change: Music OR DANC 100 OR DANC 102
----------	-------------	---	---

Elective Courses

6

BIOL 260	Human Physi	5	Program Change: Remove
----------	-------------	---	------------------------

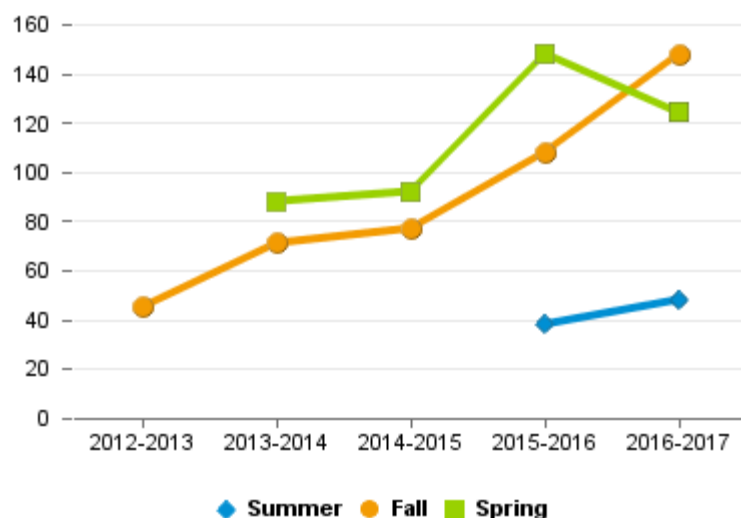
SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC Distance Courses

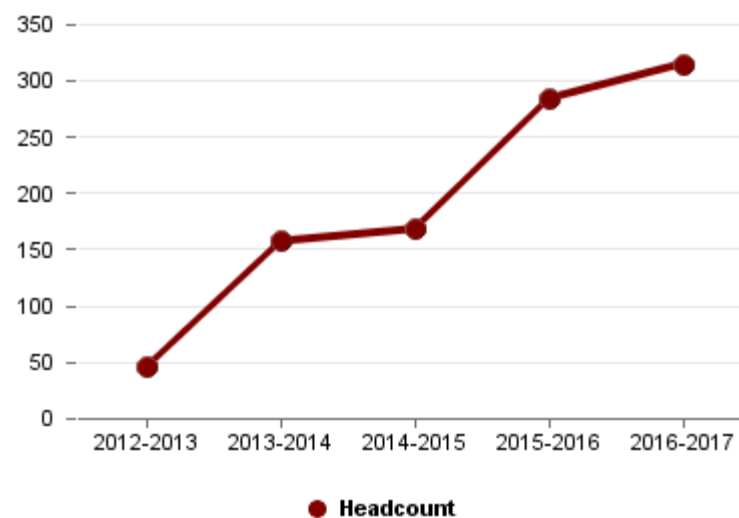
Unduplicated Headcount by Term

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Summer				38	48
Fall	45	71	77	108	148
Spring		88	92	148	124
Total	45	157	168	284	315

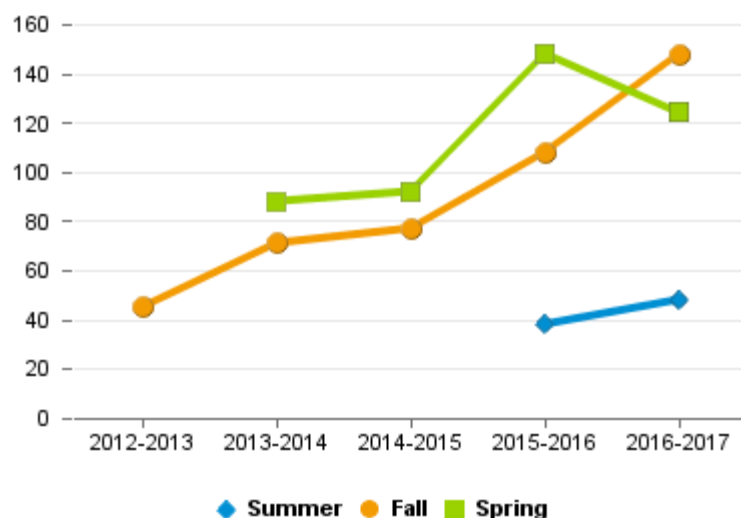
Term Headcount



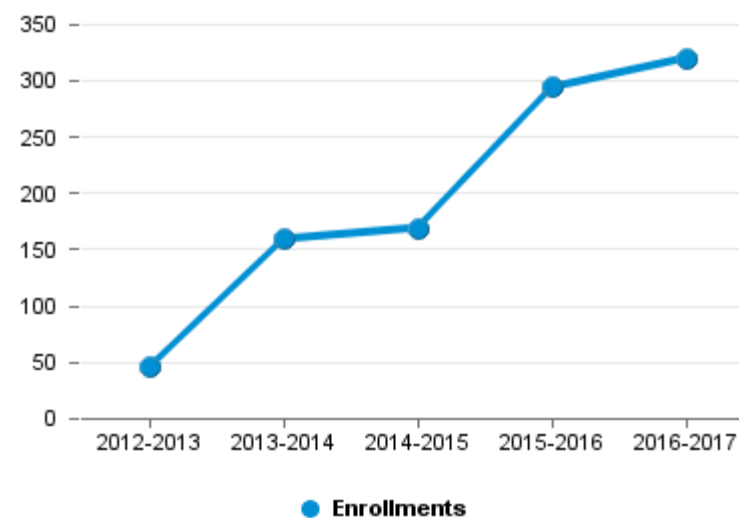
Annual Headcount



Term Enrollments



Annual Enrollments

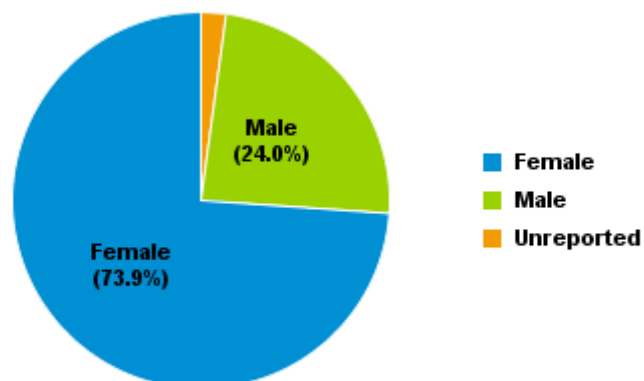


SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC Distance Courses

Unduplicated Headcount by Gender and Ethnicity

	Female		Male		Unreported	
2012-2013	36	80.0%	7	15.6%	2	4.4%
2013-2014	124	79.0%	32	20.4%	1	0.6%
2014-2015	122	72.6%	43	25.6%	3	1.8%
2015-2016	210	73.9%	67	23.6%	7	2.5%
2016-2017	225	71.4%	83	26.3%	7	2.2%
Total	691	73.9%	224	24.0%	20	2.1%



