

ANNUAL UPDATE REPORT

Program / Department:	COMMERCIAL DANCE PROGRAM – FINE ARTS
Date submitted:	5/22/2026
Year Examined	2025-2026
Submitted by:	JESUS SOLORIO



YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Commercial Dance **Academic Year** 2025-2026

1. Has your program mission or primary function changed in the last year?
NO
2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)
NO
3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

YES:

The program map is fully in place.

Changes/Challenges:

Offerings *Hip Hop Dance III*, an advanced, industry-based course. The primary challenge is staffing—currently, we do not have a qualified part-time instructor available to teach at this level. Our full-time instructor is already at overload capacity, making it difficult to assign this course. We did, however, just hold interviews for a potential candidate, hoping they will be a good fit for teaching in the fall.

4. Were there any staffing changes?

YES: As mentioned above. We went out for a hire, and we found a suitable candidate, who will start in the fall.

5. What were your program successes in your area of focus last year?

Certificate Completion:

The Commercial Dance Program has **six** students graduating with a Commercial Dance Certificate this spring, which is the highest earnings withing all of the Fine Arts Department—a significant milestone and a reflection of the program's growing success and impact.

DEGREE_MAJOR_DESC	DEGREE_CONCENTRATION_CODE	DEGREE_PROGRAM_CODE	DEGREE_PROGRAM_DESC	INST_HONORS_CODE	INST_HONORS_DE
Dance		AA-DANCE	Dance		
Dance		AA-DANCE	Dance	H	Honors
Dance		CT-DANCE23	Dance		
Dance: Commercial Dance		CT-COMMDANCE	Commercial Dance		
Dance: Commercial Dance		CT-COMMDANCE	Commercial Dance		
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Regional & National Recognition:

The Commercial Dance Program's dance team received first place at regionals and second and third place at Nationals. A huge Win for Allan Hancock College.

Community Involvement:

The commercial Dance program's team was invited to perform for the Chumash Casino's annual Christmas Party, which hosted about 800 guests per night, for four nights. For the Spring of 2026, the team was invited yet again, to perform for the Allan Hancock College first Gen Summit and the Santa Barbara credit union annual celebration; in which, the program was presented with donations to help the future of the program and our students.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

- Demonstrate sophisticated and expressive presentation skills in stage and on-camera performance.

Class Assessed: DANC 109

Students clearly understood the assignments, performing at multiple events, and earning first-place recognition at competition performance venues.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

- Our commercial dance students are meeting the necessary requirements to succeed in the industry.

- c. Please summarize recommendations and/or accolades that were made within the program/department. ([SEE UPDATES & SUCCESSES PAGE ATTACHED](#))

- There is a positive uptick in enrollment for our classes. Although the increase is small, it is still a positive sign of continued growth for the program.
- Collaborations with high schools continue to expand. Santa Ynez Valley Union High School will successfully offer CCAP dance courses taught by our full-time instructors beginning in Fall 2026 and continuing into Spring 2027. We hope this partnership will inspire our part-time instructors to teach at the high school level, allowing our full-time instructors to focus more heavily on instruction and program development at the main campus.
- Lompoc High School and Ernest Righetti High School dance teams and programs are excited to enroll their students in our fall dance courses offered on the main campus, which will help increase enrollment within the program. In the future, both schools have expressed interest in developing CCAP dance courses on their own campuses.
- Awards: The Commercial Dance Team received two First Place awards at regionals, helping uplift our local dance community and demonstrating that the Commercial Dance Program is a valuable and necessary presence within the community.
- Professional Performances: Our students were invited to perform for the Chumash Casino Resort Christmas Party, the First Gen Summit, and

the Santa Barbara Teachers Federal Credit Union. In addition, our students successfully presented their annual dance showcase in March 2026.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

N/A

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- a. Which courses were reviewed for regular and substantive interactions (RSI)?

- b. What were some key findings regarding RSI?

- Some strengths:

- Some areas of possible improvement:

- c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review

DATA FROM LAST REVIEW IS STILL RELEVANT FOR THIS YEAR'S ANNUAL REVIEW

- Yes. The Commercial Dance Certificate of Achievement is a CTE program designed to prepare students for entry-level work in the commercial dance and performance industries, aligning with documented labor market demand for dancers and related entertainment occupations. Regional CTE labor market data referenced in prior Dance yearly planning and CTE discussions indicate continued demand for performers and entertainers, supporting the need for this program.

The report shows a significant increase in educational attainment among creative economy workers, with 60% of those in fine arts (including dance) holding college degrees in 2023, up from 43% in 2013. This trend suggests that commercial dance programs offering advanced training and higher education credentials are well-positioned to meet the sector's evolving needs.

Los Angeles, as the state's creative epicenter, led California in creative economy job gains, with film, TV, and sound driving most of the growth. However, fine arts-including dance-also contributed positively, adding 341 jobs in LA in the past year. The region's status as a global hub for entertainment and live performance presents ongoing opportunities for commercial dance graduates, especially as the sector recovers from pandemic-era disruptions and industry strikes.

Sector Growth Fine arts (including dance) continue to be amongst the fastest-growing creative sectors in CA Conclusion Commercial dance programs in California are well-positioned to benefit from the fine arts sector's growth. Programs that adapt to workforce trends, expand access, and align with industry needs will find significant opportunities for impact and expansion in the coming years. ***Data from last year still relevant for today.***

<https://hancockcollege.sharepoint.com/sites/FineArtsDepartment/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FFineArtsDepartment%2FShared%20Documents%2FGeneral%2F2025%20Otis%20College%20Update%20on%20the%20Creative%20Economy%2F2025%20Otis%20College%20Update%20on%20the%20Creative%20Economy%2Epdf&parent=%2Fsites%2FFineArtsDepartment%2FShared%20Documents%2FGeneral%2F2025%20Otis%20College%20Update%20on%20the%20Creative%20Economy&p=true&ga=1>

- The Commercial Dance program addresses needs not met by similar programs by emphasizing commercial performance skills, including auditioning, dancing for the

camera, hip hop/commercial styles, conditioning, and intercollegiate performance opportunities that reflect current industry practice. As a low-cost, local CTE pathway, it serves students in the Allan Hancock service area who might not otherwise access commercial-industry-focused training, providing an efficient certificate route into the workforce rather than a purely academic or transfer-only dance option

- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Program success can be assessed by examining the number of **certificate completers** and the **professional opportunities students obtain after completing the program**. In **Spring 2025, six students completed the Commercial Dance Certificate**. In addition to completion numbers, program success is also evaluated by tracking **where students are hired, the companies they work for, and the professional jobs they obtain throughout the semester**.

