

Dance

Enrollment and Efficiency

Name of Institution: Allan Hancock College

Year: 4/14/2023 12:00:00 AM

1 Annual Questions

A Program Mission

Has your program mission or primary function changed in the last year?
(Program Mission)

Response

No, changes were made in the 2021-2022 Annual review. The program Mission is up to date (see below).

The AHC Dance Program is committed to providing an educational environment where students learn the skills to perform and maintain a healthy lifestyle. Through the course of study, students will be capable of a thoughtful, critical analysis of aesthetic, historic, cultural, and pedagogical issues as they relate to dance and movement studies. They will understand the complex phenomena of dance as an art form and will be capable of creating and experimenting with physical expression through dance.

Dance is a universal language that crosses the boundaries of culture and time is an essential part of the human experience. The artistic discipline provides an Associate Degree in Dance for Transfer in Liberal Arts and Theatre programs throughout the state.

B Program Changes

Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

(Program Changes)

Response

In the last year, we have made several changes to the Commercial Dance Certificate as requested by the commercial dance advisory committee members. The changes were to eliminate the clinic and beginning dance courses, and substitute them with intermediate and advanced courses. This would present students with the higher skills needed to prepare them for industry work, rather than having them start from the beginning. The majority of commercial dance students already have the fundamental training before they come into the college setting, so it is wise that we provide a path that challenges and prepares them for the commercial dance industry's needs and expectations. The following courses were added to better reflect industry needs:

DANC102	Auditioning for Dancers	2
DANC104	Dancing for the Camera	2
DANC107	Intercollegiate Conditioning-Dance	3
DANC109	Intercollegiate Dance Team	3
DANC121	Ballet Dance II	2
DANC131	Jazz Dance II	2
DANC139	Hip Hop Dance III	3

The Dance Program has also successfully created and implemented a Ballet Folklórico Certificate of Achievement (completed Spring 2023 and will be available to offer for Fall 2023 semester), to reflect community need and recommendations. Courses within the certificate include (16 units required):

DANC102	Auditioning for Dancers	2
DANC120	Ballet Dance I	2
DANC140	Ballet Folklórico I	2
DANC142	Ballet Folklórico II	2

DANC145	Folklórico Zapateados	1
DANC147	Folklorico Dance History	3
DANC148	Folklorico Concert Production	3
DANC156	Techniques for Stretch & Wellness	1

C SLOs

1. Please summarize key results from this cycle's assessment.
2. Please summarize your reflections, analysis, and interpretation, of the learning outcome assessment and data.
3. Please summarize recommendations and/or accolades that were made within the program/department.
4. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

(SLOs)

Response

- Please summarize key results from this cycle's assessment.

Dance students are succeeding in online courses and this modality seems to be preferred when it is possible. Dance Appreciation is the most consistently enrolled class with students who are mostly non-majors. Class numbers have gone up, although we are still working our way back after the impact of the pandemic. Classes that have been cancelled because of low numbers in the last year are DANC 154 and DANC 168. These classes may impact graduating students. Close to 80% of students are female identifying and the male identifying students who are enrolled has gone down slightly. Persistence from Fall to Spring is 87% for Dance students. We have 66% of students who have been employed beyond Hancock since 2021.

Recently we assessed the following DANC SLO1: Demonstrate Choreographic Skills including supervisory skills and effective communication abilities (SEE "PLO FINDINGS" ATTACHED).

DANC SLO1 findings was very successful, our students succeeded in retaining skills learned, and faculty succeeding in relating information for skills learned.

- Please summarize your reflections, analysis, and interpretation, of the learning outcome assessment and data.
 1. According to the data, all classes "exceed standard," with Composition/choreography at 87.50%, Folklorico Concert Production at 100% and Dance Ensemble at 94.44%. What this shows about our students and instruction is that they are retaining skills learned during and after production performances. This means that when our students exit the dance program they are properly prepared for entrance into the dance performance industry, and have a higher percentage of being hired as a performer/entertainer (this is backed by data in CTE portion of Annual Update).
 - 5.

We have changed our PLOs to reflect the ever-evolving entertainment industry. This was a recommendation made by our advisory committee. More support around students new to the dance program. Many students are focused on their chosen major and Dance is seen as secondary. It is difficult for faculty to teach in multiple modalities when the AV source is not functioning in each studio.