	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Am. Ind./Alaska Native			1	0.6%	1	0.6%			1	0.3%
Asian	5	11.1%	21	13.4%	29	17.3%	48	16.9%	60	19.0%
Black - Non-Hispanic	2	4.4%	4	2.5%	10	6.0%	11	3.9%	6	1.9%
Filipino	5	11.1%	36	22.9%	40	23.8%	59	20.8%	81	25.7%
Hispanic/Latino	10	22.2%	22	14.0%	39	23.2%	37	13.0%	46	14.6%
Pacific Islander	1	2.2%	8	5.1%	1	0.6%	3	1.1%	4	1.3%
White Non-Hispanic	13	28.9%	25	15.9%	17	10.1%	55	19.4%	43	13.7%
Multi Races	8	17.8%	35	22.3%	29	17.3%	67	23.6%	71	22.5%
Unreported	1	2.2%	5	3.2%	2	1.2%	4	1.4%	3	1.0%

SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC Distance Courses

Unduplicated Headcount by Age

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Age Under 18	4	8.9%	6	3.8%	6	3.6%	14	4.9%	9	2.9%
Age 18 - 22	18	40.0%	100	63.7%	112	66.7%	203	71.5%	207	65.7%
Age 23 - 28	13	28.9%	30	19.1%	31	18.5%	37	13.0%	62	19.7%
Age 29 - 39	5	11.1%	12	7.6%	15	8.9%	18	6.3%	29	9.2%
Age 40 - 49	3	6.7%	6	3.8%	3	1.8%	9	3.2%	7	2.2%
Age 50 - 59	2	4.4%	3	1.9%	1	0.6%	3	1.1%	1	0.3%
Total	45		157		168		284		315	

Unduplicated Headcount by Goal

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
4yr stu take class for 4yr col	4	8.9%	4	2.5%	13	7.7%	16	5.6%	5	1.6%
College Preparation	1	2.2%	1	0.6%			3	1.1%	3	1.0%
CTE Certif/Career Development	8	17.8%	10	6.4%	4	2.4%	6	2.1%	4	1.3%
Degree/Transfer	24	53.3%	129	82.2%	143	85.1%	249	87.7%	287	91.1%
Exploratory	8	17.8%	13	8.3%	8	4.8%	10	3.5%	16	5.1%
Total	45		157		168		284		315	

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Distance Courses (Excludes Summer)

Annual Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
2012-2013	45	17	37.8%	22.2%
2013-2014	159	86	54.1%	22.6%
2014-2015	169	100	59.2%	23.1%
2015-2016	256	176	68.8%	14.5%
2016-2017	272	184	67.6%	9.2%
Total	901	563	62.5%	16.3%

Term Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
Fall 2012	45	17	37.8%	22.2%
Fall 2013	71	39	54.9%	19.7%
Fall 2014	77	40	51.9%	24.7%
Fall 2015	108	73	67.6%	14.8%
Fall 2016	148	102	68.9%	6.8%
Spring 2014	88	47	53.4%	25.0%
Spring 2015	92	60	65.2%	21.7%
Spring 2016	148	103	69.6%	14.2%
Spring 2017	124	82	66.1%	12.1%
Total	901	563	62.5%	16.3%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Distance Courses (Excludes Summer)

Success and Retention by Ethnicity

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Am. Ind./Alaska Native			100%	1	100%	0%	1	100%	0%			100%	2	50%	50%	4	75%	25%
Asian	5	60%	0%	21	71%	5%	29	55%	38%	44	84%	5%	49	84%	6%	148	76%	11%
Black - Non-Hispanic	2	0%	50%	4	25%	50%	10	50%	20%	12	33%	25%	6	50%	33%	34	38%	29%
Filipino	5	20%	40%	36	58%	19%	40	63%	20%	50	76%	12%	73	59%	14%	204	63%	16%
Hispanic/Latino	10	0%	40%	22	50%	36%	39	59%	18%	34	50%	21%	36	69%	6%	141	54%	20%
Pacific Islander	1	100%	0%	8	63%	13%	1	0%	100%	3	33%	33%	5	20%	0%	18	44%	17%
White Non-Hispanic	13	54%	23%	25	60%	24%	17	76%	18%	46	76%	15%	38	71%	8%	139	70%	16%
Multi Races	8	50%	0%	37	38%	27%	30	53%	20%	63	65%	16%	60	68%	7%	198	59%	15%
Unreported	1	100%	0%	5	60%	20%	2	50%	50%	4	75%	25%	3	67%	0%	15	67%	20%
Total	45	38%	22%	159	54%	23%	169	59%	23%	256	69%	14%	272	68%	9%	901	62%	16%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Distance Courses (Excludes Summer)

Success and Retention by Age

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Age Under 18	4	75%	0%	6	67%	0%	6	83%	17%	13	77%	15%	9	78%	0%	38	76%	8%
Age 18 - 22	18	22%	33%	102	60%	22%	113	58%	22%	184	71%	13%	174	70%	9%	591	65%	15%
Age 23 - 28	13	38%	8%	30	43%	27%	31	61%	19%	31	61%	13%	56	66%	7%	161	58%	14%
Age 29 - 39	5	60%	20%	12	33%	33%	15	53%	40%	16	69%	25%	26	54%	15%	74	54%	26%
Age 40 - 49	3	33%	33%	6	50%	17%	3	67%	33%	9	33%	33%	6	67%	33%	27	48%	30%
Age 50 - 59	2	50%	50%	3	33%	33%	1	100%	0%	3	67%	33%	1	0%	0%	10	50%	30%
Total	45	38%	22%	159	54%	23%	169	59%	23%	256	69%	14%	272	68%	9%	901	62%	16%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Distance Courses (Excludes Summer)

