

## **Program Performance Review: Culmination Meeting Memo Dance, B.A.**

The 2013-2014 Program Performance Review (PPR) process for Dance B.A. program concluded with a culmination meeting on May 15, 2015. The Dance program submitted disciplinary reaccreditation documents for the National Association of Schools of Dance (NASD) in lieu of the required PPR materials.

During the meeting, the program was commended for the high quality of the curriculum, and significant progress made since the last reaccreditation. Commendations include:

1. Faculty dedicate themselves to the program and students with excellent teaching, caring advising and mentorship. The Deputy Provost commended the program for creating an environment that fosters student learning.
2. Culture of the program fosters a high level of student engagement.
3. The developmentally sequential curricular tracks in performance/technique, composition, and history/theory integrated with general education requirements provide students with the opportunity to develop as informed, technically skilled and creatively engaged artists in the field of dance. A series of assessment for dance majors was developed to monitor student progress.
4. Improvements to the curriculum and program including the addition of a dance repertory course, and the creation of a student handbook for Dance majors have been made. The Deputy Provost commended the program for having an excellent curriculum.
5. The program has successfully implemented mandatory advisement process for students.
6. The Performance Arts Center is a strong asset to the department and institution.
7. Collaboration between the units of theatre, musical theatre and dance are remarkably harmonious and mutually beneficial.

The major recommendations and concerns raised through the reaccreditation process were discussed. Suggestions on how to address them were provided:

1. Because production and design faculty and staff are working to full capacity and beyond, develop a plan to ensure dance unit has appropriate technical support for informal showings, outside performances of the performance and repertory classes and other events.
  - The Department of Theatre and Dance is at the final stage of completing the search for a faculty member specializing in production and stage management. Assuming the offer is accepted, the new hire would help alleviate the needed technical support for performances.
  - The Dance program is also considering the option of assigning student assistants to help with production logistics.
2. Develop policies regarding budget allocation for dance that assure the sustainability of the dance unit with continued transparency and fairness as the program moves into the future.

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- The program expressed satisfaction with the current budget situation, i.e. nested within the Department of Theatre and Dance. The program coordinator felt that the program is well supported by the department.
  - The program indicated that it is always helpful to have more transparency in budget planning so that the program can proactively adapt to upcoming changes (if any).
3. Develop a system in which feedback given to students is documented in writing and included in student files.
- The former program coordinator handled student advisement solely on her own, and thus stored all the files on her own computer. This is what prompted the recommendation above.
  - The program now has a shared system, where advisement is distributed across faculty, and the files are shared as well.
  - Feedback to student proficiencies is also made available now by including the placement assessment rubrics in student files.
  - The AVPAP recommended the program to consider using the TAN system as a platform to house the placement assessment rubrics, so that faculty can easily access them.
4. Consider developing proficiency standards for each level of technique in ballet and modern dance to further clarify the process to students.
- The program has developed the placement assessment rubrics to address this concern. The rubrics are used by all faculty to assess students into each level in their respective areas (ballet or modern) to enhance consistency in grading.
5. Introduce first year dance majors to areas such as injury prevention, nutrition, campus counseling and physical therapy resources, plus orientation to computer labs with basic training in sound and video editing.
- The program coordinator indicated that this concern was partially prompted by the fact that some of the students come into CSUF with lingering injuries. Since the reaccreditation, the program has addressed this concern by moving the physical therapy workshop from spring of year 1 to the beginning of year 1, following new student orientation.
  - The Deputy Provost recommended the program to work the Athletic Training program in HHD to explore possibilities of injury prevention training.
6. Dance performance (video) documentation is not as professional as desired for use in professional development for reels or student and faculty portfolios.

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- The program acknowledged that this is an issue. The program coordinator was taking the videos herself, and having a student edit them. As a result, the video quality is not optimal.
  - This year the program coordinator utilized her IRA grant to hire a professional to take and edit videos. The quality of the videos has significantly improved.
  - The college echoed that the program needs staff who has such expertise, but the college does not have the resources to hire someone permanently right now.
7. Engage in strategic planning about the potential of additional performance opportunities for dance students.
- The program coordinator indicated that there are plenty of performance opportunities for the students over the course of the curriculum – The number of performances exceeds the NASD requirement. This recommendation possibly was generated because some students desire more performance opportunities in the first two years. This may be challenging for two reasons: 1) The GE requirements at CSUF are very heavy, so the program does not ask students to participate in a lot of performances to ensure that the GE requirements are fulfilled; 2) Students need the time to develop techniques and build the foundation before they can participate in performances.
  - The AVPAP emphasized that student concerns are important, even if they may not be optimal. He recommended the program to establish a strategic planning committee to review and plan performance opportunities. This committee should bring together students, alumni and faculty to examine existing opportunities, and generate a report on whether and how to increase performance opportunities. This would help demonstrate to the students that the program is responding to student concerns.
  - The college raised the practical limitation of space. There are already a great number of performances taking place, and not enough space to allow much more. Similarly, there are not enough staff to provide technical support.
8. The largest dance studio in the Performance Arts Center is 2240 SF, which is smaller than the NASD Standard of 2400 SF.
- The NASD requires 100 SF per person. The program is not meeting this requirement in its freshmen classes and GE 101. However, the program is unsure whether additional space is available.
  - The college used to use a ballet studio (Rm. 264) in the Kinesiology building, but has had difficulty getting access. The Deputy Provost recommended the college to work with HHD to explore this possibility further.
  - Both the program and the college indicated that space is a limiting factor in the number of courses the program can offer, and the number of students the program can support.
9. Hire an additional tenure-track faculty member.

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- The program has successfully hired a new faculty member.

10. Hire an additional accompanist.

- Although the NASD recommended hiring an additional accompanist, the program coordinator felt that the current one accompanist, who is shared between faculty, is sufficient for the program. No additional hiring is needed.

11. Progress on student learning assessment.

- The program reported that assessment plan has been established, and is currently being implemented. Dance has made significant progress, and is the leader in COTA on assessment. The program coordinator was commended for her leadership and contribution to assessment at the COTA and the university level.

12. Concerns about impaction.

- The program reported that impaction has made it difficult for the program to recruit students, as students need to be auditioned into the program.
- The college is working with the Provost to seek strategies to address this concern, including increasing the number of exemptions.