2026-27 Comprehensive Program Review

Program: Dance

Division: Arts & Humanities

Writers: Adrianne Cherry

SLO/SAO Point-Person: Adrianne Cherry

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Curriculum Development: Successfully reinstated and offered DANC 5: Introduction to Choreography for the first time in Fall 2025. Continued development of the choreography curriculum, with the previously developed DANC 6: Choreography for the Stage scheduled to be offered Spring 2027 following an increase in instructional allocation.
- Intercollegiate Collaboration: Established performance and educational partnerships with Chabot College and Solano College, providing students opportunities to perform off campus, participate in shared learning experiences, and connect with other college and community dance programs.
- Expanded Cultural and Artistic Opportunities: Incorporated professional guest choreographers in folklórico, Salsa/Bachata, and hip-hop into the Annual Spring Dance Showcase. Students also experienced additional dance traditions, including Afro-Haitian dance, through intercollegiate workshops. These initiatives expanded exposure to diverse cultural traditions and movement styles not regularly available within the curriculum.
- Student Creativity, Leadership, and Engagement: Continued producing the Annual Spring Dance Showcase, emphasizing student choreography, collaboration, and creative ownership. Expanded student involvement through production responsibilities, peer-led rehearsals, and the establishment of a student-led Dance Club.
- Interdisciplinary Collaboration: Continued partnerships with the Theater Department and Actors Conservatory, supporting dance enrollment and providing movement training for students pursuing performing arts disciplines.

2. Please describe your most important **challenges** in year 25-26

- Limited Instructional Allocation: Although a modest increase in FTEF has allowed for the addition of DANC 6 in Spring 2027, instructional allocation continues to limit the department's ability to offer a broader range of courses, maintain consistent technique offerings, and expand access to diverse dance genres.
- Single-Faculty Department: The Dance Department continues to operate with one part-time faculty member responsible for all instruction, curriculum development, scheduling, coordination, outreach, and program development. The additional responsibilities required to sustain and grow the program extend well beyond scheduled instructional hours.
- Performance and Production Resources: The Annual Spring Dance Showcase continues to rely heavily on faculty coordination, student commitment, and supplemental rehearsal space outside regular course offerings. Establishing dedicated instructional time and improving rehearsal and costume storage resources will support the long-term sustainability of these opportunities.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- **Guest Artist Engagement and Cultural Diversity:** Continue incorporating professional guest choreographers into the Spring Showcase, with plans to hire approximately two guest artists. Explore bringing back the folklórico choreographer and introducing additional dance styles to expand students' exposure to diverse cultural traditions and professional artistic perspectives.
- **Intercollegiate Collaboration:** Continue developing the partnership with Chabot College through participation in Dance Collage, providing students with opportunities for shared instruction, cultural exchange, and performance experiences beyond their home campus.
- **Student Engagement and Campus Involvement:** Continue supporting the student-led Dance Club, encouraging leadership, participation, and community building. Explore opportunities for students to perform at campus events, including potential performances at LPC basketball games, creating additional connections between the Dance Department and the broader campus community.
- **Continued Program Development:** Evaluate existing course offerings, performance opportunities, and program initiatives to ensure sustainable growth while continuing to expand student access to dance education and creative experiences.
- These plans support student achievement by expanding access to hands-on learning, creative development, professional artistic experiences, and performance opportunities. Continued exposure to diverse dance traditions and teaching perspectives supports the college's DEIAB goals by broadening cultural representation within the curriculum and creating opportunities for students with varied interests and backgrounds to engage in dance. Strengthening interdisciplinary and campus partnerships also promotes student connection, participation, and a greater sense of belonging.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
    - ELumen (if saved--no longer available online)
    - CurrIQunet
    - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- The Dance Department did not establish or implement a formal three-year SLO assessment plan during this cycle. However, established course-level SLOs are regularly considered in course planning, instruction, and grading. In particular, the outcomes provide a foundation for establishing expected technical standards, understanding the historical and cultural development of each dance genre, and analyzing movement and technique within each style.
- While these outcomes inform ongoing instruction and the evaluation of student progress, formal assessment data has not been consistently collected, documented, or analyzed.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- Although formal assessment data is limited, student progress toward course outcomes is continually considered through classroom instruction, movement evaluations, performance assessments, and grading.
- The established SLOs remain appropriate to the foundational nature of the Dance technique courses, addressing technical development, musicality, historical context, and the ability to recognize and analyze the characteristics of different dance styles.
- More consistent formal assessment and documentation will allow the department to better evaluate student achievement, identify areas for improvement, and examine potential equity gaps.

