

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Dance **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

No changes were made in the 2022-2023 Annual review. The program Mission is up to date.

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.

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

In the last year, we have submitted new course proposals to mirror classes in Dance with Community Education. The following courses were added to better reflect needs of the college community so that students can take noncredit classes outside of the major:

DNCN 7156 – Techniques for Stretch & Wellness

DANC OLDR 1148 – Folklórico Dance Production

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

The two-year map for dance is in place and was 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 out into the industry. This will get them out sooner and prepare them to be successful beyond Hancock. Challenges include classes that are scheduled off-cycle fall/spring where students are unable to complete courses on the projected timeline following the 2-year plan.

4. Were there any staffing changes?

Sydney Sorenson is stepping into the role of Dance Coordinator for the 2024-2025 academic year. Two new faculty were hired Fall of 2022 to cover the Folklórico classes and the Technical

Production Lab. This year, part time faculty taught courses in Jazz, Hip-Hop, Techniques for Stretch & Wellness and the Technical Production Lab. Instructional Aides continue to support the program.

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

- One student was accepted to UC Long Beach to begin fall of 2024.
- One student was accepted to PCPA Technical Theatre Internship summer 2024.
- A previous dance student was accepted to NYU Steinhardt as an MA candidate for Dance Education, [Teaching Dance in the Professions: Dances of the African Diaspora](#).
- Our 2024 summer dance production was awarded \$15,000 through the colleges' "Student Equity Grant," to support our student performance trip to Disneyland and performances at Hancock. Nearly 70 students arrived at audition day and 42 members are preparing for the performance this summer.
- The Dance Program participated in Career Exploration Day, leading tours, working an information table, and talking with incoming high school students.

Learning Outcomes Assessment

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

Dance students are succeeding in online courses and this modality is preferred when it is possible. Dance Appreciation is the most consistently enrolled class with mostly non-majors. Class numbers have gone up or stayed consistent, although classes under the Ballet Folklórico Certificate need support for students to succeed. FTES and FTEF have increased from last year. Persistence from Fall to Spring is 100% for Dance students.

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

According to the data, all classes exceed standards with an average success rate of 81%. DANC 111, DANC 138, DANC 153, DANC 180/185 are at 100% success and retention. What this shows about our students and instruction is that students are retaining skills learned during and after completion of courses. This means that when our students exit the dance program, they are properly prepared for entrance into the dance industry and have a higher percentage of being hired as a performing artist or entertainers.

c. 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 continue 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.

Completions:

College & Program Launch Board Data 2022-2023 for Dance

- 657 students enrolled in Dance courses (mostly non-majors)
 - 79% of students are onsite and 21% of students are online.
 - 100% Retention Rate for Dance majors from Fall to Spring
- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

No changes.

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)?

No courses have been reviewed. DANC 101 (DE) has been restructured to follow the rubric and showcases an increase in engagement for the class. There is a higher success rate, and we will continue to monitor student progress for this course.

- b. What were some key findings regarding RSI?

Although this course has not been reviewed, the instructor of record is working to improve the course with consistency and flow, regular interaction, and overall engagement in the online course.

Some strengths:

- Access to student support information.
- Course navigation that is consistent.
- Regular and effective contact with students.

Some areas of possible improvement:

- Accessible content.
- Effectiveness of assessments.

- c. What is the plan for improvement?

Plan for improvement includes concise lectures that are engaging and accessible that connect to the material supported by the textbook assigned to this class. Assessments will continue to improve as the course is redesigned through Backward Design.

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

- a. Does the program meet documented labor market demand?

The program meets documented labor market demands. According to One-Net's employment and wages trends, dance related jobs in California are described as having a "Bright Outlook," with a projected growth of 1,900 or more job openings in California between 2022 and 2032. The hourly mean for occupational wages for Dancers (SOC Code: 27-2031) in California is \$25.23, whereas Choreographers (SOC Code: 27-2032) are expected to make an hourly mean of \$30.75.

- b. How does the program address needs that are not met by similar programs?

The Dance Program prepares students to enter the industry with a focus on audition preparation, resume building, and skill building in dance technique and choreography so that students have the skills needed to submit material for performance related jobs.

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

There is not enough data to support the vitality and effectiveness of the program.

- 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?

Refer to Commercial Dance review.

- e. Have recommendations from the previous report been addressed?

The previous report included recommendations for advanced skill building, which have been addressed and included.