Success and Retention by Gender

		Enrollments	Success Rate	Withdrawal Rate
2012-2013	Female	36	41.7%	16.7%
2012-2013	Male	7	28.6%	42.9%
2012-2013	Unreported	2	0.0%	50.0%
2012-2013	Total	45	37.8%	22.2%

		Enrollments	Success Rate	Withdrawal Rate
2013-2014	Female	126	55.6%	22.2%
2013-2014	Male	32	46.9%	25.0%
2013-2014	Unreported	1	100.0%	0.0%
2013-2014	Total	159	54.1%	22.6%

		Enrollments	Success Rate	Withdrawal Rate
2014-2015	Female	123	57.7%	20.3%
2014-2015	Male	43	65.1%	27.9%
2014-2015	Unreported	3	33.3%	66.7%
2014-2015	Total	169	59.2%	23.1%

		Enrollments	Success Rate	Withdrawal Rate
2015-2016	Female	188	65.4%	16.0%
2015-2016	Male	62	75.8%	11.3%
2015-2016	Unreported	6	100.0%	0.0%
2015-2016	Total	256	68.8%	14.5%

		Enrollments	Success Rate	Withdrawal Rate
2016-2017	Female	194	67.5%	9.3%
2016-2017	Male	73	67.1%	8.2%
2016-2017	Unreported	5	80.0%	20.0%
2016-2017	Total	272	67.6%	9.2%

SKYLINE COLLEGE PRODUCTIVITY

Department(s): DANC Distance Courses

Year	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
2012-2013	.20	4.05		608		1	45.0
2013-2014	.40	15.90	292.6%	1,193	96.3%	2	79.5
2014-2015	.60	16.90	6.3%	845	-29.1%	3	56.3
2015-2016	1.0	29.40	74.0%	882	4.4%	5	58.8
2016-2017	1.0	32.0	8.8%	960	8.8%	5	64.0

Term	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
Fall 2012	.20	4.05		608		1	45.0
Fall 2013	.20	7.10	75.3%	1,065	75.3%	1	71.0
Fall 2014	.20	7.70	8.5%	1,155	8.5%	1	77.0
Fall 2015	.40	10.80	40.3%	810	-29.9%	2	54.0
Fall 2016	.40	14.80	37.0%	1,110	37.0%	2	74.0
Spring 2014	.20	8.80	-40.5%	1,320	18.9%	1	88.0
Spring 2015	.40	9.20	4.5%	690	-47.7%	2	46.0
Spring 2016	.40	14.80	60.9%	1,110	60.9%	2	74.0
Spring 2017	.40	12.40	-16.2%	930	-16.2%	2	62.0
Summer 2015	.20	3.80	-69.4%	570	-38.7%	1	38.0
Summer 2016	.20	4.80	26.3%	720	26.3%	1	48.0

SKYLINE COLLEGE

Definitions

Term	Definition
Duplicated Headcount	Counts each student once for every course they enroll in
4yr stu take class for 4yr col Goal	Students with education goal listed as 4yr stu take class for 4yr col
College Preparation Goal	Students with education goal listed as Complete Credits for HS Diplom, or Improve Basic Skills
CTE Certif/Career Development Goal	Students with education goal listed as Acquire Job Skills/ New Career, Earn 2yr Certif w/out Transfer, Maintain Certificate/License, Update Job Skills/ Job Advance, or Earn Voc Certif w/out Transfer
Degree/Transfer Goal	Students with education goal listed as Earn AA/AS & Transfer to 4 yr., Earn AA/AS w/out Transfer, or Transfer to 4 yr w/out AA/AS
Exploratory Goal	Students with education goal not listed as 4yr stu take class for 4yr col, College Preparation, CTE Certif/Career Development, or Degree/Transfer

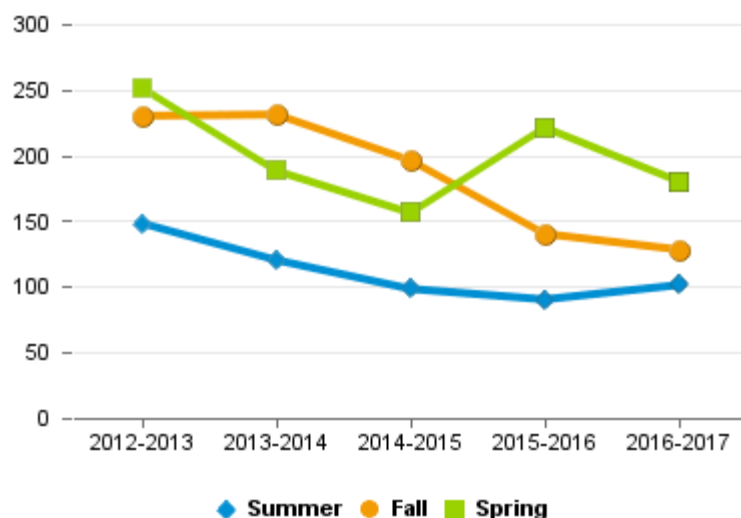
SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC Face to Face Courses

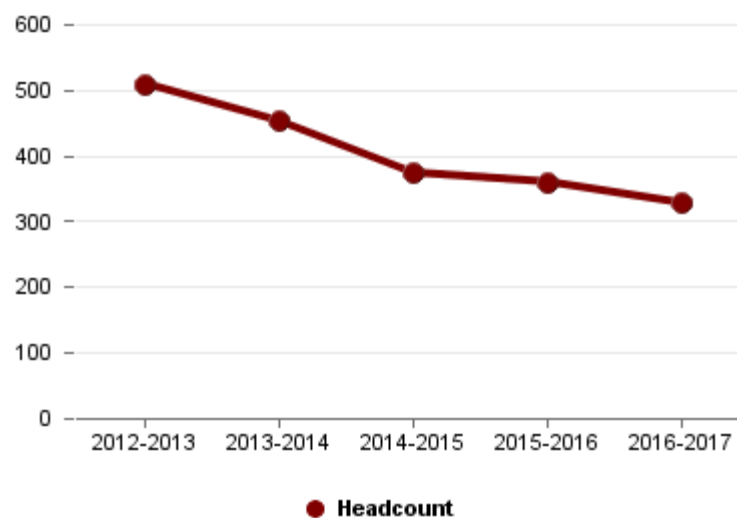
Unduplicated Headcount by Term

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Summer	148	120	98	90	101
Fall	230	231	196	140	128
Spring	251	188	156	221	180
Total	510	453	374	360	328