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According to the administrative data, the program's vitality based strictly on enrollment percentages does not currently appear strong. However, the data provided in the attached reports shows **consistent growth over time**. One factor affecting the program's reported success rate is the **course enrollment cap of 30 students**. Current enrollment typically ranges between **12 and 17 students per class each semester**.

For example, institutional metrics measure course success by dividing **actual enrollment by the course cap**. If **17 students enroll in a class with a cap of 30**, the reported enrollment rate is approximately **57%**. While this percentage may appear low in institutional reporting, it does not fully reflect the **steady growth and development of the program**.

Ideally, the program would like to see **20–25 students enrolled in each class**, and current enrollment trends indicate that the program is **approaching that target**. (See *enrollment files attached*)

Another clear indication of the success and vitality of the Commercial Dance Program is its strong involvement within the community and surrounding regions. Through the Commercial Dance Team, the program has left an indelible mark on the community, particularly through performances and participation in local events — especially here on

campus (see attached document highlighting the program's successes throughout the year).

Not only has the program captured the support and enthusiasm of the community, but it has also gained the attention of local high schools. Lompoc High School, Ernest Righetti High School, and Santa Ynez Valley Union High School have all expressed interest in offering CCAP courses on their campuses. This presents an incredible opportunity for growth and outreach, and I strongly believe these partnerships would positively impact their dance teams, student engagement, and future college enrollment pathways.

If the Commercial Dance Program would ever have to head into vitality review, the following opportunities and contributions could be lost:

1. High school-to-college participation and potential enrollment opportunities, including the revenue generated through CCAP-enrolled students.
 2. Community performances and outreach opportunities provided by the Dance Team, which operates under the Commercial Dance Program.
 3. Competition recognition and achievements that bring positive attention and visibility to the college.
 4. A direct career-training avenue for students seeking immediate entry into the workforce, especially those who do not plan to transfer to a four-year institution.
 5. Recruitment pipelines from local high schools into the college's performing arts programs.
 6. Opportunities for students to gain real-world performance, choreography, teaching, and leadership experience.
 7. Industry-based preparation in commercial dance styles that align with the current workforce and entertainment industry demands.
 8. Collaborative partnership with local schools, organizations, and community events that strengthen the college's regional development.
 9. A supportive and inclusive environment for students seeking artistic expression, personal growth, and professional development for the commercial dance industry.
 10. Enhanced student retention through participation in performance-based and career-focused coursework.
- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes. The Commercial Dance follows the Title 5 requirement that prerequisites and corequisites for vocational courses be reviewed at least every two years, with advisories and pre-requisites reviewed periodically. Our advisory committee reviewed these items in our recent annual meeting.

Commercial Dance Courses

Pre-Requisites 2-Year Review

April 3, 2026, at 12:30 p.m.

DANC 102 – Auditioning for Dancers

Requisites

Prerequisite: None

Corequisite: None

Limitations on Enrollment: None

Advisories: None

Notes: No need for changes. Leave as is.

DANC 104 – Dancing for the Camera

Requisites

Prerequisite: None

Corequisite: None

Limitations on Enrollment: None

Advisories: None

Notes: No need for changes. Leave as is.

DANC 107 – Intercollegiate Conditioning - Dance

Requisites

Prerequisite: None

Corequisite: None

Limitations on Enrollment:

Instructor recommendation - students must be eligible to compete with the intercollegiate dance team, by first auditioning, and then registering for the UDA (Universal Dance Association) and/or NDA (National Dance Association) College Nationals.

Advisories: None

Notes: No need for changes. Leave as is.

DANC 109 – Intercollegiate Dance Team

Requisites

Prerequisite: None

Corequisite: None

Limitations on Enrollment:

Instructor recommendation - auditioning into team, and then registering for the UDA (Universal Dance Association) and/or NDA (National Dance Association) College Nationals.

Advisories: No need for changes. Leave as is.

DANC 121 – Ballet Dance II

Requisites

Prerequisite: None

Corequisite: None

Limitations on Enrollment: None

Advisories: DANC 120 – Ballet Dance I

Notes: No need for changes. Leave as is.

DANC 131 – Jazz Dance II

Requisites

Prerequisite: None

Corequisite: None

Limitations on Enrollment: None

Advisories: DANC 130 – Jazz Dance I

Notes: No need for changes. Leave as is.

DANC 139 – Hip Hop Dance III

Requisites

Prerequisite: None

Corequisite: None

Limitations on Enrollment:

Audition

Advisories: DANC 138 – Hip Hop Dance II

Notes: No need for changes. Leave as is.

e. Have recommendations from the previous report been addressed?

Yes and No. Adding a commercial dance performance course would be beneficial for the program, since they are frequently invited to perform in outside and on-campus events.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
Description: (A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705	
☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.	
☐ Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /ideo cameras \$600 each

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Ready Accessibility: Investigate

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Area of Focus Discussion Template

EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student-Centered Funding Formula and CCCCCO Vision for Success.

COMMERCIAL DANCE PROGRAM

The Commercial Dance program equips you with the must-have skills to light up the stage and captivate audiences in the exciting world of commercial dance. The Commercial Dance Certificate provides foundation level courses that can be used to gain entry-level work in the fields of commercial dance' entertainment industry. Students will be able to transfer to a four-year institution or further their education if they choose. They will acquire the core skills necessary for the commercial dance industry, and they will be focused toward entering the workforce and joining dance performing community.

1. What data were analyzed and what were the main conclusions?

Data Analyzed:

The program analyzed student participation in collaborations, internships, externships, cooperative work experience opportunities, transfer pathways, and post-graduation career outcomes.

- 100% of our students successfully collaborated and participated in professional and community events, helping them build stronger, industry-focused résumés rather than solely community-oriented experience. These opportunities are helping prepare students for professional careers in the dance industry.

- Four students pursued careers in dance after graduating with their certificate in 2025.
- Four students transferred to universities in 2025 to pursue higher education in dance.
- Four students from the 2026 graduating class plan to pursue higher education in dance.
- Six students from the Spring 2026 graduating class plan to pursue careers within the dance industry following graduation.

