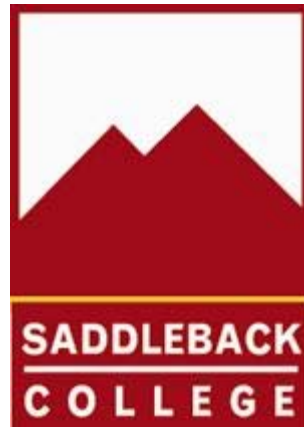


# **Saddleback College Program Review for Dance**



**Submitted Spring 2007**

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## Program Review Team Members and Approvals

Program Review Team Chair:

**Dorothy Anderson Garant**

Program Review Team Members:

**Sharon Haas**

**Jan Duquette**

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Approvals:

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Division Dean

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Program Review Chair

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Academic Senate President

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Vice President of Instruction

## Program Review Checklist

Date Completed	Action
Spring 2005	Contact Program Review Chair for orientation
Fall 2005	Form Program Review Team
Fall 2005	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Fall 2005	Solicit input from faculty and students
Fall 2005	Determine if additional research is needed
Spring 2006	Contact College Research Analyst if necessary
Fall 2006	Write Program Review report
Spring 2007	Submit report to Dean and Program Review Chair for approval
Spring 2007	Report submitted to Academic Senate for approval
Spring 2007	Report submitted to Office of Instruction for approval
Spring 2007	Report submitted to College President and the Office of Institutional Effectiveness
Spring 2007	Report posted to the IE web site
Spring 2007	Presentation to the Planning and Budget Committee

## **Section I: Program Overview**

### **A. The Mission of the Program and its Link to the College's Mission and Goals**

The dance department provides an active learning environment where students, faculty, staff, and community members may participate in a variety of classes and have instruction necessary for the pursuit of their educational and personal goals.

### **B. Historical Background and Unique Characteristics of the Program**

The dance program serves the needs of the district's community (enrolled or not) since the college was founded in 1967. The course offerings are comprehensive and provides a wide variety of classes in various skill levels. In addition, the dance department has a Fall Faculty Concert and in the Spring a Student Concert.

### **C. Progress Since the Last Program Review**

The last program review was addressed in 1991. This program review is broader in all components, and involved more specific research information data. The current process will enable the dance department to address concerns, and make Saddleback College more comprehensive in the dance offerings.

### **D. Current Strengths, Opportunities, and Challenges**

Instructors in the dance department distribute their syllabi and class requirements and goals for the semester. Instructors evaluate their students subjectively through viewing students performing and/or choreographing. In addition, students are asked to take a written exam over terminology and concepts appropriate for the course.

The faculty for each dance discipline meets to discuss course content and consistency between sections. Emphasis on required skills in each section provides an appropriate progression from introduction to higher level courses.

All dance courses require written reviews of dance performances which include critical thinking and quantitative reasoning. History of Dance was added in Fall of 2004 to the General Education Requirement for Information Competency.

**Saddleback College offers technique classes which include creative units. This provides an opportunity for students to create their own sequence of movement and perform them for the class. The choreography class is designed to provide this type of input but also includes field trips that open student awareness of related arts such as painting, sculpture, and music with its association to dance. Students then use their own interpretation in creative assignments.**

**The History of Dance has been the most affected. Presentations using Power Point are used to convey vital information to students. Information competency is emphasized in this class where students must not only gain information from a variety of sources, but also must assess the reliability and accuracy in these sources. In addition, our students often gain easy access to information on the internet that pertains to specific and related issues in our classes. The outside research is encouraged through our extra credit policy.**

**The inclusion of Pilates courses in 2000 has made a positive impact on our enrollment. We offer multiple sections that often are closed. Additional Pilates courses may need to be offered to satisfy student enrollment.**

**Sections of Pilates courses have been scheduled to meet student needs. A Saturday morning and Tuesday evening course is offered to accommodate our working students.**

**Each year we offer Master Classes in a variety of dance techniques. Emphasis is placed on movement techniques that are not offered in our regular curriculum such as rhythmic studies, mime, flamenco, and similar styles.**

**The Dance Department aspires to incorporate courses such as Ethnic and Social Dance Forms.**

**Introduction to Dance Styles is also being explored to strengthen the dance curriculum, based on student input from the questionnaire. Many students have requested classes more specialized such as Hip Hop.**

## **Section II: Review Report**

### **A. Faculty and Staff**

**Dance fitness and a variety of dance techniques have been the focus in our dance program over the last two years. Classes such as Pilates and tap classes have shown recent popularity. Pilates sections have been added and an intermediate tap class has been offered for the first time in recent years. Ethnical dance and recreation dance such as social dance forms have been targeted for future offerings in the dance curriculum. This will meet the needs of the community for popular forms while providing preliminary student for students who may be transferring to university programs specializing in world dance.**

**Dance faculty enroll in workshops and student techniques in their field of expertise to stay current. New trends in dance and dance fitness are studied to advance their knowledge and enhance their teaching methods. The one full time dance instructor was granted a sabbatical leave in 2003 to write a workbook for the dance department's choreography class as well as take a series of classes in dance fitness. Of the part time faculty members, all have performed in professional arenas, while others have certification in Pilates, Laban, ceccheti and yoga. In additional to teaching at Saddleback College, most of the part time faculty teach in professional dance studios.**

**Several members of the faculty were awarded teaching assistantships at universities such as University of California, Irvine and Arizona State University before joining the Saddleback College faculty. Our faculty have been members of performing groups and companies all over the world. Companies such as Disney, New York City Ballet, Burch Mann American Folk Ballet, Desert Dance Theatre, and Ballet Pacificia. Department faculty have been given awards for Artistic Vision and Leadership from Desert Dance Theatre, the International Peach Award for the Arts, Leo Freedman fellowship and the President's Undergraduate Fellowship from University of California Irvine.**