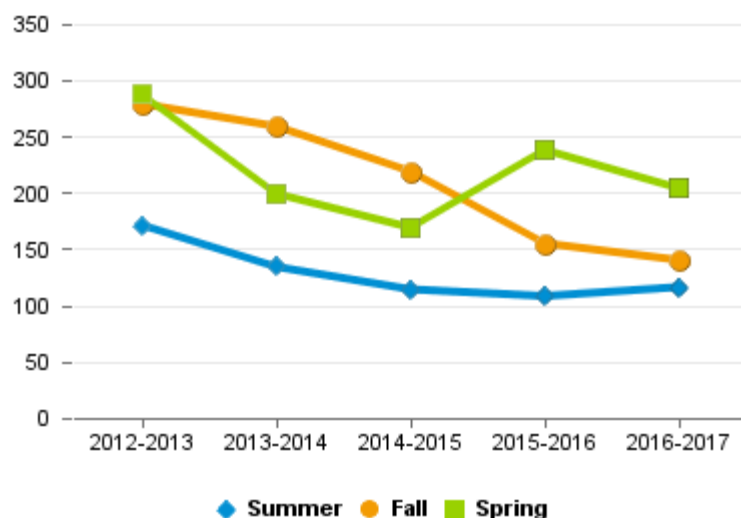
Term Headcount



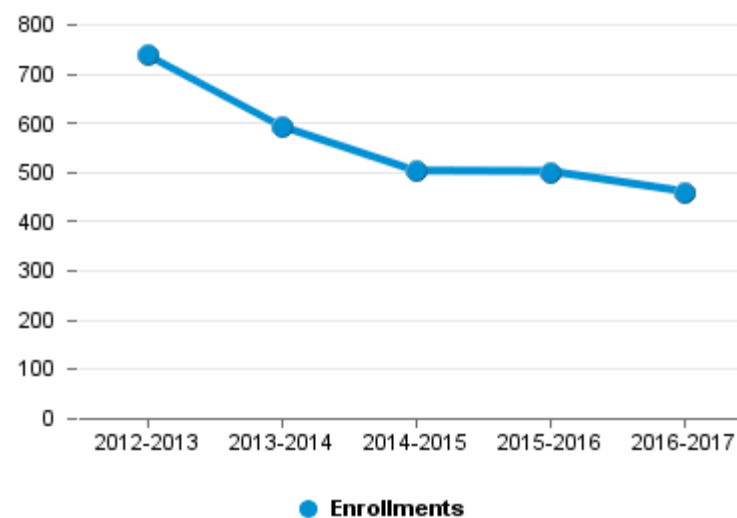
Annual Headcount



Term Enrollments



Annual Enrollments

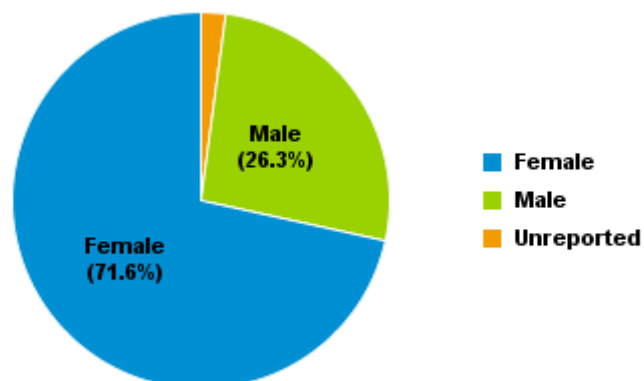


SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC Face to Face Courses

Unduplicated Headcount by Gender and Ethnicity

	Female		Male		Unreported	
2012-2013	378	74.1%	124	24.3%	8	1.6%
2013-2014	321	70.9%	127	28.0%	5	1.1%
2014-2015	255	68.2%	109	29.1%	10	2.7%
2015-2016	242	67.2%	109	30.3%	9	2.5%
2016-2017	239	72.9%	80	24.4%	9	2.7%
Total	1,155	71.6%	425	26.3%	34	2.1%



	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Am. Ind./Alaska Native	1	0.2%			1	0.3%				
Asian	104	20.4%	69	15.2%	72	19.3%	66	18.3%	54	16.5%
Black - Non-Hispanic	20	3.9%	14	3.1%	5	1.3%	7	1.9%	9	2.7%
Filipino	78	15.3%	80	17.7%	71	19.0%	70	19.4%	38	11.6%
Hispanic/Latino	109	21.4%	105	23.2%	65	17.4%	53	14.7%	57	17.4%
Pacific Islander	8	1.6%	8	1.8%	1	0.3%	1	0.3%	4	1.2%
White Non-Hispanic	93	18.2%	87	19.2%	81	21.7%	84	23.3%	87	26.5%
Multi Races	83	16.3%	76	16.8%	66	17.6%	66	18.3%	65	19.8%
Unreported	14	2.7%	14	3.1%	12	3.2%	13	3.6%	14	4.3%

SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC Face to Face Courses

Unduplicated Headcount by Age

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Age Under 18	44	8.6%	40	8.8%	34	9.1%	33	9.2%	27	8.2%
Age 18 - 22	189	37.1%	172	38.0%	134	35.8%	131	36.4%	130	39.6%
Age 23 - 28	88	17.3%	64	14.1%	58	15.5%	74	20.6%	54	16.5%
Age 29 - 39	63	12.4%	53	11.7%	48	12.8%	39	10.8%	36	11.0%
Age 40 - 49	47	9.2%	36	7.9%	23	6.1%	18	5.0%	22	6.7%
Age 50 - 59	44	8.6%	50	11.0%	26	7.0%	23	6.4%	13	4.0%
Age 60 +	35	6.9%	38	8.4%	51	13.6%	42	11.7%	46	14.0%
Total	510		453		374		360		328	

Unduplicated Headcount by Goal

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
4yr stu take class for 4yr col	34	6.7%	28	6.2%	14	3.7%	17	4.7%	13	4.0%
College Preparation	19	3.7%	26	5.7%	20	5.3%	20	5.6%	22	6.7%
CTE Certif/Career Development	58	11.4%	35	7.7%	27	7.2%	26	7.2%	19	5.8%
Degree/Transfer	251	49.2%	221	48.8%	201	53.7%	198	55.0%	169	51.5%
Exploratory	148	29.0%	143	31.6%	112	29.9%	99	27.5%	105	32.0%
Total	510		453		374		360		328	