Main Conclusions:

Although the program is small, it is demonstrating a strong rate of student success and motivation. Students are showing increased confidence in pursuing careers and higher education opportunities within the dance industry, particularly following the challenges and uncertainty created by COVID-19.

In addition, Commercial Dance students are securing employment opportunities and obtaining agent representation, further expanding their professional opportunities and strengthening the program's impact within the industry.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

- One of the primary challenges identified through student feedback is the desire for more instructors with direct commercial dance industry experience. For several years, students have consistently expressed interest in learning from faculty who have actively worked, or are currently working, within the commercial dance industry. While students value and appreciate our current part-time instructors, some feel that their professional industry qualifications and experiences are limited in relation to the demands of commercial dance careers.
- Commercial dance is a highly specialized field that often requires firsthand professional experience in areas such as performance, touring, choreography, film, television, and industry networking. Students believe that learning from instructors with direct industry backgrounds would better prepare them for professional expectations and career opportunities after graduation.
- From an equity perspective, this creates a challenge in providing students—particularly those from rural or underserved communities—with equal access to industry-level training, mentorship, and professional networking opportunities that may be more readily available in larger metropolitan programs. Without access to instructors who possess strong commercial dance experience and industry connections, students may feel less prepared or less competitive when entering the workforce or transferring to higher-level institutions.
- Additionally, enrollment growth within the Dance Program has been impacted by the limited availability of part-time instructors with commercial dance expertise. Students are often drawn to programs that offer authentic industry preparation, and the lack of commercially experienced faculty may affect both

recruitment and retention efforts. Expanding access to qualified commercial dance professionals would strengthen student confidence, improve career readiness, and further support equitable opportunities for student success.

3. What are your plans for change or *innovation*?

- Continue building partnerships with local high schools that are developing dance teams and dance programs by inviting students to enroll in after-school classes on the main campus and encouraging schools to establish CCAP dance courses on their campuses.
- Expand outreach and recruitment efforts through on-campus workshops, masterclasses, and dance clinics hosted by Commercial Dance faculty, alumni, and guest artists to increase student awareness and interest in the program.
- Increase access to industry-based instruction by recruiting part-time faculty and guest instructors with professional commercial dance experience in areas such as hip hop, jazz funk, contemporary commercial dance, choreography, touring, and entertainment performance.
- Develop stronger industry connections by pursuing partnerships with dance studios, agencies, entertainment professionals, and production companies to create internship, externship, mentorship, and networking opportunities for students.
- Create a student mentorship and alumni network that connects current students with graduates who are actively working in the dance industry or continuing their education at four-year universities.
- Expand performance opportunities for students through community events, regional competitions, professional showcases, and collaborations with local organizations and businesses to strengthen résumés and professional confidence.
- Increase social media and digital marketing efforts to better showcase student success stories, awards, performances, and transfer achievements in order to strengthen recruitment and community awareness of the program.
- Explore the development of specialized commercial dance courses and workshops focused on career preparation topics such as audition techniques, camera performance, choreography for film and television, professional branding, résumé building, and agency representation.
- Continue strengthening transfer pathways with four-year universities and professional training programs to ensure students have clear educational and career advancement opportunities.
- Pursue grants, community sponsorships, and external funding opportunities that could support guest artists, student scholarships, travel opportunities, costumes, competitions, and industry-focused programming.

4. How will you *measure* the results of your plans to determine if they are successful?

- Pursue grants, community sponsorships, and external funding opportunities that could support guest artists, student scholarships, travel opportunities, costumes, competitions, and industry-focused programming.

4. How will you *measure* the results of your plans to determine if they are successful? This will be measured through both quantitative and qualitative data over the next several academic year. Key successes will include:

- Increased numbers, starting fall, 2026.
- Growth in numbers of high school and dance studio partnerships.
- Increased participation from local high school and dance studio enrollment in on-campus college courses.
- Feedback collection by students and high school instructors.
- Increase enrollment through recruitment efforts; hold more camps for the community.
- Expand community visibility through performances and event involvement.
- Continue student success through performances, competitions, outreach events, and social media engagement.

These outcomes will help determine whether the program is successfully improving student access, strengthening career preparation, increasing equity in opportunities, and supporting long-term student success within higher education and the commercial dance industry.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

Sydney Sorenson and Advisory Committee members

2. Are there specific recommendations regarding the core topic responses from the validation team?
 - a. **There needs to be more recruitment opportunities**

b. Classes that are core to the certificate should be allowed to be offered, so students can stay on track.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	DANC OBJ - 2 & 3
Planning years:	(The academic years this will take to complete) Spring 2027- Spring 2028
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> To support student success in the following: UDA/USADNA Competitions and Camps and Master Dance Classes in Los Angeles: Includes registrations fees, bus fees, district vehicles use, student participation fees, meals and fights, which prepares them to join the workforce immediately after graduation.	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705 ☐ Technology Plan ☐ Facilities Plan ☒ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

Commercial Dance Funding Prioritization Needs 2026-2027

- **UDA Dance Challenge – Regionals:** \$15,000 (rough estimate)
- **Celebrity Dance Convention:** \$17,000 — 22 students + 3 faculty (rough estimate)
- **USA Dance Nationals:** \$15,000 (rough estimate)
- **UDA Summer Dance Camp:** \$10,000 (rough estimate)

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Program Review Signature Page:


Jesus Solorio (Aug 29, 2026 10:32:57 PDT)

 Program Review Lead

Aug 29, 2026

 Date


Monica Millard (Aug 24, 2026 13:59:16 PDT)

 Program Dean

Aug 24, 2026

 Date



 Vice President, Academic Affairs

Aug 31, 2026

 Date

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Program Review Signature Page:

