



2018-19 Annual Program Update

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

Our mission is to provide an extensive curriculum in dance theory and practice that is socially and culturally inclusive through which students can experience a wide range of dance perspectives, genres, develop their choreographic voice, and explore freedom of movement while preserving the history and integrity of the dance discipline.

List your Faculty and/or Staff

Jacqueline Burgess- part time
Dr. Zakaray Diouf- part time
Carolyn Himes- part time
Andrea Lee- full-time
Ralph Eaglefeather-Classified

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

I. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO)	Which institutional goals will be advanced upon completion?	Progress on goal or AUO attainment	Explanation and Comments
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(As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	(circle all that apply)	(choose option & date)	(If a goal or AUO is Revised , please explain and describe the revision. Describe the impediments or detail what can be improved.)
<p><u>Assessment</u> Goals:</p> <ul style="list-style-type: none"> Increase number of courses being assessed according to the expectations of the College 	<p>1. PCCD Strategic Goals A: Advance Student Access, Equity & Success B: Engage & Leverage Partners</p> <p>2. College Goals:</p> <p>LC: Build A Culture of Success, Innovation, Belonging and Pride LC: Make All Facilities Clean, Safe, Functioning, Well-Equipped and Attractive LC: Create Liaisons with Community Based Organizations and Become a Hub for Social, Human, Health, Wellness and Housing Services</p>	<p>The goal is by the end of Spring 2019, all courses for the major will be assessed on a semester by semester basis. Part-time faculty are encouraged to assess regularly.</p>	<p>Large turn-over in part-time faculty and limited part-timers to teach the courses result in several courses not being assessed. We are presently addressing this issue by discussing the college goal in department meetings. Department chair will assist any new hires in the assessment process as well as current part-timers. -- stipends are no longer an enticement for workers who have multiple jobs- in which even retired faculty teaching part-time have multiple jobs.</p>
<p><u>Curriculum (if applicable)</u></p> <ul style="list-style-type: none"> To increase the amount of Dance AA Degree graduates by 5 students per academic year. Increase course offerings to better reflect our student population- 2019- New Folk Dance Department approved at State level. Department to create and move some courses under the new discipline, update degree. 	<p>1. PCCD Strategic Goals A: Advance Student Access, Equity & Success D: Strengthen Accountability, Innovation & Collaboration</p> <p>2. College Goals:</p> <p>LC: Provide Pathways to Careers, Degrees, Certificates/Transfer LC: Build A Culture of Success, Innovation, Belonging and Pride</p>	<p>Completed: 10/23/2017 UPDATED 1/2019</p> <ul style="list-style-type: none"> As of January 10, 2019- 22 known registered AA Dance Degree students taking classes in department 2 AA degree completion on target for sp19 graduation As of January, 2019- Asian Cultural Dance Forms moved through the curriculum process- waiting for calendaring 	<p>Access/Equity/Success:</p> <ul style="list-style-type: none"> Responded to student surveys and reactivated "high demand" courses (Salsa/Polynesian) Increased sections and enrollment offerings for high demand GE transfer (AA/AS/CSU/UC course offerings online yielding 40+ enrollment (Dance History) on-going Zero text book development to reach DI students <p>Pathways:</p> <ul style="list-style-type: none"> Had approved via CIPD/Local curriculum committees, a new discipline to be added to Laney College entitled, "Folk Dance" to position the

		<ul style="list-style-type: none"> ❖ Polynesian Dance has been reactivated and awaiting final approval at curriculum mtg ❖ Folk Dance Curriculum modification in progress (2020 target for new course offerings on schedule) 	<p>department and college to advance equity-minded curriculum reflective of our student populations (New folk dance courses in Review: Asian Cultural Dance; Polynesian Dance)</p> <ul style="list-style-type: none"> • Added one more student who received an AA Dance Degree in 2016 <p>The department took necessary actions to reaffirm Laney College’s accreditation by:</p> <p>Accountability/Innovation/Collaboration:</p> <ul style="list-style-type: none"> • updated twelve course outlines since the last APU • In support of PCCD initiatives of Vice Chancellor of Academic Services, department of dance designed an integrated pathway for study abroad (Social Science and Arts) for PCCD to be launched summer 2018 in conjunction with Merritt College and College of Alameda instructors. “Spotlight on Ghana: Culture, Tradition and Urban Dynamics” <p>Culture of Success, Belonging/Pride:</p> <ul style="list-style-type: none"> • New approved Salsa and Hip Hop Jazz courses • Launched Polynesian Culture Club in conjunction Dance Department Club to support Asian/Pacific Islander student success
<p><u>Instruction (if applicable)</u></p> <ul style="list-style-type: none"> • Contract release time and/or part-time faculty extra service hours for student performance coordination per 	<p>1. PCCD Strategic Goals A: Advance Student Access, Equity & Success C: Build Programs of Distinction</p> <p>2. College Goals:</p>	<p>Ongoing: Select Date.</p> <p>and revised</p> <p>(Department is in dire need of two additional part-time faculty</p>	<p>Completed/ongoing:</p> <p>Student Access/Equity/Success:</p> <ul style="list-style-type: none"> • Expanding and documenting domestic and international partnerships with K-12 institutions via increased concurrent enrollment in the