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Face to Face Courses (Excludes Sum

Annual Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
2012-2013	566	434	76.7%	12.4%
2013-2014	458	369	80.6%	12.7%
2014-2015	388	319	82.2%	11.3%
2015-2016	393	322	81.9%	12.7%
2016-2017	344	300	87.2%	9.3%
Total	2,149	1,744	81.2%	11.8%

Term Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
Fall 2012	279	202	72.4%	11.1%
Fall 2013	259	202	78.0%	13.5%
Fall 2014	219	170	77.6%	12.8%
Fall 2015	155	125	80.6%	12.9%
Fall 2016	140	122	87.1%	7.9%
Spring 2013	287	232	80.8%	13.6%
Spring 2014	199	167	83.9%	11.6%
Spring 2015	169	149	88.2%	9.5%
Spring 2016	238	197	82.8%	12.6%
Spring 2017	204	178	87.3%	10.3%
Total	2,149	1,744	81.2%	11.8%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Face to Face Courses (Excludes Sum

Success and Retention by Ethnicity

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Am. Ind./Alaska Native	1	0%	100%			100%			100%			100%			100%	1	0%	100%
Asian	116	87%	9%	75	85%	7%	65	94%	6%	75	93%	7%	57	89%	7%	388	89%	7%
Black - Non-Hispanic	29	28%	21%	12	75%	8%	3	100%	0%	10	70%	20%	7	57%	43%	61	51%	20%
Filipino	72	75%	19%	83	78%	17%	78	77%	15%	67	63%	22%	38	84%	11%	338	75%	17%
Hispanic/Latino	115	77%	13%	99	72%	17%	67	75%	18%	52	85%	10%	53	79%	15%	386	76%	15%
Pacific Islander	10	80%	0%	8	88%	13%	1	100%	0%	1	100%	0%	4	75%	25%	24	83%	8%
White Non-Hispanic	117	83%	9%	92	87%	9%	92	83%	10%	100	83%	15%	113	91%	6%	514	85%	10%
Multi Races	91	71%	13%	75	80%	15%	71	80%	10%	74	85%	9%	61	89%	8%	372	80%	11%
Unreported	15	87%	13%	14	93%	7%	11	100%	0%	14	86%	7%	11	100%	0%	65	92%	6%
Total	566	77%	12%	458	81%	13%	388	82%	11%	393	82%	13%	344	87%	9%	2,149	81%	12%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Face to Face Courses (Excludes Sum

Success and Retention by Age

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Age Under 18	42	62%	10%	43	84%	9%	27	78%	15%	31	87%	13%	31	94%	3%	174	80%	10%
Age 18 - 22	215	71%	16%	173	76%	18%	155	85%	9%	140	72%	14%	134	80%	13%	817	76%	14%
Age 23 - 28	93	75%	17%	68	82%	7%	57	68%	18%	81	81%	16%	46	83%	17%	345	78%	15%
Age 29 - 39	61	77%	13%	49	78%	12%	49	78%	16%	46	78%	22%	39	90%	10%	244	80%	15%
Age 40 - 49	48	94%	6%	36	81%	17%	24	75%	17%	19	95%	5%	16	88%	0%	143	87%	10%
Age 50 - 59	57	81%	5%	47	85%	9%	20	95%	5%	20	95%	5%	10	100%	0%	154	87%	6%
Age 60 +	50	94%	4%	42	90%	5%	56	93%	5%	56	98%	2%	68	99%	1%	272	95%	3%
Total	566	77%	12%	458	81%	13%	388	82%	11%	393	82%	13%	344	87%	9%	2,149	81%	12%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC Face to Face Courses (Excludes Sum

Success and Retention by Gender

		Enrollments	Success Rate	Withdrawal Rate
2012-2013	Female	416	74.0%	13.9%
2012-2013	Male	146	83.6%	8.2%
2012-2013	Unreported	4	100.0%	0.0%
2012-2013	Total	566	76.7%	12.4%

		Enrollments	Success Rate	Withdrawal Rate
2013-2014	Female	315	78.7%	14.0%
2013-2014	Male	138	84.1%	10.1%
2013-2014	Unreported	5	100.0%	0.0%
2013-2014	Total	458	80.6%	12.7%

		Enrollments	Success Rate	Withdrawal Rate
2014-2015	Female	255	78.8%	13.7%
2014-2015	Male	123	88.6%	6.5%
2014-2015	Unreported	10	90.0%	10.0%
2014-2015	Total	388	82.2%	11.3%

		Enrollments	Success Rate	Withdrawal Rate
2015-2016	Female	265	81.1%	14.7%
2015-2016	Male	119	84.0%	8.4%
2015-2016	Unreported	9	77.8%	11.1%
2015-2016	Total	393	81.9%	12.7%

		Enrollments	Success Rate	Withdrawal Rate
2016-2017	Female	239	85.4%	10.9%
2016-2017	Male	95	91.6%	5.3%
2016-2017	Unreported	10	90.0%	10.0%
2016-2017	Total	344	87.2%	9.3%

SKYLINE COLLEGE PRODUCTIVITY

Department(s): DANC Face to Face Courses

Year	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
2012-2013	3.97	71.95		544		28	26.4
2013-2014	3.08	57.60	-19.9%	561	3.2%	22	26.9
2014-2015	2.88	47.27	-17.9%	492	-12.2%	20	25.1
2015-2016	2.66	45.82	-3.1%	517	5.0%	21	23.9
2016-2017	2.81	41.71	-9.0%	446	-13.8%	21	22.0