Students in the fall semester felt supported by the Innovation Fund that led to the production of a multi-disciplinary Dance Concert. This led to collaboration and inclusivity across campus. Creative Arts students expressed how helpful it is to work with students in other programs to feel connected in a supported learning environment.

- Please summarize recommendations and/or accolades that were made within the program/department.

Most CSUs do not support an ADT for Dance and we would like to look at implementing an AA Transfer Degree for students. We plan to align our courses with lower division coursework at CSUs so that we can create a direct pathway to a BA or BFA program. Also, we discovered that the Dance Certificate has a high number of units, and we are working to fix this.

Completions:

College & Program Launch board Data 2021-2022 for Dance

- 325 students enrolled in Dance courses (mostly non-majors)
 - 77% of students are onsite and 19% of students are online
 - 73% Retention Rate Fall to Spring
 - 3 students completed their AS degrees
 -
- Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

See Attachment

D 2-Year Program Map

Is your two-year program map in place and were there any challenges maintaining the planned schedule?

(2-Year Program Map)

Response

The two-year map for dance is in place and has been revised to reflect core courses starting fall of 2023. We have placed less emphasis on production courses, and we are focusing on training and preparing students to go on into the industry. This will get them out sooner and prepare them to go beyond Hancock. Challenges include classes that are cancelled due to low enrollment when students need a specific course for graduation.

E Staffing Changes

Were there any staffing changes?
(Staffing Changes)

Response

Two new faculty were hired in the Fall of 2022 to cover our Folklórico classes and the Technical Production Lab class. Previous faculty are back teaching courses in Ballet, Jazz, tap and Folklórico as well.

F Program Successes

What were your program successes in your area of focus last year?
(Program Successes)

Response

- Two students was offered a scholarship to AMDA Conservatory for fall 2022; one to the Los Angeles location, and the other to AMDA New York.
- Dance was awarded the Innovation Fund grant to support students in the creation of a dance concert with five programs in Creative Arts Fall of 2022.
- Our 2023 summer dance production was awarded \$15,000 through the colleges' "Student Equity Grant," to support our student performance trip to Disneyland, NDA dance competitions, and other community locations.
- The Dance Program participated in Career Day; we led tours, worked an information table, and students performed in F-142.
- Dance successfully mounted a Folklórcio dance concert off campus; performing at Templeton elementary, Los Olivos Elementary (Dia de los Muertos) and around the community.
- Attended dance competitions, and won the "Regional Champions" title.
- Successfully established concurrent enrollment connection with Righetti High School.
- Collaboration between Hancock dance program and Fresno State to create a lower-division dance degree for Folklórico dance transfers.

G CTE Labor Market Analysis

1. Does the program meet documented labor market demand?
2. How does the program address need that are not met by similar programs?
3. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
4. Have the recommendations from previous report been addressed?

(CTE Labor Market Analysis)

Response

1. Yes, the program meets documented labor market demands. In fact, according to One-Net's employment and wages trends, dancer jobs in California are described as having a "Bright Outlook," With 1,6000 employees in 2021, and a projected growth of 11% or higher between 2021 and 2031.

See link: <https://www.onetonline.org/link/summary/27-2031.00>.

2. Either by CTE funds, the Dance Program's Auxiliary funds (for small items), and through the support of administrative staff.

3. We believe it does. According to Community College Pipeline, our dance program has a retention rate of 86%, which means the majority of students are staying in dance, succeeding and not dropping out. In fact, the data shows that 66% percent of students are also being employed; either immediately after graduation or on the second fiscal quarter after exiting. This is great news!

This also shows that the changes to our degrees and certificates are making a positive impact on the success of our students and program.

Link: <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

4. Yes, many recommendations have been made by our commercial dance advisory committee members, and many have been addressed, i.e. modifying the commercial dance certificate to better reflect the needs of the dance industry (See attached minutes of Advisory meeting). They also recommend hiring commercial dance industry instructors, to better guide students into the workforce.