Program Review Lead

Date

Program Dean

Date

Vice President, Academic Affairs

Date



ABOUT

SERVICES & SUPPORT

ACADEMICS

ADMISSIONS

PAYING FOR COLLEGE



INSTITUTIONAL EFFECTIVENESS

Institutional Data

Institutional Planning

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Reports and Presentations

Learning Outcomes

Data Coaching

Research/Data Request

External Data

State and National Reports

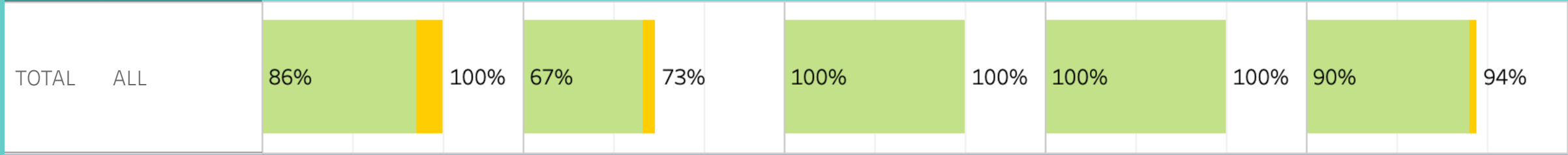
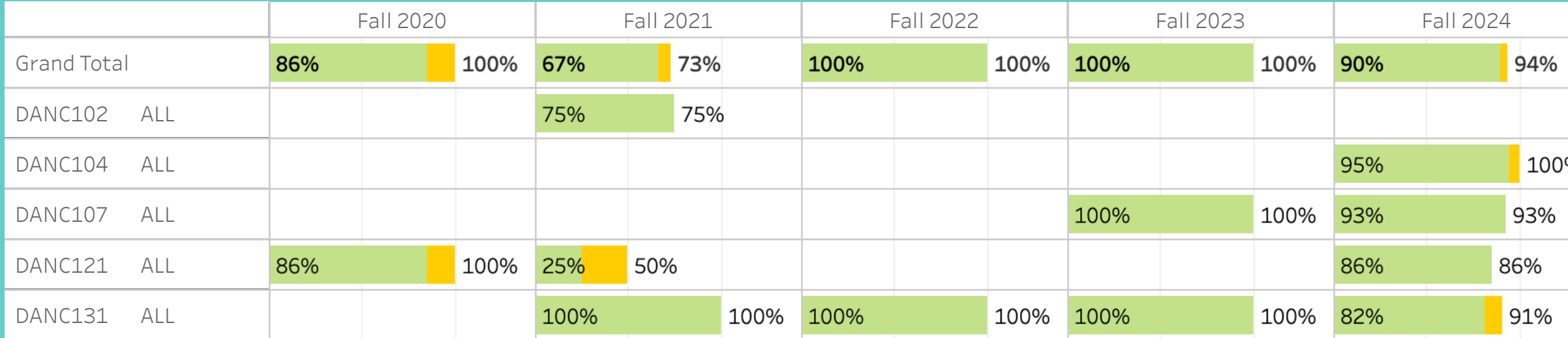
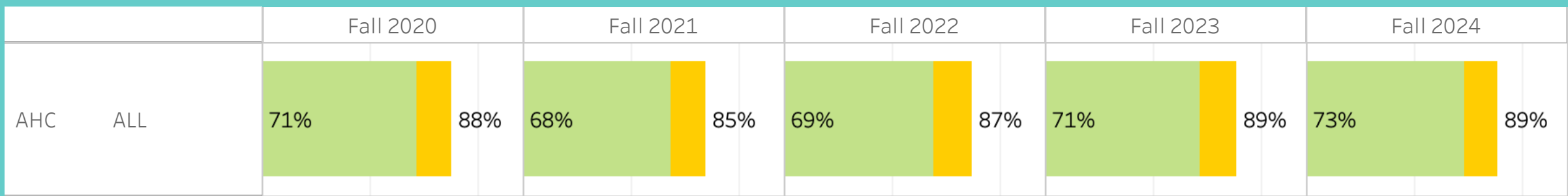
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Home / Institutional Effectiveness / Program Review: Success, Retention, Persistence

PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

Success & Retention

Success %Retention %



Years or Terms

Fall Terms

Subject

DANC

Course

(Multiple values)

- ☐ (All)
- ☐ DANC101
- ☒ DANC102
- ☒ DANC104
- ☒ DANC107
- ☐ DANC110
- ☐ DANC111
- ☐ DANC115
- ☐ DANC120
- ☒ DANC121
- ☐ DANC125
- ☐ DANC130
- ☒ DANC131
- ☐ DANC133
- ☐ DANC135
- ☐ DANC138
- ☐ DANC142
- ☐ DANC148
- ☐ DANC152
- ☐ DANC153
- ☐ DANC154
- ☐ DANC156
- ☐ DANC168
- ☐ DANC170

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Persistence By Major

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Allan Hancock College
800 S. College Dr.
Santa Maria, CA 93454
805-922-6966