Term	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
Fall 2012	1.72	30.59		532		12	23.3
Fall 2013	1.55	27.80	-9.1%	538	1.1%	10	25.9
Fall 2014	1.20	21.96	-21.0%	549	2.0%	8	27.4
Fall 2015	.90	15.91	-27.5%	530	-3.4%	8	19.4
Fall 2016	1.05	14.72	-7.5%	421	-20.7%	6	23.3
Spring 2013	1.80	31.89	116.6%	533	26.7%	11	26.1
Spring 2014	1.08	22.60	-29.1%	628	17.8%	7	28.4
Spring 2015	1.23	18.59	-17.7%	454	-27.8%	7	24.1
Spring 2016	1.38	24.97	34.3%	541	19.4%	8	29.8
Spring 2017	1.38	21.55	-13.7%	467	-13.7%	10	20.4
Summer 2012	.45	9.47	-56.1%	631	35.0%	5	34.8
Summer 2013	.45	7.21	-23.9%	480	-23.9%	5	26.8
Summer 2014	.45	6.72	-6.8%	448	-6.8%	5	22.8
Summer 2015	.38	4.94	-26.5%	395	-11.8%	5	21.6
Summer 2016	.38	5.43	10.0%	434	10.0%	5	23.4

SKYLINE COLLEGE

Definitions

Term	Definition
Duplicated Headcount	Counts each student once for every course they enroll in
4yr stu take class for 4yr col Goal	Students with education goal listed as 4yr stu take class for 4yr col
College Preparation Goal	Students with education goal listed as Complete Credits for HS Diplom, or Improve Basic Skills
CTE Certif/Career Development Goal	Students with education goal listed as Acquire Job Skills/ New Career, Earn 2yr Certif w/out Transfer, Maintain Certificate/License, Update Job Skills/ Job Advance, or Earn Voc Certif w/out Transfer
Degree/Transfer Goal	Students with education goal listed as Earn AA/AS & Transfer to 4 yr., Earn AA/AS w/out Transfer, or Transfer to 4 yr w/out AA/AS
Exploratory Goal	Students with education goal not listed as 4yr stu take class for 4yr col, College Preparation, CTE Certif/Career Development, or Degree/Transfer

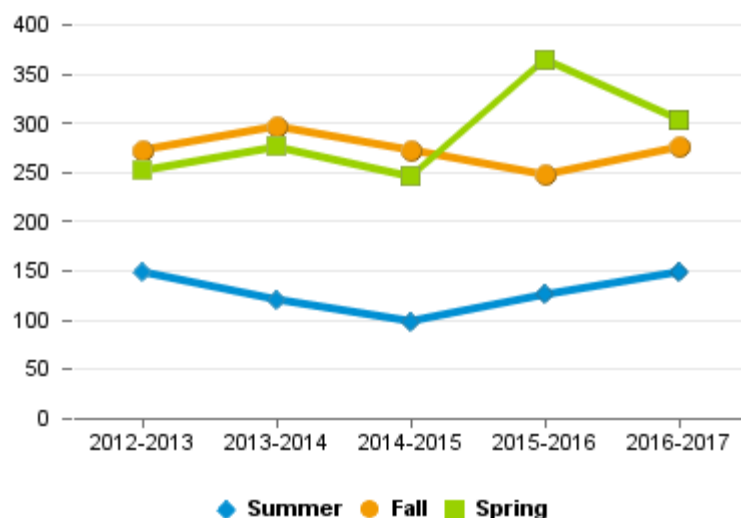
SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC

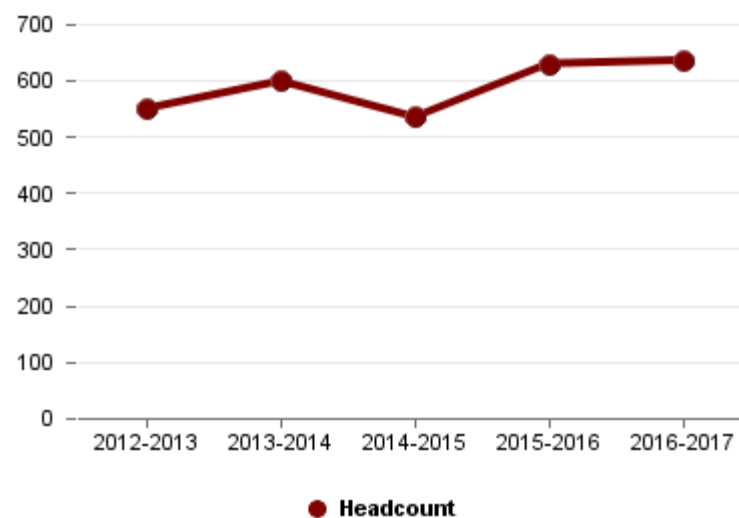
Unduplicated Headcount by Term

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Summer	148	120	98	125	148
Fall	272	296	272	247	275
Spring	251	275	245	364	303
Total	550	599	535	630	636