## **B. Curriculum and Instruction**

**All dance courses were reviewed in the Fall of 2002 and implemented in the Fall of 2003 when the dance program changed its course id from PE to DANC. The dance department offers an Associates of Arts Degree with a 21 unit requirement in the major.**

**The faculty for each dance discipline meets to discuss course content. Each level is reviewed to allow for appropriate transition. Emphasis on required skills in each level provides an appropriate progression from introduction to intermediate courses.**

**The dance program's courses do not have prerequisites but have recommended preparations for classes to guide students in future course studies. Some students may need to take an introductory course before taking a higher level while others may have the skills to take a higher level course. The students are viewed and recommendations are made.**

**All dance courses require written reviews of dance performances. Student's written reports include critical thinking and quantitative reasoning as well as evaluating the creative aspects of dance theatre.**

**The dance chair and the members of the department meet every Spring to evaluate the current offerings to discuss how these are meeting our students' needs, such as the inclusion of ethnic and popular forms. The program recently updated its curriculum by including Pilates courses to reflect the current trends in dance.**

**In the Fall of 2004 the AA degree in dance was modified and updated to align itself with other degrees in the performing arts. Required courses were outlined in the major with the emphasis on the Associated of Arts Degree.**

**The Saddleback College Dance Department courses have been articulated with the University of California and the California State University systems, specifically, Cal State Fullerton, UCI, and UCLA.**

**Students perform not only in the classroom, but also the fully equipped McKinney Theatre, and coverage is telecast through the college's television station, radio station, and news publications.**

### **C. Student Success**

**The dance department has added an additional History of Dance class to the schedule to accommodate students in the Elementary Education program who are required to take this course. The Choreography class works with the Library, the Art Gallery and the McKinney Theatre on campus to provide experiential learning through reading, viewing and performing.**

**Dance department instructors use Early Alert services through the college's web site as intervention in informing students of their progress. In addition, students with special needs are evaluated with exams that provide for those special needs. Dance students pursuing an AA Degree in Dance or preparing to transfer to the university are encouraged to seek counseling services in this endeavor.**

**Unique to the community college is the diversity on all levels. Students from ages 14 to 65+ take our classes either seeking Physical Education credit at the high school level, or returning to college to study a dance technique that was not an option before. Our classes have a large ethnic diversity as well. This may be due to the fact that dance "speaks" a universal language – the language of movement. While a student may not understand verbal instruction in class the student can watch and learn through an instructor' demonstration making it possible to succeed in the class.**

**Students are interested in taking dance courses for a variety of reasons such as personal enrichment, fitness, career and transferability. In recent years students have shown a desire for fitness through dance. This has translated to ballet and jazz as well as Pilates courses.**

**Instructors have remained current in performance and fitness techniques offering students an alternative to studios and health clubs. Courses are offered during daytime and evening times to accommodate student schedules.**

**Student learning outcomes are evaluated through written examination and performance. Videotaped combinations are viewed by students and instructors to assess their progress and set goals.**

#### **D. Facilities, Technical Infrastructure, and Resources**

**Saddleback College only has one “rhythmic activities room” (PE 301). This “dance studio” has a suspended wood floor, mirrors on three sides, an updated electronics cabinet with CD player, and the option of plug ins for IPOD players to accommodate recent technology.**

**The McKinney Theatre is also used for Dance Concerts in the Fall and Spring semesters.**

#### **E. Service, Community Outreach, and Economic Development**

**The Saddleback College Dance program established a Festival Day of Dance, an outreach program to the community High Schools. The Saddleback College High School Symposium offers high school dance groups “master classes”, a tour of the college, lunch, and a performance in the McKinney Theatre by the college dance department. It is an opportunity to network with the community and provide students information about the professional dance world and career options in the field.**

**The Saddleback College High School Symposium extends invitations to 20-25 public and private high schools in South Orange County. The program can accommodate 100-120 students, and is held each Fall semester. The dance department appoints a director who acts as liaison to organize this program.**

**Saddleback College Dance Department sponsors a table each semester during High School Visitation Day. Members of our dance club, The Dance Collective, along with the advisor display videotapes, photographs, brochures, and other materials. The Dance Collective members assist in the dance symposium day guiding students and answering questions. These members present a table at the college club day with live, as well as taped activities.**

**Brochures, posters, programs, videotapes and new publications offer documentation into the success of these activities.**

**A Spring High School Symposium would provide additional benefits.**

**The Dance Department would like to acquire compensation to develop a touring group that would perform in the community venues.**

## **Section III: Needs Assessment**

### **A. Human Resource Needs**

**Counseling services provide a vital role for our dance majors who wish to transfer to the university systems. Students earning an AA Degree in Dance also use these services for clarity on requirements toward earning this degree.**

**Saddleback College's Library staff have been a great support in providing services to our dance students taking classes such as History of Dance, Choreography, and Dance Production. On occasion, classes have been held in the library to facilitate the use of Library and Learning Resources.**

### **B. Instructional Needs**

**One additional full time instructor is needed to adequately manage the dance curriculum. One with jazz and tap background, and expertise in Pilates, modern dance or ballet, and dance history. Experience in directing and choreographing concert dance would be a plus.**

**Associate faculty needed to complete the needs of the dance program. While our program needs another full time dance instructor, the part time staff provides the variety of skills needed for team taught classes such as Dance Production and Rehearsal and Performance. Social dance and an introductory dance class in a variety of dance styles will also need the talents of the part time staff.**

### **C. Research Needs**

**Saddleback College has a full time Research and Planning Analyst. This is an excellent resource for researching statistical data related to any aspect of programs, student tracking, success, etc.**