<p>semester (up to 30 hours per instructor)</p> <ul style="list-style-type: none"> To secure one full-time or two permanent part-time faculty positions or one additional part-time classified position to support the goals and mission of the department, especially with respect to rehearsal and performance duties. 	<p>LC: Provide Pathways to Careers, Degrees, Certificates/Transfer LC: Make All Facilities Clean, Safe, Functioning, Well-Equipped and Attractive</p>	<p>and one additional IA (musician) to support the expansion of the department’s offerings and to support its existing curriculum “as is.”</p> <p>The department has been negatively impacted due to the lack of support for our instructional supplies which comes by the way of “live musical accompaniment.” We have been boxed into the college budget attitude that there’s no funds for IA’s. We are not asking for IA’s--that’s the title the college chooses to place our instructional need. We need curriculum and instructional materials in human form--just like biology needs microscopes--we need drummers and pianists, coined “live musicians.” This inability to align our needs with instruction has been problematic for six consecutive years. We have now lost 4 musicians with continual reduction in their hours--limiting one to six hours per week. We have one classified staff who cannot play classical music and never has and cannot play every drum rhythm. The stereotype that one drummer can play all “African Dance” forms is problematic and must be addressed. Africa is a continent</p>	<p>department 300% (50 students enrolled since Spring 2017)</p> <p>Programs of Distinction:</p> <ul style="list-style-type: none"> Department is leading integrated study abroad pathways with sister colleges in conjunction with Office of International Education and PCCD Ensuring completion of Assessment cycle for SLOs, ILOs, SSOs, IAOs and PLOs by updating all course outlines in Fall 2016-Spring 2017, with continued progress towards course and program assessment <p>Pathways/Careers/Degrees</p> <ul style="list-style-type: none"> Positioning the department/program viability by aligning CTE and adding new discipline in response to industry/career standards and exit skills in the field of Dance. Department continues to raise importance of assessment in faculty meetings- reporting on goals of the college and documented in department minutes. <p>URGENT PROBLEMS/NEEDS:</p> <ul style="list-style-type: none"> no progress has been made on hiring of required adjuncts and/or budget allocation to support the Dance program. Zero interviews held, despite qualified instructors in the pool/community; repeated requests for interviews by Department Chair at request of member faculty. Status “pending”.
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		<p>and we teach styles spanning four countries and two Caribbean countries--six countries--each with its own complex music.</p> <p>i.e. Ballet, Modern, African, Caribbean, and other folkloric dance traditions require live accompaniment at Laney because:</p> <ol style="list-style-type: none"> 1. We teach professional musicality and lyricism which is critical to studying classical ballet-- we teach both Russian and American techniques--all require the student to understand the relationship between classical piano and barre and floor compositions--- 2. We have high standards in the department for supporting musicality development, especially for AA Dance majors. Music (live) pianist. 3. Maintaining legacy (43+ years with a pianist--one who has been with us for 25 years)- 3. We cannot teach African, Caribbean and other ethnic dance forms that require drums with tapes. This lack of sensitivity to our instructional needs must be addressed and our needs met. 	
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<p><u>Student Success and Student Equity</u></p> <ul style="list-style-type: none"> Expand Global Education in Dance by updating and aligning our mission and program to the recently published studies on global education as it relates to community college students. Strengthen presence at the College and District level to support student equity in global education programming/ Recruit students for study abroad participation Identify and access necessary resources at the College, District and State level to address issues of inequity concerning African American students, low income students and community college students. increase student engagement in activities such as student governance, student life activities, student leadership development, service learning 	<p>1. PCCD Strategic Goals A: Advance Student Access, Equity & Success E: Develop & Manage Resources to Advance Our Mission</p> <p>2. College Goals: LC: Build A Culture of Success, Innovation, Belonging and Pride LC: Raise Community Awareness and Manage Enrollment Effectively</p>	<p>Ongoing: 1/1/2019</p>	<p>Advanced Student Access, Equity & Success + Community Awareness/Enrollment</p> <ul style="list-style-type: none"> Developed strategic partnerships with LINES Ballet; Oakland Ballet; local Dance companies and 8+ community partners to offer master classes to 300+ students in 2016-2017— otherwise unaffordable due to expense and distance. Offered three master classes ~Southeast Asian Dance ~Hula ~Hip Hop High School Recruitment (Enrollment in dance programs increased in Fall 2017 as a result of High School Dance Day in April 2017 of 100+ OUSD/WCCUSD student/teacher participation <p>Develop & Manage Resources to Advance PCCD Mission</p> <ul style="list-style-type: none"> Conducted research at the college, local and State level; CCCCCO review of Dance Department’s Global Education equity model to advance mission of PCCCD to increase numbers of students studying abroad- raised study abroad as an equity issue for DI students at State and College level leveraged funds for study abroad for cross sector of students at the college to study abroad <p>Raise Community Awareness Members of Laney’s Polynesian student community is partnering with the Dance</p>
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<p>programs, learning communities and student employment.</p>			<p>Department to support and promote ASPI culture at Laney and PCCD. The Polynesian student population has taken on leadership roles within the existing ASLC club "Dancing On Fallon." In Fall 2017, the Dance Club revised its name to fully embrace its intention. The club is being re-chartered under its new name, "Dancing on Fallon- A Community of Cultures" to better align with the purpose of the club: "To unite, build and inspire Oakland and the East Bay community to join together to learn about, and share each other's culture through music, dance, history, cuisine, and language; to support our healthy development as students- socially, academically, mentally and spiritually; to welcome those who want to broaden their horizons by celebrating the unique and diverse cultures within the Peralta Community College District."</p>
<p><u>Professional Development, Institutional and Professional Engagement, and Partnerships</u></p> <p>Strengthen faculty relationships for enhanced collaboration and engagement</p>	<p>1. PCCD Strategic Goals A: Advance Student Access, Equity & Success C: Build Programs of Distinction</p> <p>2. College Goals: LC: Build A Culture of Success, Innovation, Belonging and Pride Choose an item.</p>	<p>Ongoing: 1/1/2019</p>	<p>Culture of Success/Belonging/Pride/Advance Equity:</p> <ul style="list-style-type: none"> • Department Chair introduced African American Male Achievement success models to College Administration/Faculty (2016) via A2MEND "Beyond Self-Global Consciousness for African American Males" in partnership with Diablo Valley College- Department chair facilitated student workshops for the event • Dance Department initiated Global Education for the People (GEPI) and leveraged equity funds to support twelve students representing Ethiopian Student Club/Umoja/Dance

