



SKYLINE PRU Report

2022 - 2023

SKY Dept - Dance

Dino Nomicos

Dino Nomicos
Dino Nomicos (Dec 5, 2022 15:55 PST)

12/05/2022

Program Information

Assessment Unit Information

Program Type

Instructional

Division

Kinesiology/ Athletics/ Dance (KAD)

Assessment Contact

Amber Steele

Comprehensive Program Review

2024 - 2025

Program Review Update

Fall 2027, Fall 2029

SKY Instructional Program Review Update

2022 - 2023

SKY Instructional Program Review Update

Submitter Name:

Amber Steele

Submitter Date:

11/15/2022

DIVISION:

Kinesiology, Athletics, and Dance (KAD)

PROGRAM NAME:

Dance

YEAR OF REVIEW:

2022-2023

1. STUDENT LEARNING OUTCOMES

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed in the last three years?

Number of Course SLOs:

51

Percentage:

85

ii. Which course(s) were assessed in the last three years?

All. We assess all courses, every semester.

iii. Degree-bearing programs are expected to assess Institutional SLOs, ideally during each ISLO's featured year. List which course(s) were assessed for which ISLOs in the last three years.

All courses were assessed. Course SLOs are mapped to PSLOs are mapped to ISLOs.

iv. Drawing from course and institutional SLOs results, what notable conclusions were drawn? Which results led to action(s) that were planned or taken, if any, to enhance student learning in those courses?

Criterion were met where the populations were large enough to garner results. Exceptions to this are during COVID transition semesters (when we left campus), and students who W'd during pandemic DE semesters. Our actions in response have been to schedule F2F, Hybrid and DE sections when possible, and to be proactive in using the college systems of early alert, information sharing and email contact to inform students of the supports available across campus.

2. CURRICULUM

Please indicate whether the following tasks have been completed:

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

SKY Instructional Program Review Update

Updated Improve with new or changed SLOs, and requested from PRIE the addition of new courses after approval by the Curriculum Committee

Not Applicable

Updated new or changed PSLOs on the program website after they are published in the College Catalog

Not Applicable

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

3. ADDITIONAL INFORMATION

Please note anything else that has not been captured above that is relevant to program accomplishments, challenges, and resource needs. Explain and document your response as needed.

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

NOTE ON OUR RESOURCE REQUESTS: Our resource requests are designed to support ALL of our goals, as they should. Because of the Platform format, this means they are repeated in the system; being entered for each Goal.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

1) In 2018, we revised the dance major to exclude all courses that alumni were having to re-take as upper division coursework after transfer

2) In 2018, we revised the dance style requirements in order to allow students to choose an emphasis in ANY dance style (not just Western-Euro-Centric styles, as is the academic norm).

3) In 2020, we began teaching more diverse lecture courses that expand beyond the other campus's DANC 100 offerings.

Moving ahead, we want to continue to decolonize our program with the following actions:

1) Due to the historical academic emphasis on Western Euro-centric dance styles, there are very few dance technique instructors with the minimum qualifications to teach in our system. We want to break that glass ceiling by **HIRING AUTHENTIC PRACTITIONERS OF DIVERSE STYLES AS GUEST CHOREOGRAPHERS** (and as faculty, when possible) that teach our students that their preferred styles of dance have a place in the college, and thereby encourage this generation of dancers to pursue graduate degrees in dance.

2) By **DIVERSIFYING OUR COURSE OFFERINGS** we will recruit more students, and students whose interests we serve and reflect.

a) We have already diversified our lecture courses by creating new GE lecture courses, DANC 102 Hip Hop Dance Roots and DANC 103 World Dance Practices. These are seeing great success and we wish to increase our sections as they grow.

3) By **DIVERSIFYING OUR PRODUCTION OFFERINGS**, we will recruit more students, and students whose interests we serve and reflect. Adding a Summer High School program in coordination with Spindrift Performing Arts organization, bringing in guest choreographers who can create more inclusive content, etc.

SKY Instructional Program Review Update

will attract more experienced students to the program

4) INCREASING OUR GATEWAY COURSES: Beginning Level, Familiar Styles and 'Dance for Non-Dancers', as well as High School Collaborative Outreach

a) We already work with Jefferson High School through Middle College

b) We'd like to begin a summer high school program in collaboration with a local dance and performing arts company, Spindrift

c) We'd like to add more "beginner/non-dancer/non-dance major" friendly courses, such as online ballet barre, social dance, "dance for actors" or "intro to dance"

d) We'd like to diversify our technique courses by (again) offering the following: Tap Dance, Belly Dance, Hip Hop, Social Dance

e) OFFER PERFORMANCE OPPORTUNITIES EVERY SEMESTER Students come to perform; they need that experience to get hired in real jobs. It may seem backwards, but it's often the audition and performance process that demonstrates to students where they need additional technical training (rather than the other way around). We need to keep these options plentiful for recruitment, retention and to drive enrollment into the other courses and the major.

Challenges:

1) Recovering enrollment post-covid - In addition to the regular challenges, it must be noted that BEFORE COVID, WE TAUGHT 150+ students each semester in DANC 100 online; ALL of the online dance lecture GE students in the district. Since this was the ONLY online dance course on the books, during covid, all other dance faculty opened sections of DANC 100 across the district, pulling our enrollment down to 2 sections. Some of these numbers we will now never regain, since those faculty members continue to offer that course at their colleges, now.

2) We have not had a theater to do DANC 400 in for the past year (post covid), so our cycle of dance shows/technique classes/new recruits from the audience has been broken.

3) Our Hip Hop teacher had children, moved to the far east bay, and hasn't been replaced.

4) We need to be able to promise work in order to add to curriculum;

a) Belly Dance (online)

b) Ballet Dance (online)

c) Movement for Actors / Intro to Dance

5) We could use an additional Social or Swing Dance course at night

a) Professional Development funds to train one of our faculty would be very helpful!

b) The Social and Tap Dance instructors both here and at CSM will be needing their shoes filled in the not-too distant future.

Related Documents

[HEADCOUNT COLLEGE 2022.png](#)

[HEADCOUNT DANCE 2022.png](#)

SKY Instructional Program Review Update

[OUTCOMES DANCE Course Success Retention 2022.png](#)

[Program Review Course Enrollment Report.xlsx](#)

[Program Review Report - Overall 2022 DANCE.xlsx](#)

[SKY College Enrollment Dashboard 2022-10-28 at 3.25.42 PM.png](#)

[dance.docx](#)

4. The last step is to review the multi-year program goals, update their status, and add resource requests as needed. You can access program goals from the hamburger menu in the upper-left hand corner, Step 2: Goals and Resource Requests.

GOAL

Degree Completion in </=2yrs

Goal and Desired Impact on Students

Schedule required degree courses frequently enough that students can graduate on time.

- 1.) Increase Sections of Core Technique Courses
- 2.) Offer Performance/Production Courses every semester
- 3.) Increase Sections of Elective Technique Courses

Year Initiated

2016 - 2017

Implementation Step(s) and Timelines

Core Courses	21-22 Sections/Yr High Priority	Needed Sections/Yr	Resources Needed
Jazz Dance		1	2
	Budget		yes
Contemporary Modern		1	2
	Budget		yes
Ballet	n/a	2	2
Electives: Hip Hop		0	2
	Staff, Budget		yes
Tap		0	2
	Budget		yes
Tango			0
	1	Budget	
Afro-Cuban			2
	2	Budget	
Cuban Salsa			2
	2	Budget	
DANC 665 (Belly Dance)		0	2
	Curriculum, Budget		
DANC 395			0
	1	Budget	
DANC 400			0
	1/2 yes	Facilities, Budget	
DANC 410			1
	3 yes	Facilities, Budget	

In alignment with college goals for degree completion within 2 years:

We have not been offering the courses that students need in order to graduate on time.

RECRUITMENT / PERFORMANCE Obstacles:

- The theater is under construction, cancelling our performances from 2022-2023
- We are having trouble offering DANC 400 due to the DRAMA class being scheduled in our classroom during that time

COURSE OFFERINGS Obstacles

IMPACTION OF DANCE STUDIO

- We are having trouble offering DANC 400 due to the DRAMA class being scheduled in our classroom during that time
- We have not found a tap time that works; either we have faculty but no space or space without student enrollment
- we would like to try an evening, weekend or online class time
- We need to offer enough sections of Contemporary Modern that we can separate levels to attract more students; this means we need to offer DANC 121 Fall & Spring, to develop student skills.
- We need the following recruitment / gateway classes:
 - "Intro to Dance"
 - Hip Hop - offered every semester and/or Online

On the Books, Staffable but not scheduled due to enrollment or staff schedules:

- Tap - has faculty; needs budget
- Online Ballet Barre - has faculty; needs budget
- Online Belly Dance - needs curriculum update, has faculty; needs budget

On the books but needs staff:

- Hip Hop - would need budget, Needs staff and/or extra budget for guest choreographers
- Social Dances (Ballroom and/or Swing) - needs budget

Needs Curriculum Updates:

Intro to Dance

Belly Dance (have faculty for online, but needs curriculum update for DE)

Resources that we need to offer a dance class are:

- A. Room Availability in 3-201 Dance Studio
- B. Faculty Availability
- C. Curriculum Currently Passed
- D. Enrollment to return from Pre-Pandemic Levels
- E. Online Modality (for courses to be newly offered online)
- F. Theater Availability

Pre-Pandemic, the program was offering:

Ballet: Spring & Fall

Contemporary Modern: Spring

Jazz Dance: Fall

Tap Dance - never: scheduled to begin Fall 2022, but cancelled due to low enrollment

Production: (395/400)

Hip Hop: Spring & Fall until we lost our faculty (relocation)

Musical: Spring

Mapping

- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

STATUS

Goal Status Date

11/14/2022

Goal Status Narrative

Dance Major Revised to Facilitate Completion within 2yrs

Optional Tables & Graphs

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

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- d) We'd like to diversify our technique courses by (again) offering the following: Tap Dance, Belly Dance, Hip Hop, Social Dance
- e) OFFER PERFORMANCE OPPORTUNITES EVERY SEMESTER Students come to perform; they need that experience to get hired in real jobs. It may seem backwards, but it's often the audition and performance process that demonstrates to students where they need additional technical training (rather than the other way around). We need to keep these options plentiful for recruitment, retention and to drive enrollment into the other courses and the major.

Challenges:

- 1) Recovering enrollment post-covid - In addition to the regular challenges, it must be noted that BEFORE COVID, WE TAUGHT 150+ students each semester in DANC 100 online; ALL of the online dance lecture GE students in the district. Since this was the ONLY online dance course on the books, during covid, all other dance faculty opened sections of DANC 100 across the district, pulling our enrollment down to 2 sections. Some of these numbers we will now never regain, since those faculty members continue to offer that course at their colleges, now.
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- 3) Our Hip Hop teacher had children, moved to the far east bay, and hasn't been replaced.
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- 5) We could use an additional Social or Swing Dance course at night
 - a) Professional Development funds to train one of our faculty would be very helpful!
 - b) The Social and Tap Dance instructors both here and at CSM will be needing their shoes filled in the not-too distant future.

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2021 - 2022

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Guest Choreographers *(this request applies to multiple Goals)

Resource Description

Guest Choreographers for authentic, diverse choreography in the dance show

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Students will find it easier to complete their production core requirements within 2 years if they have opportunities every semester to do so.

Students with dance experience often choose to attend a school based on the performance opportunities in the style of dance that they practice/prefer. Skyline College needs to support/recruit more students by offering performances in Latinx and Polynesian/Pacific Islander/Filipinx dance styles, Hip Hop, and other dance styles that we do not currently have on staff.

Students need experience in diverse dance performances. In order to de-colonize the dance show, this means hiring authentic choreographers/practitioners to create dances for the students to perform. Hiring professional choreographers also gives students experience with professional mentors and rehearsal/performance

networking opportunities. Diversifies offerings, recruits minoritized students, brings program to the standards of the field and other colleges.

Cost
4,000

Level of need, with 1 being the most pressing
1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Kinesiology, Athletics, and Dance (KAD)

Year of Request
2021 - 2022

Resource Type
Student, Aides, Hourly, or Temporary Workers

Resource Name
Student Assistant Internship for Production Classes *(this resource request supports multiple goals)

Resource Description
Student Assistant position helps with communications, costume ordering, ASSC liaison, PR, social media, stage management

Funds Type – Mark all that apply.
Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

Work experience for the student, who supports faculty and peers in the production class via communication (eg: answering questions and giving schedule updates via a student chat system), project management tasks, additional recruitment and public relations, social media updates, stage management and costume ordering assistance, and student connection to local high schools makes the student's contributions more valuable.

Cost
3,000

Level of need, with 1 being the most pressing
2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name
Kinesiology, Athletics, and Dance (KAD)

Year of Request
2021 - 2022

Resource Type
Faculty Position (permanent)

Resource Name
Adj. Faculty for Additional Classes *(this resource request applies to multiple goals)

Resource Description
Need the following classes funded:
- Summer DANC 400 section *
- Tap *
- (Online/in person) Hip Hop **

- Online Belly Dance (curriculum in progress) *
- Contemporary Modern *
- Online Ballet *
- Swing/ Social Dance *
- Fall Musical Theater *

*We have instructor on staff / in the pool

**Need to find an instructor

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

*Facilitates student graduation within 2yrs, diversifies course offerings, recruits students, brings program offerings to current industry and collegiate standards.

Cost

40,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

GOAL

Industry Standards - Plentiful and Diverse Performance Opportunities

Goal and Desired Impact on Students

Prepare students for professions in the dance field by offering courses that give them the experience and skills required to be hired in the field. Therefore, the Dance program should be offering performance opportunities every semester, as is standard for collegiate dance programs.

Year Initiated

2016 - 2017

Implementation Step(s) and Timelines

Students choose colleges based on the wealth and varieties of performance opportunities that are provided, because that experience benefits them in the hiring process.

Standard performances each semester would include:

DANC 400 - Dance Concert - Spring & Fall semester

DANC 410 - Musical: Currently offered in the Spring; this should be offered Spring and Fall, and we are discussing having a summer program for high school students. This experience would be a recruitment point for technique classes, and the technique class students then go on to participate in the dance concerts.

Entry Point Classes

DANC 410: Musical -- audition process demonstrates need to improve technique --> students enroll in technique classes

Entry-Point Dance classes, such as DANC 350 Cardio Dance -- attracts students who do not consider themselves "dancers," who then gain skills that make them (feel) ready for technique classes. Many colleges offer an "Intro to Dance" class that I would like to create.

Elective Dance Styles: often these are the courses that students are familiar with from their own communities, and through these classes, students are recruited into Production courses, and Production courses ignite the curiosity and interest in core technique courses.

Job searches seek applicants with the following on their resumes:

- 1) Many performance experiences
- 2) Training in core techniques
- 3) Skills in diverse dance techniques

Mapping

- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

STATUS

Goal Status Date

11/14/2022

Academic Year Updated

2021 - 2022

Goal Status

Behind Schedule

Goal Status Narrative

Theater Upgrades and Staffing Have Delayed our Post-Covid Recovery

Optional Tables & Graphs

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

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Cost

4,000

Level of need, with 1 being the most pressing

1

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3,000

Level of need, with 1 being the most pressing

2

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40,000

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GOAL

Increase Enrollment

Goal and Desired Impact on Students

Increase enrollment to recover from and exceed pandemic enrollment drops.

Year Initiated

2016 - 2017

Implementation Step(s) and Timelines

ONLINE LECTURE CLASS EXPANSION

- Enrollment dropped in half during 2020-2021; has been rising since then
- Pandemic-era shift to online mean that our "Bread and Butter" course, DANC 100, which used to garner us 300+ students per year, is now being spread across the district.

Pre-pandemic, Skyline offered 6-8 sections of DANC 100 annually, with only 2 sections of in-person DANC 100 offered at other colleges in the district. In other words; we had cornered the market for DANC 100 online.

During COVID, my colleagues at Canada and CSM had no online courses to teach, so they began to teach DANC 100 online.

Now, Skyline College offers 4 sections per year, all asynchronous, and CSM offers 3 F-2-F, 1 asynchronous, and Canada college offers 2 asynchronous courses.

That means that instead of 7.5 sections (all of which would fill) annually, we now offer 4 sections annually, and CSM/Canada are absorbing 3 asynchronous and 2 F2F; six sections. We are expanding our offerings by adding DANC 102 and DANC 103, which are similar in GE fulfillment, but are dance history refocusing on previously academically minoritized dance forms.

DIVERSIFY/EXPAND TECHNIQUE CLASS OFFERINGS

Offer Diverse Dance Styles, especially those that Represent non Western Euro-Centric Dances.

- Create an online Belly Dance Course (currently DANC 665 Special Projects)
- Seek faculty to offer Hip Hop classes (DANC 150)
- Fund guest choreographers for production classes (DANC 400)
- Fund a section of Tap Dance (DANC 117)

OFFER Additional ONLINE DANCE CLASSES

DANC 350 Cardio Dance is currently our online offering, and is very successful.

- Fund a section of Ballet online
- Create an online Belly Dance Course (currently DANC 665 Special Projects)

Mapping

- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

STATUS

Goal Status Date

11/14/2022

Academic Year Updated

2021 - 2022

Goal Status

Behind Schedule

Goal Status Narrative

Staffing and Funding Hinder our Post-Covid Recovery, but We Continue to Diversify and Support Equity

Optional Tables & Graphs

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

1) In 2018, we revised the dance major to exclude all courses that allumni were having to re-take as upper division coursework after transfer

2) In 2018, we revised the dance style requirements in order to allow students to choose an emphasis in ANY dance style (not just Western-Euro-Centric styles, as is the academic norm).

3) In 2020, we began teaching more diverse lecture courses that expand beyond the other campus's DANC 100 offerings.

Moving ahead, we want to continue to decolonize our program with the following actions:

1) Due to the historical academic emphasis on Western Euro-centric dance styles, there are very few dance technique instructors with the minimum qualifications to teach in our system. We want to break that glass ceiling by **HIRING AUTHENTIC PRACTITIONERS OF DIVERSE STYLES AS GUEST CHOREOGRAPHERS** (and as faculty, when possible) that teach our students that their preferred styles of dance have a place in the college, and thereby encourage this generation of dancers to pursue graduate degrees in dance.

- 2) By DIVERSIFYING OUR COURSE OFFERINGS we will recruit more students, and students whose interests we serve and reflect.
 - a) We have already diversified our lecture courses by creating new GE lecture courses, DANC 102 Hip Hop Dance Roots and DANC 103 World Dance Practices. These are seeing great success and we wish to increase our sections as they grow.
- 3) By DIVERSIFYING OUR PRODUCTION OFFERINGS, we will recruit more students, and students whose interests we serve and reflect. Adding a Summer High School program in coordination with Spindrift Performing Arts organization, bringing in guest choreographers who can create more inclusive content, etc. will attract more experienced students to the program
- 4) INCREASING OUR GATEWAY COURSES: Beginning Level, Familiar Styles and 'Dance for Non-Dancers', as well as High School Collaborative Outreach
 - a) We already work with Jefferson High School through Middle College
 - b) We'd like to begin a summer high school program in collaboration with a local dance and performing arts company, Spindrift
 - c) We'd like to add more "beginner/non-dancer/non-dance major" friendly courses, such as online ballet barre, social dance, "dance for actors" or "intro to dance"
 - d) We'd like to diversify our technique courses by (again) offering the following: Tap Dance, Belly Dance, Hip Hop, Social Dance
 - e) OFFER PERFORMANCE OPPORTUNITIES EVERY SEMESTER Students come to perform; they need that experience to get hired in real jobs. It may seem backwards, but it's often the audition and performance process that demonstrates to students where they need additional technical training (rather than the other way around). We need to keep these options plentiful for recruitment, retention and to drive enrollment into the other courses and the major.

Challenges:

- 1) Recovering enrollment post-covid - In addition to the regular challenges, it must be noted that BEFORE COVID, WE TAUGHT 150+ students each semester in DANC 100 online; ALL of the online dance lecture GE students in the district. Since this was the ONLY online dance course on the books, during covid, all other dance faculty opened sections of DANC 100 across the district, pulling our enrollment down to 2 sections. Some of these numbers we will now never regain, since those faculty members continue to offer that course at their colleges, now.
- 2) We have not had a theater to do DANC 400 in for the past year (post covid), so our cycle of dance shows/technique classes/new recruits from the audience has been broken.
- 3) Our Hip Hop teacher had children, moved to the far east bay, and hasn't been replaced.
- 4) We need to be able to promise work in order to add to curriculum;
 - a) Belly Dance (online)
 - b) Ballet Dance (online)
 - c) Movement for Actors / Intro to Dance
- 5) We could use an additional Social or Swing Dance course at night
 - a) Professional Development funds to train one of our faculty would be very helpful!
 - b) The Social and Tap Dance instructors both here and at CSM will be needing their shoes filled in the not-too distant future.

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2021 - 2022

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Guest Choreographers *(this request applies to multiple Goals)

Resource Description

Guest Choreographers for authentic, diverse choreography in the dance show

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Students with dance experience often choose to attend a school based on the performance opportunities in the style of dance that they practice/prefer. Skyline College needs to support/recruit more students by offering performances in Latinx and Polynesian/Pacific Islander/Filipinx dance styles, Hip Hop, and other dance styles that we do not currently have on staff.

Students need experience in diverse dance performances. In order to de-colonize the dance show, this means hiring authentic choreographers/practitioners to create dances for the students to perform. Hiring professional choreographers also gives students experience with professional mentors and rehearsal/performance networking opportunities. Diversifies offerings, recruits minoritized students, brings program to the standards of the field and other colleges.

Cost

4,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2021 - 2022

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Student Assistant Internship for Production Classes *(this resource request supports multiple goals)

Resource Description

Student Assistant position helps with communications, costume ordering, ASSC liaison, PR, social media, stage management

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Work experience for the student, who supports faculty and peers in the production class via communication (eg: answering questions and giving schedule updates via a student chat system), project management tasks, additional recruitment and public relations, social media updates, stage management and costume ordering assistance, and student connection to local high schools makes the student's contributions more valuable.

Cost

3,000

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2021 - 2022

Resource Type

Faculty Position (permanent)

Resource Name

Adj. Faculty for Additional Classes *(this resource request applies to multiple goals)

Resource Description

Need the following classes funded:

- Summer DANC 400 section *
- Tap *
- (Online/in person) Hip Hop **
- Online Belly Dance (curriculum in progress) *
- Contemporary Modern *
- Online Ballet *
- Swing/ Social Dance *
- Fall Musical Theater *

*We have instructor on staff / in the pool

**Need to find an instructor

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

*Facilitates student graduation within 2yrs, diversifies course offerings, recruits students, brings program offerings to current industry and collegiate standards.

Cost

40,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY**GOAL**

Increase Entryways to the Dance Major

Goal and Desired Impact on Students

Attract Dance Majors

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

The Dance program serves hundreds of students with an excellent FTES, and higher than college average success rates, and most of these students are fulfilling their GE requirements for activity, Arts and Arts and Humanities studies. But in order to grow our major program, we need to

- a) regularly offer multiple entry points to the program,
- b) offer consistent performance opportunities,
- c) diversify course offerings to meet industry standards and exceed traditional academic (colonialist) offerings.

Therefore, these popular entry-level courses should be offered each semester:

- Contemporary Modern Dance (a)
- Jazz Dance (a)
- Hip Hop Dance (a), (c)
- Cardio Dance (this is currently being offered each semester online) (a)
- Ballet - (was offered pre-covid; would like to offer an online version) (a)

- Intro to Dance - needs to be built in Curriculum (a), (c)

Dance Productions and Musical Theater should be offered EVERY semester

- DANC 400 Dance Production - Fall and Spring (as it was pre-covid) (a), (b), (c)
- DANC 410 Musical Theater Dance - Fall and Spring (add fall) (a), (b), (c)
- DANC 400 Dance Production - Summer High School Recruitment (a), (b), (c)

Mapping

- SKY College Values: (X - Selected)

SKY College Values

- Academic Excellence: X
- Campus Climate: X
- Community Partnership: X
- Open Access: X
- Social Justice: X
- Student Success and Equity: X

STATUS

Goal Status Date

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Goal Status

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Goal Status Narrative

Post Covid Enrollment and Staffing are Delaying Success

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Cost

4,000

Level of need, with 1 being the most pressing

1

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FOR ADMINISTRATIVE USE ONLY

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