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[IE Newsletter](#) ➡

Reports and Presentations

Learning Outcomes

Data Coaching

Research/Data Request

External Data

State and National Reports

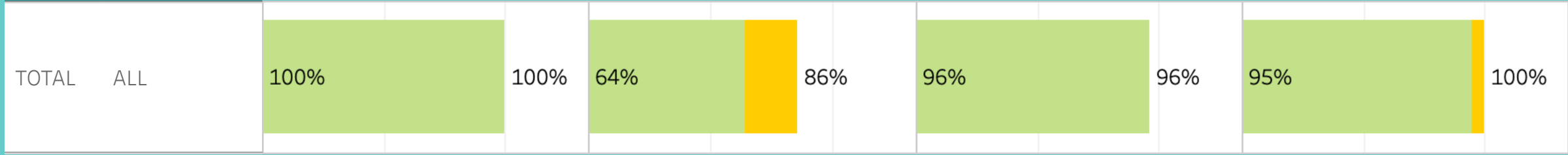
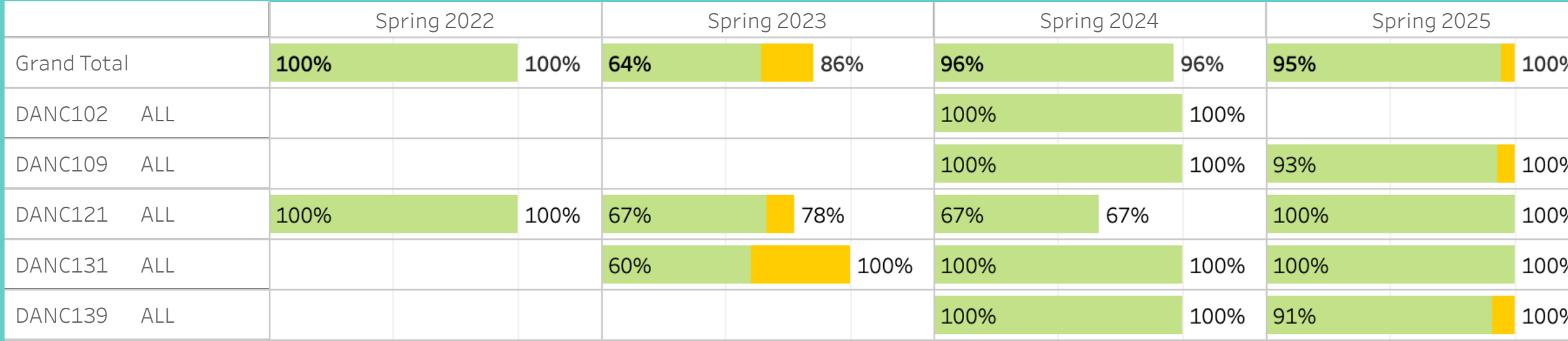
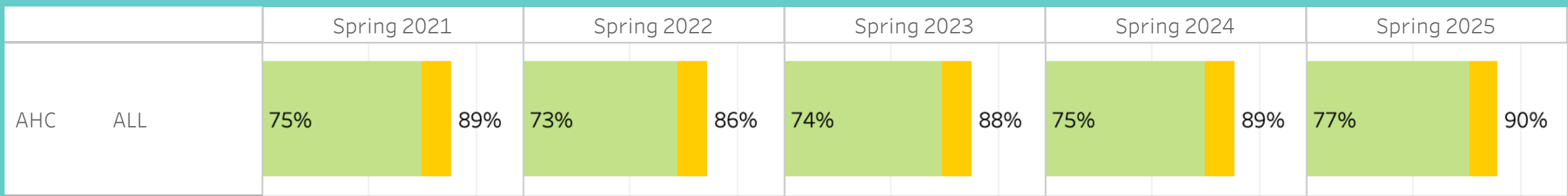
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PROGRAM REVIEW: SUCCESS, RETENTION, PERSISTENCE

Success & Retention

Success % Retention %



Years or Terms

Spring Terms

Subject

DANC

Course

(Multiple values)

- ☐ (All)
- ☐ DANC101
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- ☒ DANC121
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- ☐ DANC142
- ☐ DANC145
- ☐ DANC148
- ☐ DANC152
- ☐ DANC153
- ☐ DANC156
- ☐ DANC171
- ☐ DANC182
- ☐ DANC183

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Persistence By Major

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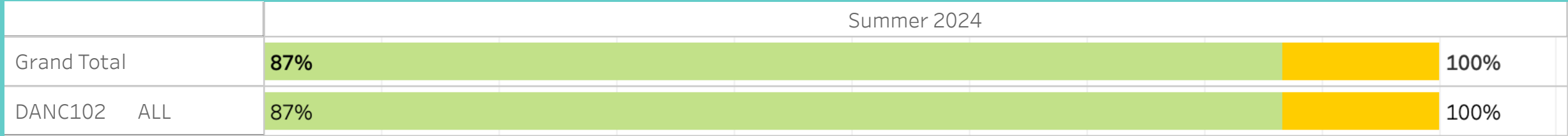
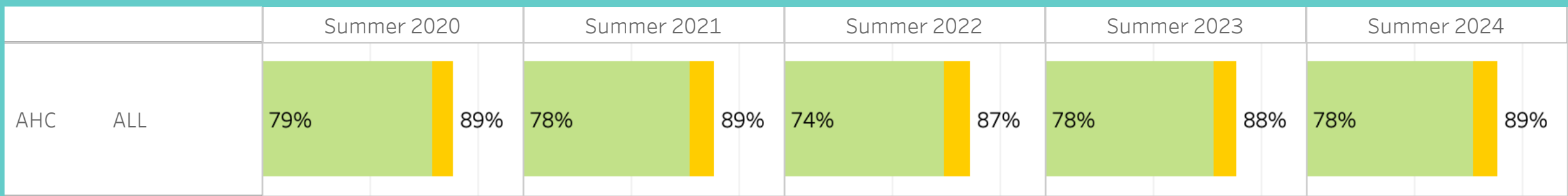
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Home / Institutional Effectiveness / Program Review: Success, Retention, Persistence

PROGRAM REVIEW: SUCCESS,
RETENTION, PERSISTENCE

Success & Retention

Success %
Retention %



Years or Terms
Summer Terms

Subject
DANC

Course
DANC102

Data Group
ALL

Group Detail
(AII)
ALL

Retention at or below
100%

Success at or below
100%

If DI detected:
Purple for Retention
Red for Success

Persistence By Major

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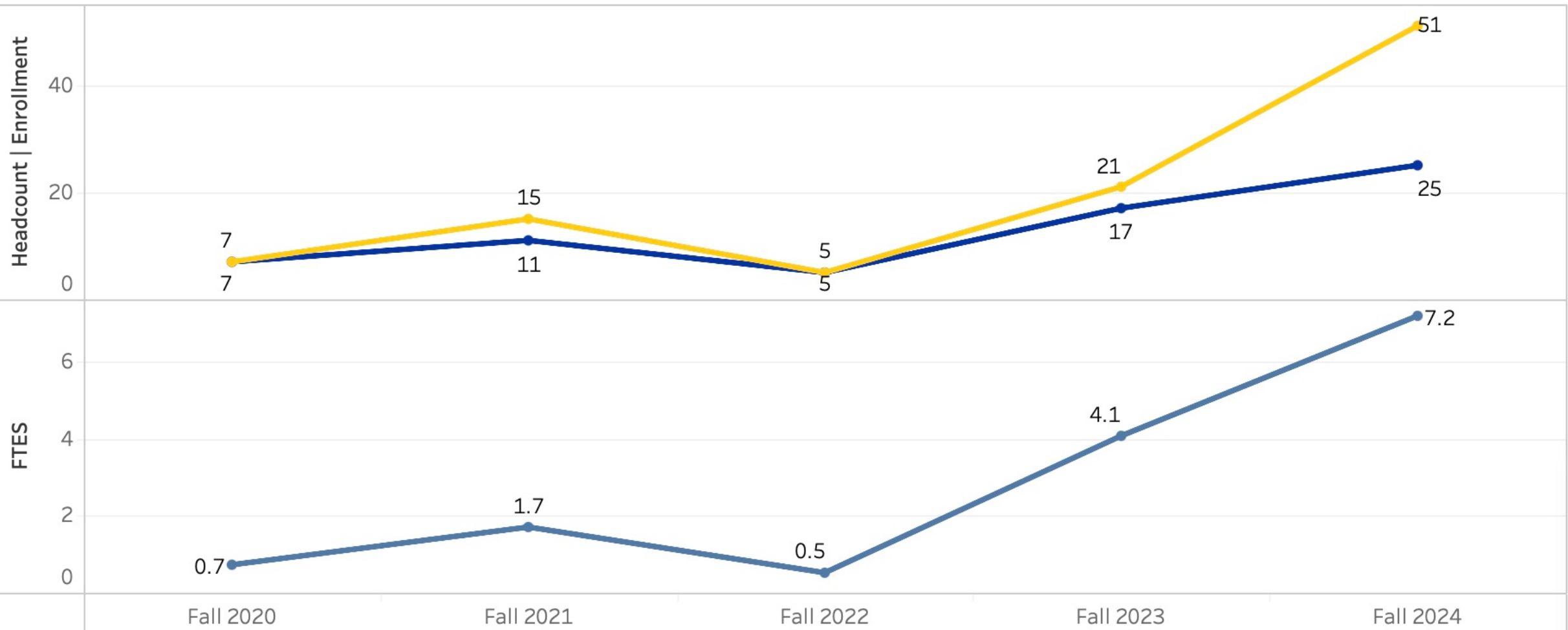
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Years or Terms
Fall Terms