			<p>Club/Student Government to represent College/PCCD as Global Education Ambassadors- Students were trained in Fall 2017 and held Spring 2017 leadership roles as official conference assistants; tablers to promote PCCD/OIE; conference greeters; workshop assistants in addition to participating in workshops.</p> <p>Note: Ten additional students from Umoja/Ubaka traveled and participated in workshops alongside five Umoja Staff/admin.)</p> <ul style="list-style-type: none"> Jacob’s Pillow professional development funds receive, however, conference attendance postponed to Spring 2018 due to raised conference/flight rates <p>Institutional Engagement/Build Programs of Distinction</p> <p>Peralta Summer Institute Development:</p> <ul style="list-style-type: none"> Department Chair accepted into Management Development Leadership Academy Peralta (MDLAP) aka “The Chancellor’s Academy.” Dance Department will offer courses to support the project “Peralta Summer Institute” a collaboration between faculty from Laney (A.Lee) and the four other colleges in conjunction with college staff/leadership team to create a District-wide summer CTE and ARTS program for 500 high school students. <p>This activity supports PCCD goal B.1</p> <p>Partnerships: Expand and document domestic and international partnerships</p>
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			with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
<u>Other Program Improvement Objectives or Administrative Unit Outcomes</u> <ul style="list-style-type: none"> To maintain the stand alone level I class and eventually offer the level II and III as stand-alone with a minimum of 25 students enrolled per level Increase the number of students in level I/II courses for incoming freshman. 	1. PCCD Strategic Goals A: Advance Student Access, Equity & Success Choose an item. 2. College Goals: LC: Provide Pathways to Careers, Degrees, Certificates/Transfer Choose an item.	Ongoing: 1/1/2019	<ul style="list-style-type: none"> Dance department updated 16 course outlines and made amendments to courses to support the level I – IV sequencing. All courses are either “approved” or “In review” as of Fall 2017. Level I only courses offered. Department sees an increase in enrollment in its foundation classes. The expectation and hope is that these students will decide to move on to level II, and progress to level III.
<u>Other Program Improvement Objectives or Administrative Unit Outcomes</u> Leverage District resources to improve and enhance classroom instruction.	1. PCCD Strategic Goals A: Advance Student Access, Equity & Success Choose an item. 2. College Goals: LC: Make All Facilities Clean, Safe, Functioning, Well-Equipped and Attractive Choose an item.	Completed: 10/13/2017	Dance Department put in request to enhance Dance studio with smart classroom capability. Dance department’s advocacy yielded being included in the smart classroom upgrades. Dance studio is now 100% equipped with smart technology as of Fall 2017. In progress: digitizing all legacy vhs (out of print) dance archives to enhance student learning. Supports college GOAL#4 RESOURCES Increase, develop and manage the College’s resource capacity in the areas of personnel, finances, facilities, technology and partnerships in order to advance the quality of education provided