### **D. Technical, Equipment and Other Resource Needs**

**Pilates equipment used for floor or mat classes may need to be purchased to develop these classes as well as the future purchase of reformers and other equipment to develop a full Pilates certification program.**

## **E. Facilities Needs**

**Saddleback College would be better served by offering tap on a floor designed for tap rather than using platforms that are put down to protect the existing dance studio floor. An additional dance room would provide tap classes with this opportunity. With an additional studio, the dance department would be able to offer more classes and more sections, giving more choices for student; classes such as tap, ballet on pointe, and fitness dance classes (which do not require a delicate surface for bare feet or ballet slippers).**

**A lecture room for classes such as History of Dance and Choreography would help with class scheduling and provide an appropriate space for lecture presentations.**

## **F. Marketing and Outreach Needs**

**Budget considerations are vital to the development of the Dance Department. Brochures and flyers need to be developed to help promote classes in dance, the Fall Faculty Dance Concert, and the Spring Student Dance Concert.**

**Funding full time and part time staff, purchasing concert related materials and purchasing and maintaining classroom equipment are at the center of these budgetary needs. All these issues are necessary to complete and develop a full and current dance program curriculum.**

## **Section IV: Appendices**

### **A. Program Organizational Chart**

#### **DANCE DEPARTMENT**

#### **ADMINISTRATIVE DEAN, TONY LIPOLD**

##### **Classified Staff**

Senior Adm. Assistant - Maggie Cheng

Athletics-Administrative Assistant - Jess Perez

Equipment Personnel

Jim Fagan

Efren Malagon

Kathleen Brennan

Sports Information Officer - Jerry Hannula

Athletic Trainers - Brad McReynolds and Debbie Kerr

Academic Department Chair - Jan Duquette

##### **Full-time Certificated Dance Faculty**

Dorothy Garant

Sharon Haas (60%)

##### **Part-time Certificated Dance Faculty**

Deidre Cavazzi

Rosa Garcia

Mindy Millard

Lacey Yell

Victoria Barrett

Marji Himes

## B. Five-Year Program Staffing Profile

<b>POSITION</b>	2001	2002	2003	2004	2005	Change
<b>Administration</b>	2	2	2	2	1	50%
<b>Classified FT</b>	6	6	6	6	6	0
<b>Classified PT</b>	0	0	0	0	0	0
<b>FT Faculty</b>	1	1	1	1	1	0%
<b>60% FT</b>	1	1	1	1	1	0%
<b>PT Faculty</b>	6	6	6	6	6	0



I	II	III	IV
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results
	<p>3. Students will successfully demonstrate knowledge of dance terminology.</p>	<p>3. 70% will pass a written exam on dance terminology specific to the method given in class.</p>	<p>3. 88% of the students answered 70% of the embedded questions on dance terminology exam. These students also gained an understanding of the methodology taught using dance terminology throughout the semester.</p>

<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>Expanded Statement of Institutional Purpose</b>	<b>Program Student Learning Outcomes</b>	<b>Assessment Method and Criteria for Success</b>	<b>Assessment Results</b>

<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>Expanded Statement of Institutional Purpose</b>	<b>Program Student Learning Outcomes</b>	<b>Assessment Method and Criteria for Success</b>	<b>Assessment Results</b>

**D. Data Sets**

**Dance  
Program Review Data Set  
September 2006**

# Dance

## Program Review Data Set

The following pages include:

1. Course Section Count
2. C1 & End of Term Headcount
3. Overview of Courses, Grades, Success/Retention
4. Course Grades, Success/Retention
5. Dance Program Students' Duplicated Headcount
  - a. Gender
  - b. Zip Code
  - c. Age Groups
  - d. Ethnicity
  - e. Educational Goal

Data Source: SOCCCD Management Information System (MIS) Data  
Warehouse September 2006

Prepared by Denice Inciong, Research and Planning Analyst, Saddleback  
College

# Course Section Count

## Dance Courses Course and Section Count by Term and Year

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	
DANC 9	1	1	0	0	0	0	0	0	0	0	0	0
DANC 10	3	3	2	2	2	0	0	0	0	0	0	2
DANC 11	3	3	2	2	2	0	0	0	0	0	0	3
DANC 51	1	1	1	1	1	1	0	0	1	0	1	1
DANC 52	2	2	2	1	1	1	1	0	1	0	1	2
DANC 53	1	1	1	0	1	1	1	0	1	0	1	1
DANC 54	0	1	0	0	0	0	0	0	0	1	2	1
DANC 55	1	1	1	1	1	0	0	0	0	1	1	1
DANC 56	1	1	1	1	1	0	0	0	0	1	1	1
DANC 57	2	2	1	2	2	1	3	1	0	1	1	2
DANC 58	3	3	2	3	3	1	2	1	0	1	1	3
DANC 59	1	1	1	1	1	1	1	0	0	1	1	1
DANC 60	0	1	1	1	1	0	1	2	0	0	0	0
DANC 61	1	1	1	1	1	0	0	1	0	0	0	1
DANC 62	1	0	0	0	0	0	0	0	0	0	0	1
DANC 63	0	0	0	1	1	0	0	0	0	1	1	0
DANC 64	0	0	0	0	1	0	0	0	0	0	0	1
DANC 65	0	1	2	2	5	0	0	1	1	1	1	0
Total	21	23	18	19	24	6	9	6	4	8	12	21

# C1 Headcount

## Dance Courses C1 Headcount by Course/Term/Year

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	
DANC 9	0	0	.	.	.	.	.	.	.	.	.	.
DANC 10	0	0	45	30	27	.	.	.	.	.	.	26
DANC 11	13	11	16	9	7	.	.	.	.	.	.	7
DANC 51	23	25	18	16	27	20	.	.	24	.	23	22
DANC 52	20	22	34	19	19	4	16	.	10	.	7	25
DANC 53	8	11	12	.	16	4	7	.	9	.	4	5
DANC 54	.	25	.	.	.	.	.	.	.	14	11	20
DANC 55	6	10	11	12	11	.	.	.	.	6	8	13
DANC 56	3	9	10	7	4	.	.	.	.	2	2	7
DANC 57	35	36	26	35	35	20	28	16	.	11	13	39
DANC 58	32	24	29	27	18	6	6	12	.	6	9	28
DANC 59	9	11	13	21	14	2	7	.	.	11	6	17
DANC 60	.	22	29	18	24	.	9	11	.	.	.	.
DANC 61	21	11	15	11	7	.	.	14	.	.	.	12
DANC 62	5	.	.	.	.	.	.	.	.	.	.	6
DANC 63	.	.	.	21	26	.	.	.	.	14	11	.
DANC 64	.	.	.	.	16	.	.	.	.	.	.	13
DANC 65	.	29	55	38	96	.	.	31	21	25	17	.
Total	175	246	313	264	347	56	73	84	64	89	111	240

# End of Term Headcount

## Dance Courses End of Term Enrollment by Course/Term/Year

	Fall					Summer						2001
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2006	
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
DANC 9	11	13	0	0	0	0	0	0	0	0	0	0
DANC 10	26	30	45	33	27	0	0	0	0	0	0	27
DANC 11	28	28	30	31	32	0	0	0	0	0	0	15
DANC 51	23	25	18	16	27	21	0	0	24	0	23	23
DANC 52	22	22	34	19	19	5	16	0	10	0	7	26
DANC 53	8	12	12	0	16	5	7	0	9	0	4	5
DANC 54	0	25	0	0	0	0	0	0	0	14	12	20
DANC 55	6	10	11	12	12	0	0	0	0	7	8	13
DANC 56	3	10	10	7	4	0	0	0	0	2	2	7
DANC 57	35	36	28	36	35	24	30	16	0	11	13	40
DANC 58	33	24	29	28	18	7	7	12	0	7	9	30
DANC 59	9	12	13	21	14	4	7	0	0	11	6	17
DANC 60	0	22	30	18	24	0	9	12	0	0	0	0
DANC 61	24	11	15	13	7	0	0	14	0	0	0	12
DANC 62	5	0	0	0	0	0	0	0	0	0	0	6
DANC 63	0	0	0	21	26	0	0	0	0	15	11	0
DANC 64	0	0	0	0	16	0	0	0	0	0	0	13
DANC 65	0	29	56	38	96	0	0	40	22	25	17	0
Total	233	309	331	293	373	66	76	94	65	92	112	254

## Summary of Courses, Grades, Success/Retention

### Dance Courses Summary of All Courses by Grade/Success/Retention

		Grades									XX
		A	B	C	CR	D	F	I	NC	W	
		Count	Count	Count	Count	Count	Count	Count	Count	Count	
2001	Spring	110	52	5	8	1	15	1	2	41	
	Summer	37	7	3	3	1	0	0	1	9	
	Fall	132	24	7	4	1	18	3	1	26	
2002	Spring	119	23	5	14	3	19	2	5	49	
	Summer	43	2	0	11	0	4	0	3	9	
	Fall	163	30	5	12	2	23	6	7	32	
2003	Spring	176	23	4	7	4	21	2	7	27	
	Summer	63	2	0	13	0	5	0	0	3	
	Fall	201	11	8	25	2	13	0	8	34	
2004	Spring	152	25	14	14	0	19	5	8	33	
	Summer	43	2	0	10	0	2	0	0	4	
	Fall	141	21	8	34	4	21	1	5	30	
2005	Spring	160	20	8	51	2	26	8	12	39	
	Summer	30	14	2	25	0	3	0	3	9	
	Fall	166	36	10	40	0	18	0	14	55	
2006	Spring	147	42	16	30	2	30	0	20	38	
	Summer	41	10	4	23	0	8	0	9	11	

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (D, F, CR, NC, W, I, XX).

**Dance Courses  
Courses by Grade/Success/Retention**

			Grades								
			A	B	C	CR	F	I	NC	W	C
			Count	Count	Count	Count	Count	Count	Count	Count	Count
DANC 9	2001	Fall	9	0	0	0	1	1	0	0	
	2002	Fall	9	1	0	2	0	1	0	0	
	2004	Spring	7	0	0	0	0	4	0	0	
	2005	Spring	7	0	0	0	1	0	0	0	
	2006	Spring	7	2	1	0	1	0	0	2	
DANC 10	2001	Spring	20	2	0	1	0	0	0	3	
		Fall	19	7	0	0	0	0	0	0	
	2002	Spring	11	3	0	0	0	0	0	1	
		Fall	27	2	0	0	0	1	0	0	
	2003	Spring	27	2	0	0	0	0	0	0	
		Fall	42	0	0	1	0	0	0	2	
	2004	Spring	10	3	0	0	2	0	0	1	
		Fall	23	4	0	2	0	0	0	4	
	2005	Spring	10	2	0	1	1	0	1	0	
		Fall	15	9	0	1	0	0	0	2	
2006	Spring	12	3	1	0	0	0	0	0		
DANC 11	2001	Spring	10	4	0	0	0	0	0	1	
		Fall	19	5	0	1	0	2	0	1	
	2002	Spring	16	6	0	0	0	0	0	2	
		Fall	19	9	0	0	0	0	0	0	
	2003	Spring	17	2	0	0	0	0	0	0	
		Fall	26	1	0	1	0	0	0	0	
	2004	Spring	20	6	1	0	0	0	0	1	
		Fall	24	2	0	3	0	0	0	2	
	2005	Spring	19	6	0	1	2	0	1	1	
		Fall	25	4	0	2	0	0	0	1	
2006	Spring	17	4	0	4	1	0	0	1		

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX).