H Validation

Validation for Program Planning Process:

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)

2. Are there specific recommendations regarding the core topic responses from the validation team?

(Validation)

Response

2 Enrollment and Efficiency Questions

A Data Analysis

- a. What data were analyzed and what were the main conclusions?
(Data Analysis)

Response

Data from the “Community College Pipeline” was analyzed, and we found that our dance program has a retention rate of 86%, which means the majority of students are staying in dance, succeeding and not dropping out. In fact, the data shows that 66% percent of students are also being employed; either immediately after graduation or on the second fiscal quarter after exiting. This is great news! As far as transferring to a four-year institution, the data also showed that “students benefited from the program in many ways, including 23 transfers and 13 skills-builders with earnings gain.” However, the data also displayed students that were underserved within the dance program; 76% (217/286 students) were female identifying students that had completed and graduated with a dance degree, and only 24% (68/286 students) completed and graduated with a dance degree. This means that 65 male dancers were underrepresented and are in need of more attention (According to data, the majority of students enrolled identified as wither female or male, with the exception of 1 student identified in the system as “masked value (unidentified).”

Although the data shows that the changes to our degrees and certificates are making a positive impact on the success of our students and program, the fact that there is a underrepresented group tells us that we are in need of either revising teaching tactics, course offering tactics, or it might simply have to do with the possibility of creating courses that specifically target the underrepresented group; an example being a “Men’s ballet 1, or adding “partnering” courses to the class schedule or degree.

Link: <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>.

B Challenges

- b. 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?
(Challenges)

Response

We believe the canceling of courses too early has had an effect on students' success because they are not able to complete their degree in a timely manner. Many students have expressed concern about completing their degrees on time in order to graduate.

Before enrolling at Hancock, the majority of students do not have access to the kind of training needed to succeed in the performing arts industry, or students that do come in with such experience, only come in for a semester and leave immediately into the workforce. The majority of students that start their training in our program are already behind their peers in a professional setting. Most of our students are non-majors and they take dance as a hobby because they've been led to believe dance is not lucrative (whereas there are many careers related to the field), and because of this students seem to not be ready when they come into college and are not selecting dance as a major. Our students' lives (work and family schedule) becomes more important than a career in dance.

Another big challenge is that dance studios in around the area are already getting training more advanced than we provide in the dance program, which leads them to go straight into the workforce rather than continue their education with our program. Occasionally, we get a few dancers from studios, but not the amount we would like to see. We hope that the changes to the degree and certificate, and recommendations from our advisory committee members will help entice the dance studio population, not only in Santa Maria, but surrounding areas/counties as well.

We had hoped to have all the new changes in place for Fall 2023 semester, however we are finding it difficult in making this happen since there has been no response/communication from administration, in regards to our needs and concerns for new course implementation.

C Innovations

c. What are your plans for change or *innovation*?
(Innovations)

Response

If we want to have a dance department that supports our students and supports dance, we have to be able to adapt and grow with where dance is going. Technology advancing provides new opportunities for students to collaborate and utilize online environments, even with a physical practice. We hope to implement multiple modalities that consider multiple intelligences to support our students. Students need the necessary training before they transfer to a four-year university or go out to work in the industry. Our goal is to educate families on job opportunities in the performing arts field specific to dance. We are planning to provide new pathways so that students have ways to succeed outside of academia. We strive to cultivate well-rounded individuals who possess honed skills and a broader understanding of their craft.

We are also in the process of helping Fresno State create a lower-division Folklorico dance degree, so that our students may have a pathway for transferring into the university. This is great for our community, especially for our Folklorico dance program.

Along with implementing pathways, our program will need to offer something that entices dance career-oriented individuals to attend our program. A great idea would be to hold "in-studio" master classes, where our instructors travel to individual dance studios and offer master classes. An innovative idea (recommended by our advisory committee) that was implemented this spring was a Dance Team, which competes in intercollegiate competitions and performs around the county. The team is meant to peek the interest of the studio-based competitive dancers, who would like to continue their competitive career into college and a university setting. Dance team performers are well rounded dancers and are more likely to succeed in the commercial dance industry.

D Measures

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

(Measures)

Response

Measuring the results of our plans is crucial for evaluating the effectiveness of our community college dance program and ensuring its continuous improvement. To achieve this, we have devised a comprehensive strategy that involves following up with alumni after they graduate and staying informed about their career trajectories and industry involvement. By gathering data on where our students end up and the jobs they maintain, we can gain valuable insights into the program's impact and identify areas for enhancement.