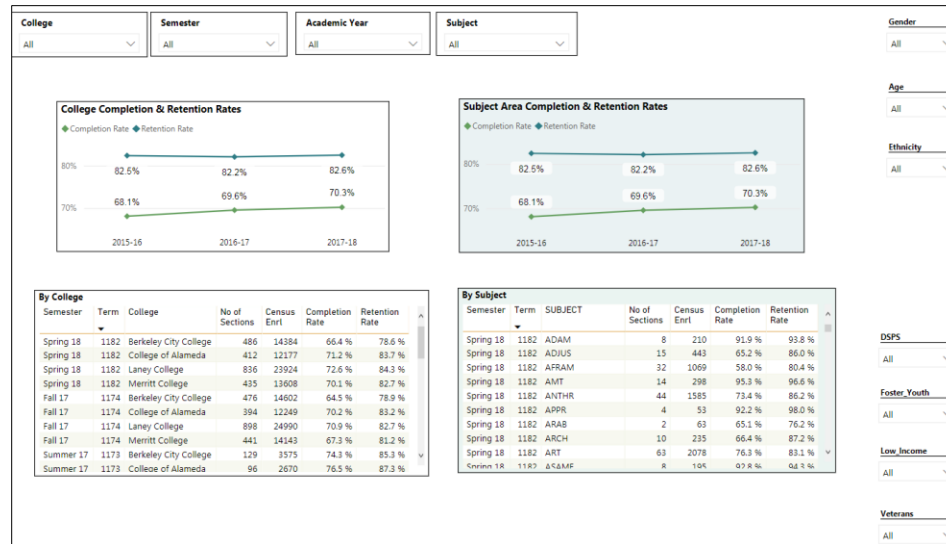
Describe your current utilization of facilities, including labs and other space

Our dance studio is the lab for students and faculty. Our lab is under-supplied with our instructional need--live musicians. Students, faculty work with musicians on a regular basis to develop compositions and choreography--a component required for the major.

We use both smart classrooms and faculty resource spaces on a regular basis.

The use of the theater is something that needs great improvement in terms of scheduling. Due to on-going classes running in the theater--community usage, and the cross scheduling of dates, the department is sometimes impacted by these limitations. Additionally, our community partnerships are an extension of our curriculum and the theater needs to be accessible to the department to bridge these community connections for our students--especially the partnerships that result in internships and student master classes/performance opportunities.