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX).

**Dance Courses  
Courses by Grade/Success/Retention**

			Grades								
			A	B	C	CR	F	I	NC	W	XX
			Count	Count	Count	Count	Count	Count	Count	Count	Count
DANC 51	2001	Spring	10	3	0	1	4	0	0	3	2
		Summer	10	3	1	0	0	0	0	5	2
		Fall	13	0	2	1	0	0	0	6	1
	2002	Spring	15	0	0	4	0	0	1	4	1
		Fall	16	1	0	2	0	0	0	3	3
	2003	Spring	18	0	0	3	0	0	0	3	1
		Fall	16	0	0	0	0	0	0	1	1
	2004	Spring	22	1	0	1	1	0	1	6	1
		Summer	15	2	0	4	1	0	0	2	0
		Fall	7	0	0	2	0	0	0	0	7
	2005	Spring	18	0	2	7	2	0	0	3	2
		Fall	13	4	0	4	0	0	0	3	3
	2006	Spring	18	0	3	3	0	0	0	0	0
		Summer	5	2	0	7	2	0	3	3	1
DANC 52	2001	Spring	12	5	0	1	1	1	0	5	1
		Summer	3	1	0	0	0	0	0	1	0
		Fall	14	2	1	1	3	0	0	1	0
	2002	Spring	18	0	0	2	0	0	1	3	2
		Summer	8	1	0	2	0	0	0	2	3
		Fall	14	1	0	2	2	0	1	0	2
	2003	Spring	16	1	1	1	1	0	2	3	0
		Fall	18	3	2	4	1	0	0	4	2
	2004	Spring	8	2	0	1	0	0	1	2	1
		Summer	4	0	0	3	1	0	0	1	1
		Fall	13	1	0	4	0	0	0	1	0
	2005	Spring	11	0	0	6	0	0	0	0	2
		Fall	9	0	0	4	0	0	0	3	3
	2006	Spring	7	2	0	0	0	0	0	3	4
Summer		3	0	0	1	3	0	0	0	0	

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, I, W, XX).

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX).

**Dance Courses**  
**Courses by Grade/Success/Retention**

			Grades								
			A	B	C	CR	D	F	I	NC	W
			Count	Count	Count	Count	Count	Count	Count	Count	Count
DANC 53	2001	Spring	2	1	1	0	0	0	0	0	
		Summer	5	0	0	0	0	0	0	0	
		Fall	4	0	0	0	0	2	0	0	
	2002	Spring	2	1	0	1	0	0	0	0	
		Summer	2	0	0	0	0	0	0	0	2
		Fall	4	1	0	1	0	3	1	0	
	2003	Spring	8	1	0	0	1	0	1	1	
		Fall	5	1	1	2	0	0	0	1	
	2004	Spring	12	0	0	2	0	0	0	0	
		Summer	8	0	0	0	0	0	0	0	
	2005	Spring	8	0	0	0	0	0	0	0	
		Fall	12	0	0	1	0	0	0	0	
2006	Spring	16	1	0	2	0	0	0	0		
	Summer	1	0	0	3	0	0	0	0		
DANC 54	2001	Spring	8	2	0	2	0	2	0	0	
	2002	Spring	5	0	1	0	3	3	1	0	
		Fall	9	0	1	2	1	5	0	0	
	2003	Spring	3	1	1	0	1	5	0	0	
	2005	Summer	6	1	1	3	0	0	0	0	
	2006	Summer	8	0	1	2	0	0	0	0	

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, CR, D, F, CR, NC, I\*, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX)

**Dance Courses**  
**Courses by Grade/Success/Retention**

			Grades								
			A	B	C	CR	D	F	I	NC	W
			Count	Count	Count	Count	Count	Count	Count	Count	Count
DANC 55	2001	Spring	6	1	1	0	0	1	0	0	3
		Fall	3	1	0	0	0	0	0	0	1
	2002	Spring	2	1	0	0	0	0	0	0	3
		Fall	5	1	0	0	0	0	0	2	1
	2003	Spring	5	1	0	1	0	1	0	0	2
		Fall	4	0	1	3	0	1	0	0	2
	2004	Spring	4	1	0	1	0	0	0	0	1
		Fall	3	2	1	2	0	1	0	1	1
	2005	Spring	3	1	0	1	0	0	1	0	1
		Summer	4	1	0	1	0	0	0	0	1
		Fall	5	0	0	1	0	0	0	1	4
	2006	Spring	4	3	1	2	0	3	0	2	1
Summer		4	0	0	4	0	0	0	0	0	
DANC 56	2001	Spring	3	1	0	0	0	0	0	0	3
		Fall	1	1	0	0	0	1	0	0	0
	2002	Spring	3	0	0	0	0	1	0	0	2
		Fall	2	0	1	1	0	2	1	1	2
	2003	Spring	1	0	0	0	0	0	0	0	0
		Fall	4	0	0	0	0	1	0	2	3
	2004	Spring	2	1	1	1	0	0	0	0	1
		Fall	2	0	2	1	1	0	0	0	1
	2005	Spring	2	1	0	2	0	0	0	0	0
		Summer	1	0	0	1	0	0	0	0	0
		Fall	3	0	0	0	0	0	0	0	1
	2006	Spring	3	0	0	0	0	0	0	0	0
Summer		2	0	0	0	0	0	0	0	0	

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX).

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX).

**Dance Courses  
Courses by Grade/Success/Retention**

			Grades									
			A	B	C	CR	D	F	I	NC	W	
			Count	Count	Count	Count	Count	Count	Count	Count	Count	
DANC 57	2001	Spring	10	15	0	0	1	0	0	0	10	
		Summer	13	3	2	1	0	0	0	0	2	
		Fall	15	4	0	0	0	4	0	1	5	
	2002	Spring	12	5	1	2	0	4	1	0	12	
		Summer	19	0	0	6	0	1	0	1	3	
		Fall	19	5	0	1	0	2	0	0	4	
	2003	Spring	19	0	0	1	0	1	0	0	5	
		Summer	11	1	0	1	0	1	0	0	0	
		Fall	18	2	1	2	1	1	0	0	1	
	2004	Spring	12	4	4	2	0	0	1	0	8	
		Fall	16	1	1	2	2	5	0	0	6	
	2005	Spring	14	0	0	2	0	5	0	2	6	
		Summer	1	2	1	2	0	1	0	1	1	
		Fall	5	9	4	2	0	4	0	2	6	
	2006	Spring	3	7	1	2	1	6	0	1	6	
		Summer	4	3	2	1	0	1	0	1	1	
	DANC 58	2001	Spring	15	7	2	0	0	3	0	0	1
			Summer	2	0	0	2	1	0	0	1	1
Fall			14	3	3	0	1	3	0	0	3	
2002		Spring	9	3	1	2	0	3	0	2	10	
		Summer	4	1	0	0	0	2	0	0	0	
		Fall	9	3	0	0	0	2	0	1	3	
2003		Spring	14	2	0	0	0	0	0	0	2	
		Summer	7	1	0	0	0	2	0	0	1	
		Fall	13	1	1	2	0	5	0	0	2	
2004		Spring	16	2	1	0	0	1	0	0	3	
		Fall	13	3	1	2	0	5	0	0	1	
2005		Spring	14	1	1	3	0	4	0	0	4	
		Summer	1	5	0	0	0	1	0	0	0	
		Fall	11	2	1	1	0	1	0	0	1	
2006		Spring	11	4	1	5	1	0	0	2	5	
		Summer	1	3	1	0	0	1	0	0	1	

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W).

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX).

**Dance Courses  
Courses by Grade/Success/Retention**

			Grades							
			A	B	C	CR	F	NC	W	C
			Count	Count	Count	Count	Count	Count	Count	Count
DANC 59	2001	Spring	2	3	1	1	4	2	4	
		Summer	4	0	0	0	0	0	0	
		Fall	4	0	0	1	2	0	0	
	2002	Spring	4	1	0	0	3	1	1	
		Summer	5	0	0	0	0	0	2	
		Fall	3	2	1	0	2	0	4	
	2003	Spring	3	2	0	0	3	0	1	
		Fall	4	1	1	1	1	0	1	
	2004	Spring	16	0	2	1	2	0	0	
		Fall	13	2	0	1	2	1	1	
	2005	Spring	8	0	0	2	5	0	3	
		Summer	1	4	0	2	1	1	2	
Fall		6	0	0	2	3	1	1		
2006	Spring	4	1	0	1	0	2	3		
	Summer	1	1	0	0	0	1	2		
DANC 60	2002	Summer	5	0	0	3	1	0	0	
		Fall	14	0	0	1	1	0	4	
	2003	Summer	9	0	0	3	0	0	0	
		Fall	16	0	0	5	1	2	3	
	2004	Fall	4	3	0	1	2	1	4	
	2005	Fall	9	2	2	0	2	0	3	

Grade XX = None of the above/unknown.

**Success Rate:** Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students enrolled in courses).

**Retention Rate:** Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (number of students enrolled in courses).

**Dance Courses  
Courses by Grade/Success/Retention**

			Grades							
			A	B	C	CR	F	I	NC	W
			Count	Count	Count	Count	Count	Count	Count	Count
DANC 61	2001	Spring	4	5	0	0	0	0	0	2
		Fall	14	1	1	0	1	0	0	6
	2002	Spring	12	1	0	3	3	0	0	3
		Fall	8	0	0	0	0	0	0	2
	2003	Spring	11	1	0	0	4	0	0	0
		Summer	8	0	0	3	2	0	0	0
		Fall	11	0	0	0	0	0	0	2
	2004	Fall	5	0	0	3	0	1	1	2
	2005	Spring	10	0	0	5	0	0	0	2
		Fall	2	0	0	1	2	0	0	0
2006	Spring	6	2	2	1	3	0	0	2	
DANC 62	2001	Spring	1	0	0	2	0	0	0	0
		Fall	3	0	0	0	1	0	0	1
	2002	Spring	6	0	1	0	1	0	0	0
	2003	Spring	9	0	0	0	1	0	0	2
	2005	Spring	6	1	0	2	0	0	0	2
	2006	Spring	8	3	1	1	1	0	0	0
DANC 63	2003	Spring	2	3	0	0	0	0	0	3
	2004	Spring	10	1	1	1	3	0	0	3
		Fall	8	1	0	7	3	0	0	1
	2005	Spring	7	2	2	3	1	0	4	2
		Summer	4	1	0	4	0	0	1	4
		Fall	16	0	1	1	0	0	4	4
	2006	Spring	10	4	0	6	8	0	4	4
Summer		6	1	0	0	0	0	0	3	

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, CR, D, F, CR, NC, I\*, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, I\*, XX)

**Dance Courses**  
**Courses by Grade/Success/Retention**

			Grades								
			A	B	C	CR	D	F	I	NC	W
			Count	Count	Count	Count	Count	Count	Count	Count	Count
DANC 64	2001	Spring	7	3	0	0	0	0	0	0	2
	2002	Spring	4	2	1	0	0	1	0	0	2
	2003	Spring	10	7	1	0	2	3	1	0	0
	2005	Spring	11	0	0	0	1	0	6	0	5
		Fall	5	1	1	1	0	3	0	1	3
	2006	Spring	8	4	4	0	0	3	0	0	5
DANC 65	2002	Fall	5	4	2	0	1	4	0	4	5
	2003	Spring	13	0	1	1	0	2	0	4	4
		Summer	28	0	0	6	0	0	0	0	2
		Fall	24	2	1	4	1	2	0	3	12
	2004	Spring	13	4	4	4	0	10	0	6	5
		Summer	16	0	0	3	0	0	0	0	1
		Fall	10	2	3	4	1	3	0	1	6
	2005	Spring	12	6	3	16	1	5	1	4	6
		Summer	12	0	0	12	0	0	0	0	1
		Fall	30	5	1	19	0	3	0	5	20
	2006	Spring	13	2	1	3	0	4	0	9	6
		Summer	6	0	0	5	0	1	0	4	0

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I\*, XX) by the denominator (num

**Dance Courses  
Gender by Year/Term  
Duplicated Headcount**

		F		M		X		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	239	94.1%	15	5.9%	0	.0%	254	100.0%
	Summer	60	90.9%	6	9.1%	0	.0%	66	100.0%
	Fall	208	89.3%	25	10.7%	0	.0%	233	100.0%
2002	Spring	222	85.7%	37	14.3%	0	.0%	259	100.0%
	Summer	65	85.5%	11	14.5%	0	.0%	76	100.0%
	Fall	273	88.3%	34	11.0%	2	.6%	309	100.0%
2003	Spring	256	88.9%	31	10.8%	1	.3%	288	100.0%
	Summer	85	90.4%	9	9.6%	0	.0%	94	100.0%
	Fall	299	90.3%	29	8.8%	3	.9%	331	100.0%
2004	Spring	269	91.2%	24	8.1%	2	.7%	295	100.0%
	Summer	57	87.7%	6	9.2%	2	3.1%	65	100.0%
	Fall	266	90.8%	25	8.5%	2	.7%	293	100.0%
2005	Spring	316	90.3%	33	9.4%	1	.3%	350	100.0%
	Summer	87	94.6%	4	4.3%	1	1.1%	92	100.0%
	Fall	337	90.3%	36	9.7%	0	.0%	373	100.0%
2006	Spring	294	85.0%	51	14.7%	1	.3%	346	100.0%
	Summer	103	92.0%	9	8.0%	0	.0%	112	100.0%

**Dance Courses by Zip Code  
Duplicated Headcount**

		Saddleback Zip		Irvine Zip		Out of District or Missing		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	228	89.8%	9	3.5%	17	6.7%	254	100.0%
	Summer	57	86.4%	2	3.0%	7	10.6%	66	100.0%
	Fall	215	92.3%	6	2.6%	12	5.2%	233	100.0%
2002	Spring	230	88.8%	9	3.5%	20	7.7%	259	100.0%
	Summer	66	86.8%	2	2.6%	8	10.5%	76	100.0%
	Fall	267	86.4%	9	2.9%	33	10.7%	309	100.0%
2003	Spring	262	91.0%	6	2.1%	20	6.9%	288	100.0%
	Summer	88	93.6%	1	1.1%	5	5.3%	94	100.0%
	Fall	298	90.0%	12	3.6%	21	6.3%	331	100.0%
2004	Spring	271	91.9%	4	1.4%	20	6.8%	295	100.0%
	Summer	57	87.7%	5	7.7%	3	4.6%	65	100.0%
	Fall	274	93.5%	5	1.7%	14	4.8%	293	100.0%
2005	Spring	324	92.6%	6	1.7%	20	5.7%	350	100.0%
	Summer	81	88.0%	4	4.3%	7	7.6%	92	100.0%
	Fall	341	91.4%	9	2.4%	23	6.2%	373	100.0%
2006	Spring	310	89.6%	9	2.6%	27	7.8%	346	100.0%
	Summer	102	91.1%	2	1.8%	8	7.1%	112	100.0%

**Dance Courses  
Age Group Distribution by Year/Term  
Duplicated Headcount**

		Age Groups											
		Below 17		18-21		22-25		26-35		36-50		51-65	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	19	7.5%	150	59.1%	22	8.7%	33	13.0%	24	9.4%	6	2.4%
	Summer	6	9.1%	26	39.4%	11	16.7%	14	21.2%	7	10.6%	2	3.0%
	Fall	14	6.0%	112	48.1%	24	10.3%	43	18.5%	29	12.4%	6	2.6%
2002	Spring	22	8.5%	124	47.9%	28	10.8%	40	15.4%	30	11.6%	7	2.7%
	Summer	20	26.3%	23	30.3%	5	6.6%	13	17.1%	8	10.5%	6	7.9%
	Fall	34	11.0%	136	44.0%	43	13.9%	35	11.3%	42	13.6%	16	5.2%
2003	Spring	16	5.6%	126	43.8%	35	12.2%	48	16.7%	44	15.3%	17	5.9%
	Summer	6	6.4%	28	29.8%	16	17.0%	18	19.1%	18	19.1%	8	8.5%
	Fall	32	9.7%	125	37.8%	42	12.7%	51	15.4%	54	16.3%	26	7.9%
2004	Spring	8	2.7%	134	45.4%	55	18.6%	47	15.9%	37	12.5%	12	4.1%
	Summer	4	6.2%	19	29.2%	13	20.0%	15	23.1%	7	10.8%	7	10.8%
	Fall	26	8.9%	127	43.3%	54	18.4%	26	8.9%	43	14.7%	15	5.1%
2005	Spring	18	5.1%	164	46.9%	50	14.3%	46	13.1%	46	13.1%	21	6.0%
	Summer	3	3.3%	30	32.6%	17	18.5%	10	10.9%	24	26.1%	8	8.7%
	Fall	32	8.6%	128	34.3%	71	19.0%	55	14.7%	53	14.2%	29	7.8%
2006	Spring	8	2.3%	130	37.6%	66	19.1%	51	14.7%	54	15.6%	35	10.1%
	Summer	6	5.4%	45	40.2%	20	17.9%	15	13.4%	14	12.5%	11	9.8%