CR/NC
Credit

Subject
DANC

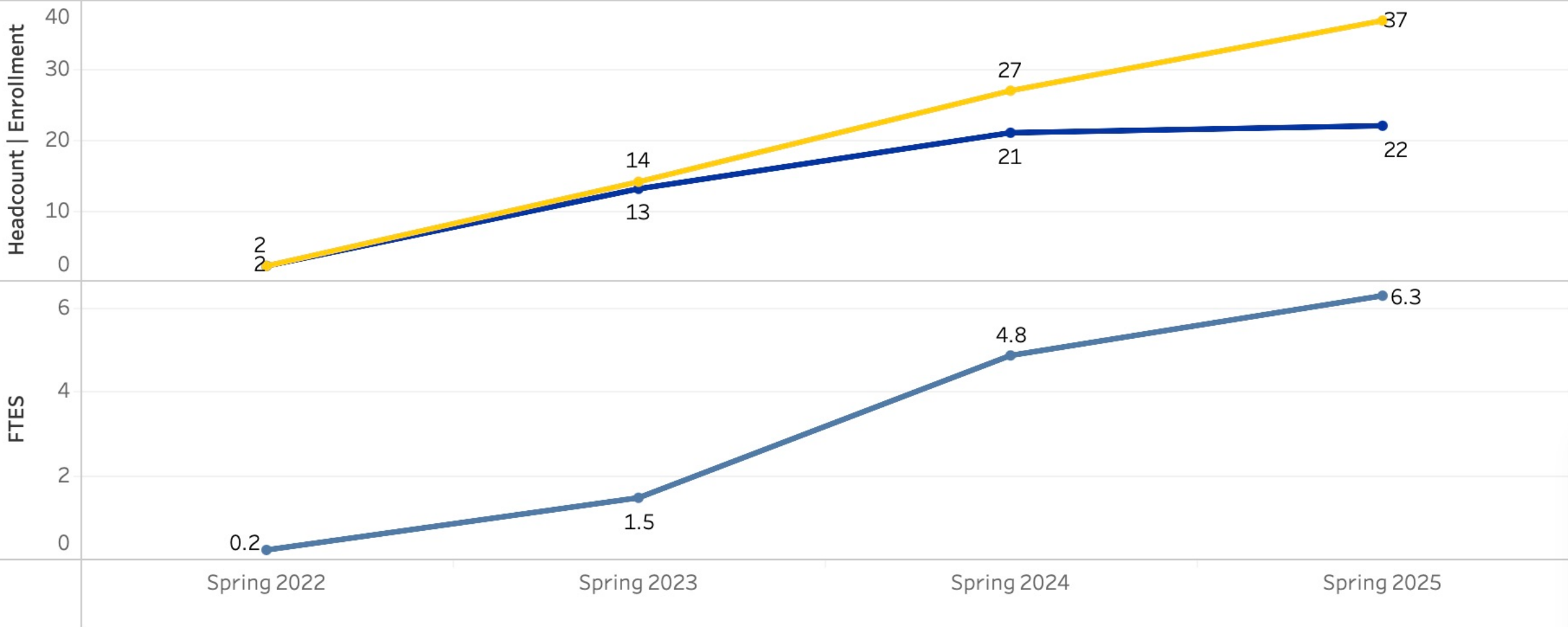
Course
(Multiple values)

- ☐ (All)
- ☐ DANC101
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- ☐ DANC148
- ☐ DANC152
- ☐ DANC153
- ☐ DANC154
- ☐ DANC156
- ☐ DANC168