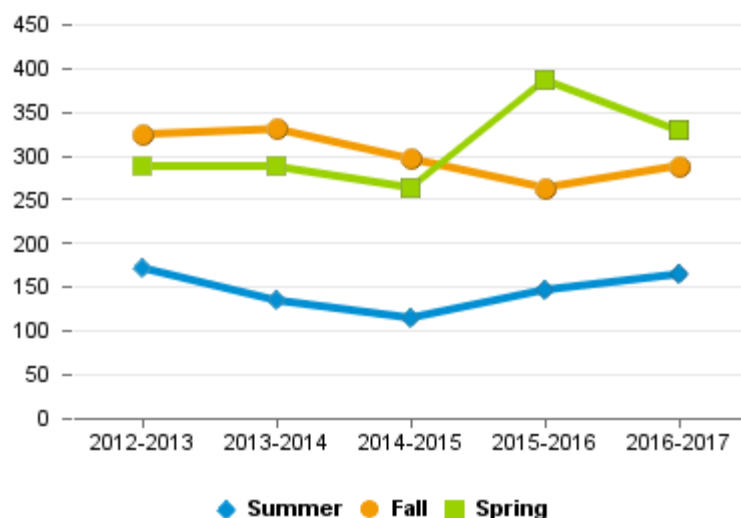
Term Headcount



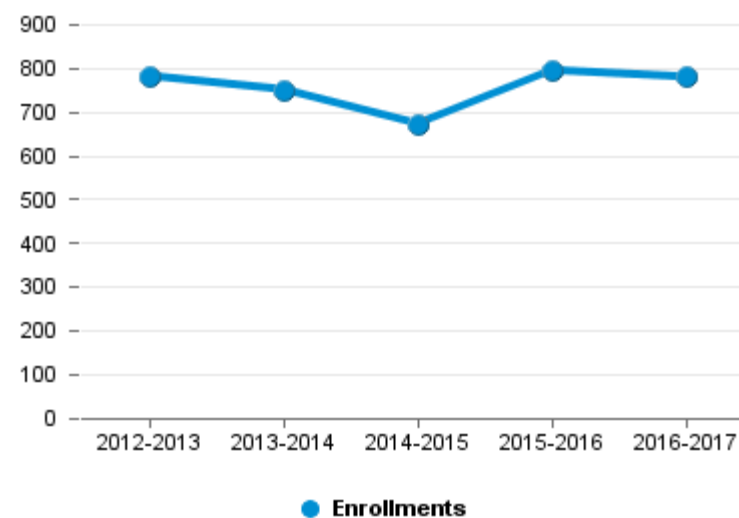
Annual Headcount



Term Enrollments



Annual Enrollments

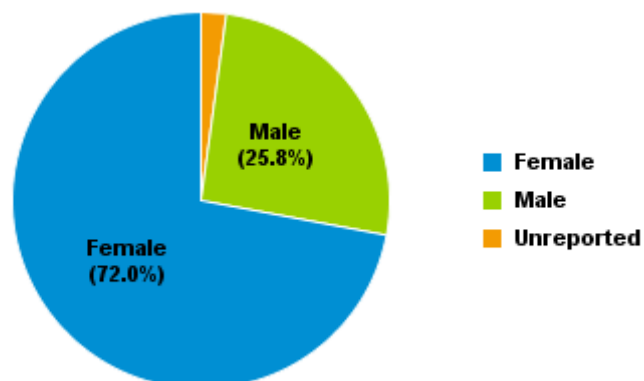


SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC

Unduplicated Headcount by Gender and Ethnicity

	Female		Male		Unreported	
2012-2013	409	74.4%	131	23.8%	10	1.8%
2013-2014	437	73.0%	156	26.0%	6	1.0%
2014-2015	375	70.1%	148	27.7%	12	2.2%
2015-2016	440	69.8%	174	27.6%	16	2.5%
2016-2017	457	71.9%	163	25.6%	16	2.5%
Total	1,776	72.0%	636	25.8%	53	2.2%



	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Am. Ind./Alaska Native	1	0.2%	1	0.2%	2	0.4%			1	0.2%
Asian	108	19.6%	90	15.0%	101	18.9%	112	17.8%	114	17.9%
Black - Non-Hispanic	22	4.0%	18	3.0%	15	2.8%	17	2.7%	15	2.4%
Filipino	83	15.1%	112	18.7%	111	20.7%	128	20.3%	117	18.4%
Hispanic/Latino	119	21.6%	125	20.9%	101	18.9%	89	14.1%	100	15.7%
Pacific Islander	9	1.6%	16	2.7%	2	0.4%	4	0.6%	8	1.3%
White Non-Hispanic	103	18.7%	109	18.2%	97	18.1%	135	21.4%	129	20.3%
Multi Races	90	16.4%	109	18.2%	93	17.4%	128	20.3%	135	21.2%
Unreported	15	2.7%	19	3.2%	13	2.4%	17	2.7%	17	2.7%

SKYLINE COLLEGE STUDENT CHARACTERISTICS

Department(s): DANC

Unduplicated Headcount by Age

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Age Under 18	45	8.2%	45	7.5%	40	7.5%	47	7.5%	36	5.7%
Age 18 - 22	205	37.3%	264	44.1%	243	45.4%	324	51.4%	331	52.0%
Age 23 - 28	101	18.4%	93	15.5%	87	16.3%	108	17.1%	115	18.1%
Age 29 - 39	68	12.4%	64	10.7%	61	11.4%	56	8.9%	65	10.2%
Age 40 - 49	50	9.1%	42	7.0%	26	4.9%	27	4.3%	29	4.6%
Age 50 - 59	46	8.4%	53	8.8%	27	5.0%	26	4.1%	14	2.2%
Age 60 +	35	6.4%	38	6.3%	51	9.5%	42	6.7%	46	7.2%
Total	550		599		535		630		636	

Unduplicated Headcount by Goal

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
4yr stu take class for 4yr col	38	6.9%	32	5.3%	27	5.0%	32	5.1%	18	2.8%
College Preparation	19	3.5%	27	4.5%	20	3.7%	23	3.7%	24	3.8%
CTE Certif/Career Development	66	12.0%	43	7.2%	31	5.8%	32	5.1%	23	3.6%
Degree/Transfer	273	49.6%	342	57.1%	337	63.0%	436	69.2%	450	70.8%
Exploratory	154	28.0%	155	25.9%	120	22.4%	107	17.0%	121	19.0%
Total	550		599		535		630		636	

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC (Excludes Summer)

Annual Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
2012-2013	611	451	73.8%	13.1%
2013-2014	617	455	73.7%	15.2%
2014-2015	559	421	75.3%	14.8%
2015-2016	649	498	76.7%	13.4%
2016-2017	616	484	78.6%	9.3%
Total	3,052	2,309	75.7%	13.1%

Term Success and Retention

	Enrollments	Success Count	Success Rate	Withdrawal Rate
Fall 2012	324	219	67.6%	12.7%
Fall 2013	330	241	73.0%	14.8%
Fall 2014	296	210	70.9%	15.9%
Fall 2015	263	198	75.3%	13.7%
Fall 2016	288	224	77.8%	7.3%
Spring 2013	287	232	80.8%	13.6%
Spring 2014	287	214	74.6%	15.7%
Spring 2015	263	211	80.2%	13.7%
Spring 2016	386	300	77.7%	13.2%
Spring 2017	328	260	79.3%	11.0%
Total	3,052	2,309	75.7%	13.1%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC (Excludes Summer)