**Dance Courses  
Ethnicity by Year/Term  
Duplicated Headcount**

		Ethnic Groups												
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		Co
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Co
2001	Spring	10	3.9%	9	3.5%	41	16.1%	0	.0%	1	.4%	3	1.2%	
	Summer	8	12.1%	1	1.5%	12	18.2%	0	.0%	0	.0%	0	.0%	
	Fall	14	6.0%	4	1.7%	35	15.0%	0	.0%	2	.9%	1	.4%	
2002	Spring	20	7.7%	4	1.5%	33	12.7%	0	.0%	2	.8%	0	.0%	
	Summer	7	9.2%	3	3.9%	3	3.9%	1	1.3%	2	2.6%	0	.0%	
	Fall	30	9.7%	1	.3%	37	12.0%	4	1.3%	4	1.3%	3	1.0%	
2003	Spring	19	6.6%	5	1.7%	41	14.2%	0	.0%	2	.7%	2	.7%	
	Summer	6	6.4%	0	.0%	10	10.6%	1	1.1%	4	4.3%	1	1.1%	
	Fall	25	7.6%	7	2.1%	25	7.6%	1	.3%	3	.9%	4	1.2%	
2004	Spring	27	9.2%	3	1.0%	36	12.2%	1	.3%	5	1.7%	3	1.0%	
	Summer	2	3.1%	0	.0%	6	9.2%	0	.0%	1	1.5%	0	.0%	
	Fall	27	9.2%	3	1.0%	32	10.9%	0	.0%	4	1.4%	1	.3%	
2005	Spring	20	5.7%	0	.0%	35	10.0%	3	.9%	7	2.0%	2	.6%	
	Summer	7	7.6%	3	3.3%	9	9.8%	0	.0%	1	1.1%	0	.0%	
	Fall	26	7.0%	4	1.1%	39	10.5%	0	.0%	10	2.7%	1	.3%	
2006	Spring	21	6.1%	4	1.2%	41	11.8%	2	.6%	15	4.3%	0	.0%	
	Summer	10	8.9%	2	1.8%	13	11.6%	2	1.8%	4	3.6%	0	.0%	

**Dance Courses  
Educational Goals by Year/Term  
Duplicated Headcount**

	2001				2002				2003				2004			
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %
AA/AS and transfer	64	25.2%	51	21.9%	45	17.4%	62	20.1%	59	20.5%	64	19.3%	83	28.1%	78	25.7%
Transfer w/o AA/AS	28	11.0%	28	12.0%	26	10.0%	26	8.4%	21	7.3%	30	9.1%	26	8.8%	20	6.5%
AA/AS w/o transfer	0	.0%	0	.0%	1	.4%	2	.6%	2	.7%	4	1.2%	1	.3%	1	.3%
2-yr Voc. w/o transfe	5	2.0%	4	1.7%	5	1.9%	4	1.3%	2	.7%	8	2.4%	4	1.4%	4	1.3%
Voc. certif. w/o trans	32	12.6%	22	9.4%	35	13.5%	25	8.1%	34	11.8%	31	9.4%	32	10.8%	37	11.9%
Discover interests	17	6.7%	14	6.0%	21	8.1%	27	8.7%	22	7.6%	15	4.5%	13	4.4%	12	3.7%
Acquire job skills	21	8.3%	15	6.4%	16	6.2%	15	4.9%	28	9.7%	23	6.9%	22	7.5%	35	10.9%
Update job skills	4	1.6%	10	4.3%	12	4.6%	13	4.2%	13	4.5%	12	3.6%	13	4.4%	8	2.5%
Maintain cert. or lisc.	2	.8%	1	.4%	0	.0%	0	.0%	2	.7%	1	.3%	4	1.4%	1	.3%
Ed. development	44	17.3%	54	23.2%	51	19.7%	74	23.9%	59	20.5%	81	24.5%	60	20.3%	59	18.2%
Basic Skills	1	.4%	1	.4%	5	1.9%	4	1.3%	2	.7%	8	2.4%	5	1.7%	3	.9%
HS or GED	4	1.6%	0	.0%	2	.8%	10	3.2%	10	3.5%	9	2.7%	3	1.0%	1	.3%
Undecided	32	12.6%	33	14.2%	40	15.4%	47	15.2%	34	11.8%	45	13.6%	29	9.8%	34	10.5%
Unknown	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
<b>Total</b>	<b>254</b>	<b>100.0%</b>	<b>233</b>	<b>100.0%</b>	<b>259</b>	<b>100.0%</b>	<b>309</b>	<b>100.0%</b>	<b>288</b>	<b>100.0%</b>	<b>331</b>	<b>100.0%</b>	<b>295</b>	<b>100.0%</b>	<b>293</b>	<b>100.0%</b>

## **E. Student Questionnaire**

### **DANCE DEPARTMENT**

### **QUESTIONNAIRE**

**Please read and circle the answers to the following questions. Circle as many answers per question as you wish.**

**What is your status here at Saddleback College?**

- a. Dance Major**
- b. Part-time student**
- c. Full time student**
- d. Returning student**

**How many dance classes have you taken at Saddleback College?**

- a. one**
- b. two to four**
- c. five or more**

**What style would you like to see incorporated into the dance curriculum?**

- a. Ballroom**
- b. Salsa**
- c. Flamenco**
- d. African Caribbean**
- e. Hula**
- f. Dance styles (combo, class)**

**What time of day would you prefer to take this course?**

- a. Morning**
- b. Evening**
- c. Afternoon**