Enrollment by Modality



Español



Years or Terms
Spring Terms ▼

CR/NC
Credit ▼

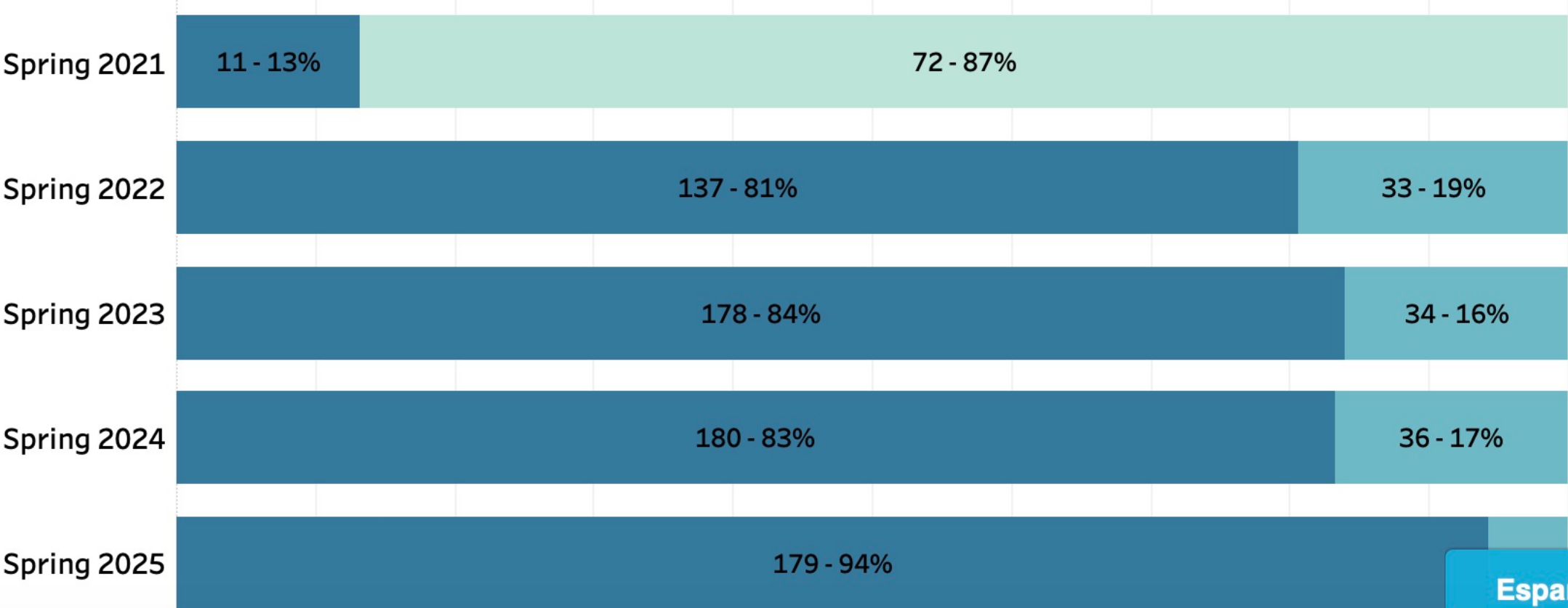
Subject
DANC ▼

Course
(Multiple values) ▼

- ☐ DANC101
- ☒ DANC102
- ☒ DANC109
- ☐ DANC120
- ☒ DANC121
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- ☐ DANC148
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- ☐ DANC153
- ☐ DANC156
- ☐ DANC171
- ☐ DANC182

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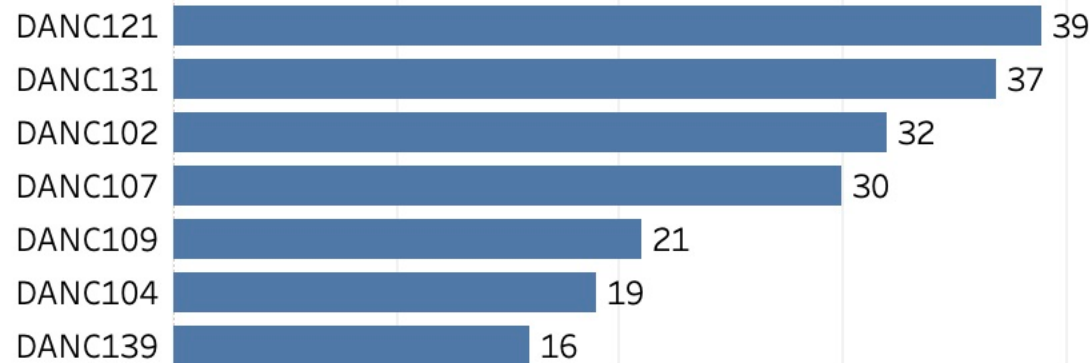
Enrollment by Modality



PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

5-Year Enrollment by Course

5-Year Aggregate Enrollment Data



	2020-21	2021-22	2022-23	2023-24	2024-25
DANC121	7	6	9	3	14
DANC131		3	10	8	16
DANC102		8		9	15
DANC107				16	14
DANC109				7	14
DANC104					19
DANC139				5	11



Class Details for Auditioning for Dancers Dance 102 A

i Term: 202640 | CRN: 41704

Course Description / Notes

Meeting Times/Room/Instructor

Location Address

Enrollment/Waitlist

Corequisite CRN(s)

Cross Listed Courses

Grade Options

Attributes

Fees

Bookstore Links-Information

Prerequisites

Important Dates

Enrollment Actual: 11

Enrollment Maximum: 35

Enrollment Seats Available: 24

Waitlist Capacity: 20

Waitlist Actual: 0

Waitlist Seats Available: 20

Close



i Term: 202640 | CRN: 40825

Course Description / Notes	Enrollment Actual: 17
Meeting Times/Room/Instructor	Enrollment Maximum: 35
Location Address	Enrollment Seats Available: 18
Enrollment/Waitlist	Waitlist Capacity: 20
Corequisite CRN(s)	Waitlist Actual: 0
Cross Listed Courses	Waitlist Seats Available: 20
Grade Options	
Attributes	
Fees	
Bookstore Links-Information	
Prerequisites	
Important Dates	

PROGRAM UPDATES

COMMERCIAL DANCE

F2025-S2026



UDA Training Camp August 7-10, 2025

Students trained under industry professionals, preparing them for the commercial dance industry and for the beginning of the fall dance semester.

AHC Time Capsule September 10, 2025

The Commercial Dance Program Dance Team participated in the celebration of Allan Hancock College's burial of three time capsules, helping bring Bulldog spirit and energy to the occasion and accompanying film project. Their participation showcased school pride, student involvement, and the program's continued presence at important campus and community events.

Fundraising: SnapRaise!

September 3 – October 3: Raised **\$6,275**

Chumash Casino Resort performance

December 3-6: Received donation of **\$2,000**

Fundraising: SnapRaise!

January 26 – February 26: Raised **\$2,139.60**

Santa Barbara Teachers Credit Union

April 18: Received donation of **\$1,500**

Los Alamos Old Days Parade September 28, 2025

Students performed at the Los Alamos Parade, proudly representing Allan Hancock College and the Dance Program as a whole. Their participation provided students with an opportunity to engage with the local community while showcasing their talent, professionalism, and performance training in a public entertainment setting.



PROGRAM UPDATES

AHC Football Game November 8, 2025

Our commercial dance team was invited by the athletics department to perform at their home game.