Program Update



Program Update Power BI dashboard

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

The retention and college completion rates have been running steady over 82% for the past several academic years. In some instances/semesters, the percentages increase to 90-92%. Our department serves a significant number of black, Hispanic, and Asian students combined. Success is even across the board. We do not see the elders accessing our classes as much as in previous years (2010-2015)-largely due to class cuts. Elders like late classes, evening classes or Friday afternoon classes. We need to re-institute late afternoon classes to reach more of the elder population who greatly benefit from the exercise, health and wellness extensions to dance. Unfortunately, the community college system is not predicated on needs of the community any longer--we would like to increase our elder population and are thinking of fee-based class options due to the low numbers of students in this age-range according to the dashboard data points.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

1. Within the past two years, we have updated 12 - 15 course outlines with updated texts to support our existing SLO.
2. Our biggest focus is designing our new discipline, "Folk Dance" and revising the AA Dance Degree to reflect a new Folk Dance certificate. The Folk Dance Certificate will be the sole Folkloric Dance certificate in Northern California and so we are taking our time to study and research this great opportunity--we will be creating a CTE certificate under our new discipline.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment
<p>2018 \$8,000 for costumes, video camera, musicians</p> <p>The request was submitted according to instruction which was to type and submit request with justification. The department has not been the recipient of any lottery money in the past three years.</p>	<p>\$0.00</p> <p>Instead of adding to the department, the instructional supply fund of \$5,000 was used to pay for IA salaries and our supply fund was never replenished and the musicians told they did not have any hours or approved contract. Instructional supply funds used to pay for our musicians is \$0 and not replenished.</p>	<p>\$0.00</p> <p>The department received \$0 funding support for our instructional, curriculum, and student concerts.</p>	<p>We have experienced a low turn-out for our final dance productions as we do not have the costumes to support the number of students-- and our documentation of student work was poorly recorded-- the current camera does not support the technology upgrade functionality.</p>
<p>2017</p>	<p>\$0.00</p>	<p>\$0.00</p>	<p>We have experienced a low turn-out for our final dance</p>

<p>\$8,000 for costumes, video camera, musicians</p> <p>The request was submitted according to instruction which was to type and submit request with justification. The department has not been the recipient of any lottery money in the past three years.</p>	<p>Instead of adding to the department, the instructional supply fund of \$5,000 was used to pay for IA salaries and our supply fund was never replenished and the musicians told they did not have any hours or approved contract. Instructional supply funds used to pay for our musicians is \$0 and not replenished.</p>	<p>The department received \$0 funding support for our instructional, curriculum, and student concerts.</p>	<p>productions as we do not have the costumes to support the number of students-- and our documentation of student work was poorly recorded-- the current camera does not support the technology upgrade functionality.</p>
<p>2016</p> <p>\$9,000 for costumes, video camera, musicians</p> <p>The request was submitted according to instruction which was to type and submit request with justification. The department has not been the recipient of any lottery money in the past three years.</p>	<p>\$0.00</p>	<p>\$0.00</p> <p>The department received \$0 funding support for our instructional, curriculum, and student concerts.</p>	<p>We have experienced a low turn-out for our final dance productions as we do not have the costumes to support the number of students-- and our documentation of student work was poorly recorded-- the current camera does not support the technology upgrade functionality.</p>

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker				
Personnel: Part Time Faculty	Four (4) part-timers		\$8,000 for full-time	\$121,000.

	<p>Justification:</p> <ol style="list-style-type: none"> 1. Scheduled retirements of current three faculty members; 2. loss of four part-timers within the past five years; 3. Full-timer not allowed over-time to teach the courses needing to be filled because it will overload the full-timer who is restricted to 1.2-1.4%. 4. New curriculum requires new faculty <p>EX:</p> <ul style="list-style-type: none"> ▪ Polynesian dance forms; ▪ Asian Dance forms; ▪ Hip Hop specialist 	<p>\$60,000 (for 4 part-timers)</p> <p>\$53,000 (fulltime)</p>		
<p>Personnel: Full Time Faculty</p>	<p>1 additional full-timer</p> <p>Justification:</p> <p>Current full-timer is first full-time hire in Dance in 40+ years- the previous full-time was split between Dance and Kinesiology and</p>			