3. Explain potential plans to improve student outcomes and close equity gaps.

- The department will establish a formal three-year SLO assessment plan for the upcoming cycle, beginning with the courses currently offered, DANC 1 and DANC 3.
- I will reach out to the appropriate campus resources for guidance in developing this plan and am reviewing the instructional videos and resources available through CurrIQunet to strengthen my understanding of the assessment process.

- The goal is to establish a consistent and manageable assessment schedule, document student achievement more effectively, and use assessment findings to inform instructional practices and support student learning.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- As a single-faculty, part-time department, maintaining consistent formal SLO assessment alongside instruction, curriculum development, scheduling, and program coordination has been challenging.
- Additional guidance and dedicated time to develop the three-year assessment plan, complete course assessments, and review results would help establish a more sustainable process moving forward.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- Dance enrollment has demonstrated overall growth since Fall 2021, with student headcount increasing from 22 in Fall 2021 to 46 in Fall 2025 and reaching 54 in Spring 2026.
- This growth reflects both the continued participation of Actors Conservatory students, who are required to take Dance courses, and the ongoing development and increased visibility of the Dance program. Students have demonstrated sustained interest in continuing their dance training, including requests to audit courses they have previously completed in order to further develop their technique.

- Course success rates have remained consistently strong, ranging from 84% to 93% over the reporting period. In AY 2025–26, Dance achieved an 87% success rate, exceeding its program-set standard of 85%.
- Enrollment demand is also reflected in course fill rates, which reached 122% in Spring 2026. Classes are frequently full, with waitlists and, when possible, additional students accommodated beyond the established enrollment cap.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- The available demographic data provides a snapshot of the diverse student population participating in Dance courses; however, without more detailed disaggregated success data, it is difficult to identify specific achievement gaps among student groups.
- The department prioritizes accessibility and equitable participation by taking steps to reduce financial, scheduling, and resource-related barriers. All course readings are provided at zero cost through Canvas, with weekly PDF readings compiled from relevant textbooks.
- Students who need dance shoes have been able to borrow them through the department when appropriate sizes are available, reducing the financial barrier to participating fully in technique classes.
- Office hours are available to students, with additional appointments offered outside regularly scheduled hours when needed to accommodate individual schedules.
- The department works individually with students to identify appropriate accommodations and modifications that support access and participation in class.
- Efforts are also being made to identify discounted or group admission opportunities for dance performances, helping make artistic and cultural experiences more accessible to students.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- All Dance courses during the reporting period were offered in a face-to-face format. As a result, there is no direct comparison of student success rates across instructional modalities.
- Dance technique courses rely heavily on in-person instruction, physical demonstration, individual feedback, and hands-on movement practice. The face-to-face format supports the practical and experiential nature of the curriculum.

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes__x__ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- N/A

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities). • Mission, Vision, and Values • Educational Master Plan

1. Student Access, Equity, and Lifelong Learning

- Dance courses provide opportunities for students with varying levels of experience to develop technical skills, creativity, and an appreciation for dance. Efforts to reduce barriers include zero-cost course readings, loaner dance shoes, flexible student support, and individualized accommodations.
- The reintroduction of DANC 5 (Introduction to Choreography) and upcoming offering of DANC 6 (Choreography for the Stage) expand opportunities for students to explore choreography and develop their artistic voices.

2. Student Creativity, Leadership, and Engagement

- The annual Spring Dance Showcase provides students with opportunities to choreograph, collaborate, perform, and take on production responsibilities. The student-centered process encourages leadership, creative exploration, and a sense of belonging within the campus community.

- The Dance Club further supports student leadership, peer collaboration, and involvement beyond the classroom.

3. Community Partnerships and Cultural Engagement

- Participation in intercollegiate events, including Dance Collage at Chabot College and the Dance, Create, Collaborate Festival at Solano College, provides students with opportunities to attend workshops, share choreography, perform, and connect with students and faculty from other institutions.
- Guest choreographers and exposure to diverse dance traditions, including folklórico, Afro-Haitian dance, Salsa/Bachata, and hip-hop, broaden students' artistic experiences and encourage appreciation of different cultural perspectives.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)

	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- N/A – The Dance Department does not currently offer any distance education or hybrid courses. All Dance courses are taught in person.

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- The program review process provides a valuable opportunity to reflect on program development, student achievement, and future planning.
- Additional guidance and examples specific to smaller departments or single-faculty programs would be helpful, particularly when addressing SLO assessment, data interpretation, and program planning.
- No additional questions or suggestions at this time

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu