

2020 Annual Program Review

Program Name: Dance

Program Review Author: Jae Lee

I. PROGRAM DESCRIPTION: In one or two paragraphs, provide a description of the primary goals of your program or service area. Attach an appendix to describe your program or service area in more detail, if needed.

Note: If no changes have occurred, feel free to copy and paste from your last review. If it exists, feel free to copy the brief description of your program from the college catalog: <http://www.smc.edu/CollegeCatalog/Pages/default.aspx>

The Santa Monica College Dance Department mission is to prepare the serious dance student for university transfer and to provide dance training for both the beginning to advanced dancer. The Program offers a comprehensive curriculum with a broad range of dance courses to nurture versatile dance artists. The dance department encourages students to think independently, to value creative thought and diversity, and to be responsible global citizens. The Department prepares students for success in future careers in performance, choreography, teaching, and related careers in dance. We offer a wide array of dance classes designed to cultivate technique, critical thinking, creativity and performance skills. Classes include contemporary modern, ballet, choreography, jazz, tap, hip hop, ballroom, dance production, dance performance, dance history, music for dance and world dance forms; African, Flamenco, Mexican, Middle Eastern, Indonesian, Polynesian and Salsa. Classes are accompanied by some of the finest dance musicians in the Los Angeles area.

The Dance Department's goals are closely aligned with those of the college. Through the art of dance we help our students acquire self-confidence and self-discipline and stimulate them to pursue their interests with integrity. Our teaching methods include rigorous academic and technical study of the craft and art of dance. The Dance Department's critical thinking component is based in experiential learning, allowing students to access and develop cognitive and creative skills while problem solving and communicating effectively. Curriculum and classroom practice are designed so that students learn about and interact with diverse peoples and appreciate how we affect each other and the world in which we live.

II. PROGRESS SINCE LAST REVIEW (LAST YEAR'S OBJECTIVES)

Identify the original objectives from your last review, as well as any objectives that emerged during the year (if applicable). For each objective, determine status and explanation for status.

Objective	Status (Check one)	Status Explanation
Address curriculum variances in the Dance 41, 42, 43A&B and 44A&B series	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	A curriculum for each level of the modern dance series (Dance 41-44B) has been developed and reviewed by full-time faculty who teach modern dance.
Revise all Dance Technique Course SLOs	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	Full time faculty are still working on updating all dance technique course SLOs, and currently, Jazz (Dance 14, 15, 16) SLOs and Modern SLOs (43A&B 44A & B) and are completed.

National Association of Schools of Dance (NASD) Self-Study in preparation for Accreditation Application	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	<p>The Dance Department recent move into the brand new state-of-the-art CPC building, along with continued institutional commitment to our program, enables our department to apply for this accreditation as we are now in compliance with national standards for dance education. Necessary program components such as our relationship with the Broad Stage, which allows our students to have performance opportunities at venues designed for dance, along with classroom support through funding for live music, an adequate number of full time faculty members to maintain student/teacher ratio, and continued educational opportunities such as master classes and study in-broad, all situate our department for submitting a strong application. To date only one other CC holds NASD accreditation. Successful award of this accreditation will increase our global visibility and status, increase our potential to partner with prestigious four year institutions with articulation agreements for transfer, and will ultimately support recruitment and retention. While this is a long process, we are confident that with continued support of the foundation, the institution, and increased departmental efforts to secure funds, we will be able to successfully implement the programmatic development and allocate the resources necessary to obtain this accreditation. Currently, all of our full time faculty members are delegated to work on the application and self-study project.</p>
Develop Commercial Dance Certificate of Achievement	<input type="checkbox"/> Not Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Completed	<p>With a recent two full time faculty hire in our department (Hip hop/Commercial Dance and World Dance), our department is diligently preparing to create/offer a certificate of achievement in commercial dance as part of higher learning in Southern California. We believe it will increase enrollment in a variety of classes and have a positive impact on those students who desire to enter the commercial dance industry, which is centered in Los Angeles. Our recent full time hire is specialized in commercial dance field and she is currently working on creating/developing Commercial Dance Certificate while communicating/collaborating with the business department to implement entrepreneurship as well.</p>
Develop Dance Majors Mentor Program	<input type="checkbox"/> Not Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Completed	<p>The Department has developed a system for all dance majors to be personally mentored by a full-time faculty member. Mentorship includes individual meetings with dance majors to</p>

		properly counsel them on appropriate pathways to degree completion and review of the dance major guidance form which allows students to track progress towards the Dance Major. All 5 full time faculty members divided equal numbers of dance major students and conduct regular meetings with them.
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III. ACHIEVEMENTS

(Optional) List any notable achievements your program accomplished in the last year.

- SMC Dance Department has participated in the American Dance Association 2020 Baja Conference at Cal State Long Beach in March, and one of our full time faculty members, Jae Lee presented her work "A-15510 (2019)" at the Gala Performance and was also selected as 1st runner up for the Nationals.
- In Fall 2019, Synapse Contemporary Dance Theater presented a special tribute to modern dance legend Donald McKayle with excerpts from his iconic "Songs of the Disinherited."
- For the third consecutive year, SMC Dance Dept. has been instructing the entire 4th and 5th grade at Santa Monica Malibu Unified School District (SMMUSD).
- In Summer 2019, Global Motion represented the SMC at Beijing China by presenting/performing works created by faculty and students. 25 students and 5 faculty members participated in Cultural Exchange Festival and gave numerous performances throughout the city.

IV. CURRENT PLANNING AND RESOURCE NEEDS

Part 1: Narrative

Broadly discuss issues or needs impacting program effectiveness for which institutional support or resources will be needed for the next academic/fiscal year.

Besides regular review of all SLOs this year, the Department is examining all of our course contents, Lab/Lecture ratio and Units to maintain consistency in our program. Currently, most of our courses indicate inconsistency in lab/lecture ratio and units, and this has been creating confusion for our students. In order to resolve this issue, our department is in the process of reviewing/revising all of our courses and our goal is to complete the project by the end of 2020 school year.

Maintaining the enrollment retention becomes another issue that our department is currently facing. Every semester, we have on average 200 declared dance majors, yet this number consistently drops after initial declaration. In response to this data the department has developed a new advising system with two new full time hires (Commercial and World dance), the Dance Majors Mentor Program (Ballet, Modern, World, Commercial Dance), in an effort to develop a pathway for successful completion of the dance major in preparation for transfer. In lieu of declining enrollment campus-wide, developing retention infrastructure is of utmost importance and viewed as a long-term issue that is constantly being assessed by our faculty. The department’s initiatives and programs including, outreach, guest artists, company-in-residence, etc., have the end goal of increasing enrollment and strengthening retention.

Currently, there is no dedicated counselor in the Counseling Dept. who is familiar with our courses and program. Many of our dance majors have been taking classes without following the right sequential order, and

this has been one of the greatest issues that our department is frequently facing. Having a designated counselor will be greatly beneficial for the growth of our program while guiding the dance majors to the right pathway.

As it was mentioned in the previous annual program review, sanitation issue has been a major unending concern. We have not had adequate custodial service support to maintain cleanliness in our studios. We do everything we can on our end to maintain healthy and clean spaces (no food or beverages permitted in studios, shoes off before entering, etc.). It is imperative that the studio floors be cleaned on a daily basis as many of the dance forms we teach require bare feet. “Floor work” in many dance forms also entails contact of various exposed body parts (included hands, arms, legs and faces) with the floor. This issue was addressed by the previous Program Review Committee in our six-year evaluation. The Program Review Committee recommendation for institutional support follows: **Develop a plan to provide all day support for maintaining the cleanliness of the Dance studios to address the health and safety of the students.** To date, no such plan has been developed and the health and safety of our students *and* faculty remains at risk.

Part 2: List of Resources Needed

Itemize the specific resources you will need to improve the effectiveness of your program, including resources and support you will need to accomplish your objectives for next year.

While this information will be reviewed and considered in institutional planning, the information does not supplant the need to request support or resources through established channels and processes.

Resource Category	Resource Description/Item	Rationale for Resource Need (Including Link to Objective)
Human Resources	Permanent accompanist:	We have been functioning with only one permanent part time (20 hour per week) accompanist. We seek one additional permanent accompanist (20 hour per week 8-month accompanists) to service our largest class offerings of world dance classes. Because accompanists are hired as provisional workers they are limited to work no more than 90 days per fiscal year, it is difficult to hire and maintain qualified accompanists who then need to be let go due to the limited hours they are permitted to work. Currently the Department has 1 permanent part time accompanist and 10 provisional accompanists. Working with this large number of provisional accompanists requires a substantial amount of administrative effort to schedule, rotate, track and submit hours.

	Full time Costume Designer:	We have two different productions, Synapse Contemporary Dance Theater and Global Motion, and each production has temporary hired costume designers. With these temporary hired persons, it has been extremely challenging to manage/maintain the costume related works, including constructions, repairs, alterations, cleaning, and checking inventories. We are in dire need of a part time/permanent position of the costume designer who can assist those duties for both productions.
Facilities (<i>info inputted here will be given to DPAC Facilitates Comm.</i>)	Click or tap here to enter text.	Click or tap here to enter text.
Equipment, Technology, Supplies (<i>tech inputted here will be given to Technology Planning Committee</i>)	16in MacBrook Pro, 2.66GHz 6_Core Processor, 512 GB Storage, AMD Radeon Pro 5300M	As many of our classes are/will be taught remotely, technological supports are needed to accommodate several classes including, choreography, Dance 55A and Dance 57A. These technological resources will be used to edit/create dance films and present virtual performances.
	AppleCare+ for 15-inch MacBook Pro/16-inch MacBook Pro	
	CA recycling fee	
	WD 4TB My Passport Ultra Portable External Hard USB-C - WDBFTM0040BSL-WESN	
	Hiearcool USB C Hub, MacBook Pro Adapter	
	Final Cut Pro Software	
Professional Development	Click or tap here to enter text.	Click or tap here to enter text.

V. CHALLENGES RELATED TO SPRING 2020 COVID-19 CRISIS AND RESPONSE:

List significant challenges your program faced in Spring 2020 due to COVID-19. Please also Include your responses and solutions to this crisis.

Challenges:

1. Both faculty and students feeling overwhelmed with new technological formats (mostly Zoom) and lack of resources (i.e. proper space for movement classes, cameras, computers, live music)
2. Losing in-person shared energy of dancing together in a space, and students missing that unifying, motivating sense of community
3. Accommodating for students' individual schedule changes (i.e. working multiple jobs, taking care of family, moving back home and taking class in another time zone), access to technology and reliable Wi-Fi connection, and space limitations for movement classes
4. Students' inability to focus or stay motivated due to anxiety, stress, isolation, unemployment, etc.

5. Losing the opportunity to experience live theater performances. Students missing the opportunity to perform on stage being in a dance company

Solutions:

1. Full time faculty members have attended many of Zoom training sessions and helped colleagues navigate Zoom, YouTube, and Canvas. FT members also have shared tips on best practices in a remote format as well. We have created a Faculty Survey to address instructors' needs and supported them while consulting outside dance organizations, forums, and webinars for tips and solutions for teaching dance online.
2. Our faculty members have thrived to maintain a high level of energy, drive, and enthusiasm when teaching. We have found ways to keep student-instructor interaction frequent and meaningful, such as real-time personal corrections and feedback in class, detailed feedback on submitted video homework, and extended office hours and meetings. Some of our faculty members have enabled student-student interaction through the use of peer feedback and collaboration in Zoom Breakout Rooms, in-depth discussions and check-ins at both the beginning and end of class, and creative group projects. Throughout the classes, we tried to empower our students to strengthen their artistry, curiosity, and creativity regardless of the physical limitations. We also have shared notable historical, cultural, and societal references to provide additional contexts for the dance forms they were studying and keep them interested.
3. Our faculty members made sure to allow asynchronous learning our students to watch class recordings and take the class at a time most convenient to them. We have modified movement vocabulary to be safely studied and practiced in a small space without sprung floors (i.e. modifying big jumps or traveling movements). We also have troubleshooted tech issues with students and made allowances for technical hindrances (i.e. keeping their cameras off when taking class, allowing more variance in musicality to accommodate for Zoom sound delays, posting additional recorded videos of the instructor in addition to Zoom class recordings as supplemental instructional content).
4. Our faculty members have consistently shared resources for financial relief, mental health support, and employment. We have maintained a consistent schedule with clear expectations outlined in Canvas, in class, and via email, while at the same time making deadlines flexible and providing alternative means of completing assigned tasks for our students. Some of our faculty members have reached out to students individually to check in and see what further support they needed. At the end of the semester, our department has created an anonymous Student Survey to learn and address students' needs and feedback regarding best practices in a remote format to prepare in Fall 2020.
5. Both of SMC Dance productions, Synapse and Global Motion have created virtual performances/Dance films. Students and choreographers have virtually/remotely rehearsed via Zoom, learning choreographic materials and submitting rehearsal/choreographic footages. Each choreographer has worked closely with a video editor to craft/edit footage of the videos for the virtual performances. Students also have learned performance appropriate make up, hair and costumes via zoom, photos, and video links. In order to offer a full performance experience (as close to live performance as possible), several choreographers mailed (or delivered while maintain social distancing) costumes to the dancers.

VI. THE NEXT SECTION IS FOR CTE PROGRAMS ONLY

PARTNERSHIPS:

Part 1: Industry advisory meeting dates and attendance for 2019-2020.

Date of Meeting	# of SMC Attendees	# of Non-SMC Attendees
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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Part 2: Employer partnerships/collaborations for 2019-2020. Identify the most salient partnerships or collaborations.

Employer Name	Type of partnership or Collaboration <ul style="list-style-type: none"> Advisory attendance Internship site Donations Job placement Other 	Optional: Additional information about partnership or collaboration
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CONGRATULATIONS – that’s it! Please save your document with your program’s name and forward it to your area Vice President for review.

The following section will be completed by your program’s area VP

Vice Presidents:

First, please let us know who you are by checking your name:

- Christopher Bonvenuto, Vice President, Business and Administration
- Don Girard, Senior Director, Government Relations & Institutional Communications
- Sherri Lee-Lewis, Vice President, Human Resources
- Jennifer Merlic, Vice President, Academic Affairs
- Teresita Rodriguez, Vice President, Enrollment Development
- Michael Tuitasi, Vice President, Student Affairs

Next, please check this box to indicate that you have reviewed the program’s annual report Provide any feedback and comments for the program here:

Click or tap here to enter text; the box will expand when you enter text.

Finally, please **save the document** and email it to both Stephanie Amerian (amerian_stephanie@smc.edu) and Erica LeBlanc (leblanc_eric@smc.edu). If you have any questions, please contact us!

Thank you for your input!