Chumash Casino Resort Christmas Party December 3-6, 2025

Our Commercial Dance Team was hired as professional entertainers to perform at the annual "All That Glitters is Gold" holiday celebration hosted by Chumash Casino Resort. Featured as the main entertainment event for four consecutive nights, our students performed for more than 800 guests each evening, showcasing their professionalism, versatility, and industry-level performance skills.

This opportunity provided students with invaluable real-world experience working in a large-scale entertainment environment and further established our program's growing reputation within the professional entertainment industry. Due to the success of this collaboration, we have been invited to return and collaborate with Chumash Casino Resort again for their December 2026 Christmas celebration.

Buellton Winter Fest December 7, 2025

Our Commercial Dance students were invited to perform at the Buellton Winter Fest, proudly representing Allan Hancock College and the Dance Program as a whole. Their participation provided students with an opportunity to engage with the local community while showcasing their talent, professionalism, and performance training in a public entertainment setting.



Winter Dance Extravaganza December 12, 2025

The Commercial Dance Program produced a farewell Winter Showcase for the college campus and surrounding community, providing students with an opportunity to celebrate the end of the semester through performance and artistic expression. The showcase highlighted the hard work, growth, and dedication of our dancers while fostering community engagement and ending the semester on a high note.

As part of this event, the program partnered with the Santa Maria High School Cheer Team to encourage collaboration between the two schools. This partnership was created to strengthen connections between our programs, support student engagement and recruitment opportunities, and build a lasting relationship that will benefit both institutions and their students in the future.

Celebrity Dance Competition - Regionals March 6-8, 2026

The Commercial Dance Program's Dance Team represented Allan Hancock College and the Dance Program as a whole at a regional competition in Anaheim. Our team earned multiple 1st Place Overall awards, marking a major accomplishment for both the students and the program.

This achievement brought significant recognition from the community and generated increased interest from prospective students wishing to join the team for the upcoming season. The experience also reinforced the program's commitment to excellence, teamwork, and providing students with high-level performance and competitive opportunities.

PROGRAM UPDATES

COMMERCIAL
DANCE

Spring Dance Showcase March 26-28, 2026

The Commercial Dance Program produced a dance showcase for the college campus and surrounding community, providing students with an opportunity to celebrate the end of mid-terms through performance and artistic expression. The showcase highlighted the hard work, growth, and dedication of our dancers while fostering community engagement.

First Gen Summit April 11, 2026

The Commercial Dance Program Dance Team was invited to perform at the First Gen Summit as part of the event's entertainment programming. The performance was a success and provided students with another valuable professional performance opportunity while representing Allan Hancock College and the Dance Program. Through experiences such as this, students continue to build industry-level performance skills and expand their professional résumés with community, collegiate, and public event performances.

Santa Barbara Teachers Credit Union April 18, 2026

The Commercial Dance Program Dance Team was invited to perform for Santa Barbara Teachers Federal Credit Union as part of their entertainment programming. The performance was a success and provided students with another valuable professional performance opportunity while representing Allan Hancock College and the Dance Program.

Through experiences such as this, students continue to build industry-level performance skills and expand their professional résumés with community, collegiate, and public event performances.



Upcoming events

COMMERCIAL
DANCE

POTENTIAL DATES

2026-2027

JUL

3 OR 6

DANCE TEAM FIELD TRIP

Students will travel to Los Angeles to take summer classes from professional individuals.

FEB

20 & 21

UDA DANCE CHALLENGE - REGIONALS

\$15,000 (rough estimate)

SEP

27

LOS ALAMOS OLD DAYS PARADE

MAR

12-14

USA DANCE NATIONALS

\$15,000 (rough estimate)

OCT

2-3

CELEBRITY DANCE CONVENTION

\$17,000 / 22 students + 3 faculty (Rough estimate)

MAR - APR

21- 3

COMMERCIAL DANCE SHOWCASE

March 21 - April 3

OCT

23-25

CHUMASH CASINO PERFORMANCE

JUN

11

DANCE TEAM FIELD TRIP

Students will travel to Los Angeles to take summer classes from professional individuals.

DEC

6

BUELLTON WINTER FEST

AUG

5-8

UDA SUMMER DANCE CAMP

\$10,000 (bought estimate)

OVERALL PROGRAM SUMMARY

The report describes a growing Commercial Dance Program with strong student outcomes, expanding community partnerships, and a clear need for additional staffing and course development. It highlights six certificate completers, regional and national competition success, and increasing high school collaboration, while noting that staffing shortages and the absence of a part-time instructor for Hip Hop Dance III remain the main constraint.

Program focus

The program's mission stayed the same, and no major new degrees or certificates were added this year. The two-year program map is in place, but the program has difficulty offering Hip Hop Dance III because the full-time instructor is already at overload and a qualified part-time instructor was not available until recent hiring efforts.

Student success

Student outcomes were a major strength this year. Six students earned the Commercial Dance Certificate, the dance team placed first at regionals and second and third at nationals, and students also performed at major community events such as the Chumash Casino Christmas Party, the First Gen Summit, and the Santa Barbara Credit Union celebration. Assessment results for DANC 109 showed students met expectations for sophisticated stage and on-camera performance.

Partnerships and growth

The program is building stronger ties with local high schools and the community. Santa Ynez Valley Union High School will begin CCAP dance courses with Allan Hancock instructors in Fall 2026, and Lompoc High School and Ernest Righetti High School are interested in sending students to campus-based dance courses. Enrollment is trending upward, though modestly, and the program sees this as evidence of continued growth.

Challenges and planning

The biggest challenges are staffing, access to instructors with commercial dance industry experience, and the need for more performance-focused course options. Recommendation of expanding guest instruction, internships, mentorships, industry partnerships, social media outreach, and possible new specialized courses in auditioning, camera performance, choreography, and branding. It also notes that a new commercial dance performance course would help meet student and community demand.

OVERALL PROGRAM SUMMARY

Workforce alignment

The program argues that it fits regional labor market demand by preparing students for entry-level commercial dance and entertainment work. It emphasizes that its value is not only transfer preparation, but also direct workforce readiness through training in auditioning, performance, conditioning, and industry-based dance styles. The report concludes that the program is effective because of its student completions, community visibility, and growing pipeline from local high schools.

Education and Industry Partnerships_Commercial Dance_2025-26

Final Audit Report

2026-08-31

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By:	Shayna Andrews (shayna.andrews@hancockcollege.edu)
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