

Program Review-Dance

Section 1: Faculty

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Section 2: Mission

AA Degree in Dance

Dance Certificate

Critical Thinking Skills:

-In face-to-face movement courses students are required to assimilate various genres of dance through repeated locomotor movement juxtaposed with the application of consistent and timely feedback from the instructor.

-In online and face-to-face courses students are required to utilize historical perspective, opinion and artistic response when addressing various cultural and stylistic components of dance through assessments and critique papers.

-In performance-based courses, students are required develop skills and demonstrate competency through performance practicum, group performance activities, and faculty evaluation of the above components.

Cultural Awareness:

In dance movement courses, online Dance History courses, and performance activities, instructors utilize a broad range of diverse material in content, music and movement created by African American, LatinX, and the LGBTQ+ community, as our goal is to make each individual student feel recognized in the material they are being asked to assimilate.

In Visual and Performing Arts, it has always been our goal to embrace cross-disciplinary relationships, not only with other departments in our division, but with the entire campus community. I teach in the Social and Behavioral Sciences division as well, and I try and include as much historical content related to the arts as possible within the discipline of Humanities, to show the students how artistic genres have evolved into the artistic things they are attracted to today. This strategy has proven to be a great way to get students interested in the arts who may not have been exposed to certain artistic ideas before. Within VPA we have a long legacy of working together. You can often find dancers being utilized in theater productions, instrumentalists playing in bands or orchestras in the Haugh mainstage shows, and student photographers and videographers taking archival footage of performances.

Section 3: Course Curriculum:

Dance is and has remained up to date on all six-year reviews of all active courses.

The status of all courses listed under Dance are running in both Fall/Spring and at least one intersession (Summer or Winter), apart from DANC 172, DANC 289, and DANC 172.

DANC 172 and 296 are the courses attached to the production of a full-scale dance concert in both the Fall and Spring semester. Pre-pandemic this was a robust part of our program, however, since returning to campus in 2021, we have found it very difficult to find the enrollment needed to produce a dance concert. Efforts are ongoing to return this part of our program so that dance students may continue to have performance opportunities.

DANC 172, Latin Dance for Fitness was run for two semesters and proved to be an offering that not many students were interested in. In the style of Zumba, it seemed students interested were simply taking this at their local gym. This course is no longer offered.

Dance History 102 is aligned with CalGETC. The removal of dance courses from their original spot on the pathway list has had a detrimental effect on the department.

The Dance department offers day, evening, and weekend classes to accommodate as many students as possible, whether they are dance students' intent on transferring or students looking for personal enrichment.

Section 4: Student Success Data

The Dance department consistently rates high numbers of retention and success, averaging between 89-97% in both categories, with those success and retention rates being the same across gender and age data. Overall, success and retention rates continue to be significantly higher than the college wide average.

Our African American student score slightly lower within this data averaging around 75%, presenting the one equity gap in the department, which could likely be because they do not see themselves represented in our instructional staff.

In terms of enrollment, our female student demographic is and has always been higher than our male demographic in all GE courses, the exception being the courses tied to our intensive musical theater group.

Awarding of AA degrees in Dance has been on the decline for several years, I believe because we do not offer an ADT in Dance. Dance majors find it easier to take only the courses that

transfer to complete their Dance degree, rather than take the full load of courses to obtain the AA degree.

Section 5: Program-Level Student Learning Outcome Assessment

The SLOA's for all dance classes have been reduced and consolidated so that they can easily be assessed each time a course is offered. The results have been both high and consistent for some time now, mirroring the high success rates of the program overall. The success rates in the technique and performance classes continues to be very high and reflects the collaborative nature of the faculty in doing uniform assessments across the program.

Section 6: Assessment and Planning

Past Recommendations and Goals- We have reintroduced the Alignment and Correctives courses with great interest and excitement from the students. Enrollment was high and we hope to add two more levels of the course so students may continue their Pilates journey at Citrus College.

Overall Strengths- The dance department takes pride in offering several levels of each dance genre, morning, evening, and weekends, to accommodate our diverse student body. We have utilized monetary support of our program in the form of improvements to our dance studio, including new upholstery for the window seat cushions and new ballet barres to enhance the students' experience. Last Fall, the dance students created their own club, "Citric Acid Dance Club," giving them a place to meet, dance, and network together on campus, and they performed this semester at the college talent show, "Owl's Got Talent." This semester we have several students from the musical theater program transferring to universities including Cal State, Fullerton, UC Irvine, and San Diego State, to continue their educational journeys, and well one student beginning his professional performance career with Royal Caribbean Cruise lines. The dance department utilizes the "flipped classroom" model, giving students practical experience teaching and working collaboratively with their peers.

Overall Weaknesses- As we continue to build back post-pandemic, enrollment continues to be a struggle for some of our courses, however, we are grateful for the administrations understanding as we grow back one student at a time. Due to the decrease in enrollment, we have not been able to offer a dance concert production experience in the last few semesters. In lieu of this experience we have been able to offer performance opportunities in musical theater productions but are hoping to return to offering a full-scale dance concert production soon. Identifying mental health issues with our students and putting in place best practices to help them find a safe place while reaching their educational goals is an area we are consistently

striving to be better in. Utilizing on campus resources and making them widely available to our students is one way we hope to make a difference.

DEIA+ Over the last several years, the dance program has worked to further expand its commitment to diversity, equity, inclusion, and accessibility. Incorporating the exploration of ethnic, cultural, and gender issues in dance history curriculum, music utilized within the classroom experience, and narratives behind choreographed dance pieces are ideas we seek to bring to the pedagogical aspect of our department daily. Utilizing student surveys, both formal and informal help us to identify the DEIA+ issues and ideas that are important to our students and create ways we can explore these ideas together through dance.

Recommendations and Goals- We have a continued goal of reaching out to our local area high schools, providing performances and master classes to show how beneficial an experience Citrus College can be, in the hope of boosting enrollment. Bringing in more professionals to our campus to inform our current students and expose them to industry professionals is also a continuing goal.

Budget Planning- The only immediate equipment the department needs is a new anatomical skeleton. Our current one is missing an arm and a leg. As the one full time instructor in the department, we will likely need another adjunct instructor hired as I will be serving as the Academic Senate President from 2026-2028.