	<p>was a transfer from Merritt College. Until the recent hire, Laney had not hired a dance instructor since the creation of the department in 1972.</p> <p>The set-backs of not having a full-timer for such a long period of time were many.</p> <ul style="list-style-type: none"> ▪ Assessment had not been an integral part of the culture of the department ▪ Student surveys had not been conducted to understand the needs of the students ▪ Faculty recruitment and vigorous pool remains stagnant ▪ The limited needs and requests to fill needs is a new concept for administrators who tend to minimize the needs of the department based upon enrollment. 			
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	<p>Enrollment interestingly was higher when we had a full battery of musicians and a robust part-time faculty.</p> <p>Additional justification:</p> <ul style="list-style-type: none"> ▪ It is important to keep up the diversity of our offerings and staff to serve the needs of the students-- we expect high turnover of part-timers because they are limited to the amount of course offerings and take on multiple jobs-- in DANCE which is very strenuous. ▪ We have added DE courses which have become very popular. However, this further limits the current full-time faculty member and decreases the lab offerings. We are maintaining two DE courses now--- but more could be offered to increase productivity. An additional full-time faculty member could 			
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	<p>greatly support the increase in enrollment/productivity for Dance 1- our popular GE course.</p> <ul style="list-style-type: none"> With the expected retirement of three part-timers (the only part-timers)===the other solution is to bring on one additional full-timer with two part-timers versus 4 part-timers. 			
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Resource Category	Description/Justification	Total Estimated Cost
<p>Professional Development: Department wide PD needed</p>	<p>Community College TADA assessment trainingec We greatly need our CDE association and faculty training on the newly enacted TADA (Theater Arts and Dance Assessment) credential. The first wave is expected in 2022. We are in a position to be a force in offering classes to support undergraduate students and 4-year feeder institutions in offering credentialing courses--which will include both practice and theory. The planning and re-structuring of our program is vital and critical to meet the new trend in Dance</p>	<p>\$30,000</p>

	<p>assessment--which positions the community college at the helm of meeting the needs of both student and matriculating universities.</p> <p>It is a very exciting time, but we need support via PD to position our department. This will greatly impact enrollment numbers if we prepare to be the feeder institution for students seeking dance credentials.</p> <p>Hire two consultants (5K ea) Host one conference at Laney for Bay Area community college Dance instructors and 4 year feeder school department heads (20K)</p>	
Professional Development: Personal/Individual PD needed	California Dance Educators Conference Attendance 2 faculty x \$1,800 (flight/hotel/conference registration)	\$3,600

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		

Supplies: Books, Magazines, and/or Periodicals	Subscriptions- Dance Magazine; (\$300 annual) California Dance Educators Conference Membership (\$600 institution)	\$900
Supplies: Instructional Supplies	Musicians (need total of 15 hours per musician x 15.00 x 4 weeks = \$2,700 per month x 10 months = \$27,000) Costumes = (Black, white, blue, brown, green, red, and yellow leotards; unitards; biketards) 25 dance skirts 15 men's dance jazz pants 30 pairs tap shoes for departmental rental 30 pairs ballet shoes for departmental rental 1 snare drum set for class instrumentation- \$400 six cow bells (\$200) 8 shakares (\$300) 10 jembe drums (\$3,000)	\$27,000 annual for musicians) \$9,000 costumes \$3,900 instruments
Supplies: Non-Instructional Supplies	Seed money for fundraisers for study abroad activities \$2,000	\$2,000
Supplies: Library Collections	Video/films- Dance documentaries (American Dance; Jacob's Pillow Archive; PBS) Estimated: \$40 x 15 = \$600	

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Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	<p>Video camera (\$6,000) Includes memory cards Lens/lighting</p> <p>Needed for class. Students are required to view themselves and make assessments from film.</p> <p>Camera for dance requires special lighting and lenses...which add to the cost of a general travel video recorder.</p> <p>Professional recordings of dance projects for Laney Dance Archives</p> <p>Archival and curation for dance are new courses under development-- the equipment will also support developing programs for CTE</p>	\$6,000
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	<p>Floor boards for tap class \$150 x 15 boards = 2,250</p> <p>Tap shoes have screws on taps--screws have to be a little loose for full sound- screws scratch wood floor</p> <p>Boards are need to protect floor and also needed for performance--main component of our curriculum for Dance Production</p> <p>We have discussed an alternate space for dance. If we were able to duplicate the popular classes at the same time-- hold multiple sections of one class-- we could expand our enrollment. Converting one of the modules in Eagle Village into a dance space was requested three years ago. Something similar is an on-going request.-- would also bring more visibility to our department as many students are unaware of our location--</p>	\$2,250
Facilities: Offices		

Facilities: Labs		
Facilities: Other		