Success and Retention by Ethnicity

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Am. Ind./Alaska Native	1	0%	100%	1	100%	0%	1	100%	0%			100%	2	50%	50%	5	60%	40%
Asian	121	86%	8%	96	82%	6%	95	82%	16%	119	90%	6%	106	87%	7%	537	86%	8%
Black - Non-Hispanic	31	26%	23%	16	63%	19%	13	62%	15%	22	50%	23%	13	54%	38%	95	46%	23%
Filipino	77	71%	21%	119	72%	18%	118	72%	17%	117	68%	18%	111	68%	13%	542	70%	17%
Hispanic/Latino	125	70%	15%	121	68%	21%	106	69%	18%	86	71%	14%	89	75%	11%	527	70%	16%
Pacific Islander	11	82%	0%	16	75%	13%	2	50%	50%	4	50%	25%	9	44%	11%	42	67%	12%
White Non-Hispanic	130	80%	10%	117	81%	12%	109	82%	11%	146	81%	15%	151	86%	7%	653	82%	11%
Multi Races	99	70%	12%	112	66%	19%	102	73%	13%	137	76%	12%	121	79%	7%	571	73%	13%
Unreported	16	88%	13%	19	84%	11%	13	92%	8%	18	83%	11%	14	93%	0%	80	88%	9%
Total	611	74%	13%	617	74%	15%	559	75%	15%	649	77%	13%	616	79%	9%	3,052	76%	13%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC (Excludes Summer)

Success and Retention by Age

	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			Total		
	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l	E n r o l l m e n t	S u c c e s s	W i t h d r a w a l
Age Under 18	46	63%	9%	49	82%	8%	33	79%	15%	44	84%	14%	40	90%	3%	212	79%	9%
Age 18 - 22	233	67%	17%	275	70%	19%	269	74%	14%	324	72%	13%	308	74%	11%	1,409	72%	15%
Age 23 - 28	106	71%	16%	98	70%	13%	89	66%	18%	112	76%	15%	102	74%	12%	507	72%	15%
Age 29 - 39	66	76%	14%	61	69%	16%	64	72%	22%	62	76%	23%	65	75%	12%	318	74%	17%
Age 40 - 49	51	90%	8%	42	76%	17%	27	74%	19%	28	75%	14%	22	82%	9%	170	81%	13%
Age 50 - 59	59	80%	7%	50	82%	10%	21	95%	5%	23	91%	9%	11	91%	0%	164	85%	7%
Age 60 +	50	94%	4%	42	90%	5%	56	93%	5%	56	98%	2%	68	99%	1%	272	95%	3%
Total	611	74%	13%	617	74%	15%	559	75%	15%	649	77%	13%	616	79%	9%	3,052	76%	13%

SKYLINE COLLEGE STUDENT OUTCOMES

Department(s): DANC (Excludes Summer)

Success and Retention by Gender

		Enrollments	Success Rate	Withdrawal Rate
2012-2013	Female	452	71.5%	14.2%
2012-2013	Male	153	81.0%	9.8%
2012-2013	Unreported	6	66.7%	16.7%
2012-2013	Total	611	73.8%	13.1%

		Enrollments	Success Rate	Withdrawal Rate
2013-2014	Female	441	72.1%	16.3%
2013-2014	Male	170	77.1%	12.9%
2013-2014	Unreported	6	100.0%	0.0%
2013-2014	Total	617	73.7%	15.2%

		Enrollments	Success Rate	Withdrawal Rate
2014-2015	Female	379	72.0%	15.8%
2014-2015	Male	167	82.6%	12.0%
2014-2015	Unreported	13	76.9%	23.1%
2014-2015	Total	559	75.3%	14.8%

		Enrollments	Success Rate	Withdrawal Rate
2015-2016	Female	453	74.6%	15.2%
2015-2016	Male	181	81.2%	9.4%
2015-2016	Unreported	15	86.7%	6.7%
2015-2016	Total	649	76.7%	13.4%

		Enrollments	Success Rate	Withdrawal Rate
2016-2017	Female	433	77.4%	10.2%
2016-2017	Male	168	81.0%	6.5%
2016-2017	Unreported	15	86.7%	13.3%
2016-2017	Total	616	78.6%	9.3%

SKYLINE COLLEGE PRODUCTIVITY

Department(s): DANC

Year	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
2012-2013	4.17	76.0		547		29	27.1
2013-2014	3.48	73.50	-3.3%	634	15.9%	24	31.3
2014-2015	3.48	64.17	-12.7%	553	-12.7%	23	29.2
2015-2016	3.66	75.22	17.2%	617	11.5%	26	30.6
2016-2017	3.81	73.71	-2.0%	581	-5.9%	26	30.0

Term	FTEF	FTES	FTES Percent Change	Load	Load Percent Change	Sections	Census Enroll / Section
Fall 2012	1.92	34.64		540		13	24.9
Fall 2013	1.75	34.90	0.7%	598	10.8%	11	30.0
Fall 2014	1.40	29.66	-15.0%	636	6.2%	9	32.9
Fall 2015	1.30	26.71	-9.9%	616	-3.0%	10	26.3
Fall 2016	1.45	29.52	10.5%	611	-0.9%	8	36.0
Spring 2013	1.80	31.89	8.0%	533	-12.8%	11	26.1
Spring 2014	1.28	31.40	-1.6%	736	38.1%	8	35.9
Spring 2015	1.63	27.79	-11.5%	512	-30.5%	9	29.0
Spring 2016	1.78	39.77	43.1%	669	30.8%	10	38.6
Spring 2017	1.78	33.95	-14.6%	571	-14.6%	12	27.3
Summer 2012	.45	9.47	-72.1%	631	10.5%	5	34.8
Summer 2013	.45	7.21	-23.9%	480	-23.9%	5	26.8
Summer 2014	.45	6.72	-6.8%	448	-6.8%	5	22.8
Summer 2015	.58	8.74	30.1%	456	1.8%	6	24.3
Summer 2016	.58	10.23	17.1%	534	17.1%	6	27.5

SKYLINE COLLEGE

Definitions

Term	Definition
Duplicated Headcount	Counts each student once for every course they enroll in
4yr stu take class for 4yr col Goal	Students with education goal listed as 4yr stu take class for 4yr col
College Preparation Goal	Students with education goal listed as Complete Credits for HS Diplom, or Improve Basic Skills
CTE Certif/Career Development Goal	Students with education goal listed as Acquire Job Skills/ New Career, Earn 2yr Certif w/out Transfer, Maintain Certificate/License, Update Job Skills/ Job Advance, or Earn Voc Certif w/out Transfer
Degree/Transfer Goal	Students with education goal listed as Earn AA/AS & Transfer to 4 yr., Earn AA/AS w/out Transfer, or Transfer to 4 yr w/out AA/AS
Exploratory Goal	Students with education goal not listed as 4yr stu take class for 4yr col, College Preparation, CTE Certif/Career Development, or Degree/Transfer