In addition to alumni engagement, it is equally important to maintain regular communication with current students. By understanding their goals, aspirations, and plans, we can provide tailored guidance and support to keep them on track for graduation and involvement in the dance field. Regular check-ins, discussions, and mentorship opportunities will help foster a supportive environment where students can thrive and make informed decisions about their dance careers.

Program Details

Dance

Program Description

Program Mission Statement

General Education Outcomes (ILO)

Target	Actual Result (Score)	Difference Score
N/A	N/A	N/A

Program Learning Outcomes (PLO)

Target	Actual Result (Score)	Difference Score
70.00%	94.59%	24.59%

Outcomes

1 - DANC1- Demonstrate choreographic skills includi

Demonstrate choreographic skills including supervisory and effective communicative abilities.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	70.00%	93.98%	23.98%

Outcomes

2 - DANC2- Demonstrate competency through public pe

Demonstrate competency through public performances.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Outcomes

3 - DANC3- Demonstrate proficiency in two of the fo

Demonstrate proficiency in two of the following dance styles modern, ballet, jazz.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Outcomes

4 - DANC4- Develop an informed viewpoint of dance a

Develop an informed viewpoint of dance as an art form.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Outcomes

5 - DANC5- Exhibit accomplished technique in tap an

Exhibit accomplished technique in tap and folkloric dance.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Outcomes

Program Details

GE.ILO1.DANC - ILO1

Communication: Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Outcomes

GE.ILO2.DANC - ILO2

Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Outcomes

GE.ILO3.DANC - ILO3

Global Awareness & Cultural Competence: Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Outcomes

GE.ILO7.DANC - ILO7

Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the

Outcome Status	Target	Actual Results	Difference Score
Planning Stage	N/A	N/A	N/A

Program Members

Butler, Steven

Program Details

Courses	
Course Title	Sequence
DANC102 - Auditioning for Dancers	1
DANC101 - Dance Appreciation	2
DANC110 - Modern Dance I	3
DANC111 - Modern Dance II	4
DANC115 - Advanced Modern Dance	5
DANC120 - Ballet Dance I	6
DANC121 - Ballet Dance II	7
DANC125 - Ballet Dance III	8
DANC130 - Jazz Dance I	9
DANC131 - Jazz Dance II	10
DANC133 - Hip Hop Dance I	11
DANC135 - Jazz Dance III	12
DANC138 - Hip Hop Dance II	13
DANC140 - Beginning Folklorico	14
DANC142 - Intermediate Folklorico	15
DANC148 - Folklorico Concert Production	16
DANC152 - Beginning Tap	17
DANC153 - Intermediate Tap	18
DANC155 - Clinic in Pilates	19
DANC156 - Techniques for Stretch	20
DANC163 - Clinic in Intermediate Jazz	21
DANC165 - Clinic in Hip Hop	22
DANC170 - Music for Dancers	23
DANC154 - Pointe and Partnering Clinic	24
DANC175 - Clinic in Salsa	25
DANC176 - Choreography Field Work	26
DANC180 - Performance Laboratory	27
DANC182 - Technical Production Lab	28
DANC183 - Dance Ensemble	29
DANC185 - Intro to Performance Skills	30
DANC186 - Dance Production	31
DANC188 - Dance Comp/Choreo II	32
DANC199B - Lyrical Dance	33
DANC379A - Workshop in Contemporary Dance	34
DANC379B - Dance Improvisation	35
DANC379D - Dance Repertoire	36
DANC171 - Dance Composition/Choreography	37
DANC189 - Independent Projects	38

Program Goals

No Program Goals to Display

Program Details

Planning Units

No Planning Units to Display

Associated Planning Initiative (Objective)s

No Objectives to Display

Associated Standards


Program Review Signature Page:


Jesus Solorio (May 30, 2023 16:58 PDT)

Program Review Lead

May 30, 2023

Date



Program Dean

May 31, 2023

Date



Vice President, Student Services

Jul 20, 2023

Date

F2022-S2023 DANC Yearly Planning Update and Enrollment Trends and Efficiency Core Topic Report 5.30.23

Final Audit Report


2023-07-20

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