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-3 Black Stage Curtains for Boyd Concert Hall \$1,1000
Planning years:	(The academic years this will take to complete) 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.)	
Stage curtains to hang on the side entrance to serve as wings on the stage in the Boyd Concert Hall to support students in the dance performances.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> 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

New Program Planning Initiative (Objective) – Yearly Planning Only	
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Audition Requirements for Dance

UC Riverside: The Department of Dance does not require auditions for admission to its Bachelor of Arts program. Students interested in the Bachelor of Arts in Dance must apply for admission through the Office of Undergraduate Admissions at UC Riverside and select Dance as their major

UC Berkeley: Once a student is admitted to UC Berkeley, there is no additional application, interview, or audition required to declare the major in Dance and Performance Studies.

- ❑ A maximum of 8 units of equivalent coursework from EAP or other 4-year colleges transfer into the major as electives, upon departmental approval.
- ❑ All L&S-approved credits from other colleges transfer into your degree, but rarely into the major.
- ❑ Transfer students should bring a copy of previous transcripts/course descriptions to the Undergraduate Academic Advisor for evaluation.

UC Davis: Theater and Dance A.B

All students completing a major in Theatre & Dance must participate in productions, including work in at least two of the following three areas: performance (acting/dance), design, and directing/playwriting/stage management, as well as crew assignments and work in production labs.

UC Irvine: It is recommended that transfer students wishing to pursue a B.A. degree in Dance complete, in addition to the general education requirements, one course in choreography, two courses in dance technique, and one course in music for dancers prior to transfer.

- ❑ All students are required to audition for acceptance in the major.
- ❑ A second audition is required prior to beginning fall quarter to determine appropriate placement levels in ballet, jazz, and modern dance technique classes. This placement level determines the minimum number of years it will take to complete degree requirements. It is strongly recommended that students have dance technique experience in preparation for the auditions.
- ❑ Applicants must audition in late January/early February in ballet, modern, and jazz, prior to the fall quarter when entrance is anticipated, and be selected by faculty.

UC Los Angeles: Admission to the Dance major is very competitive. The most important admission criteria are the supplemental application which includes an audition and written materials. All students must have a cumulative 3.0 GPA at the time of application.

Suggested (not required) preparation for the major:

- ❑ One course each in improvisation/choreography, dance history and theory, and coursework focusing on using dance as a medium to connect and engage the community.

- At least eight courses [approximately 12 semester/ 20 quarter units] in various dance techniques particularly modern/postmodern dance, Hip-Hop, West African or Ballet.

UC San Diego: Prospective Freshman and Transfer students pursuing a Dance major may submit an optional art portfolio/audition video to enhance their overall UCSD application. You must submit a UCSD application before you can submit an optional art portfolio/audition video.

Only submit ONE optional art portfolio/audition video in your preferred area of study in Theatre or Dance. There are no live auditions, everything must be submitted online.

Candidates will provide one of the following:

- 1. Please submit a 1-minute video OR a written statement of no more than 350 words answering the following prompt: “What sparks your passion and curiosity about this artistic field?” We want to know about your genuine interest in Theatre & Dance.
- 2. Please submit 1-3 examples of your work that best demonstrates your experiences in your area of interest. This may include images, text (no more than 800 words), or videos (no more than 3 minutes for all videos combined). Please list and briefly describe each item you upload. Please note if the work is your original piece or how you assisted on the project.

Cal Poly Humboldt: *B.A and Dance Minor* - Students must meet the requirements of the university to be admitted. There are no specific admission requirements or auditions for the dance major. After you apply and send your official transcripts and/or exam scores (AP, IB, CLEP, etc.) to Cal Poly Humboldt, a counselor will review your transcripts to see which credits will transfer.

Cal Poly SLO: *Dance Minor*, Admission to the Dance Minor is contingent upon a departmental interview and review by the Dance Minor Advisor. Students do not have to audition to apply for the dance minor. Theater & Dance Website: <https://theatredance.calpoly.edu/students/dance-minor/curriculum>

CSU Long Beach: *B.A & B.F.A*, To be considered for admission to the major, applicants must receive a positive recommendation from the faculty following an audition and demonstrate the following:

- Minimum Cumulative GPA: 2.5
- Minimum lower-division preparation (grade of C or better required):

When you have submitted your application to the University, please send an email to dance@csulb.edu requesting additional Audition Application to fill out. Once you fill out your Audition Application, you will receive confirmation within one business day from the audition

coordinator confirming your audition date and time, providing directions and further audition instructions and expectations.

Fresno State University: B.A & Minor, General Requirements: Have an overall college GPA of at least 2.00; your GPA is calculated using all your transfer units attempted. Be in good standing at the last college or university that you attended. Complete 30-semester units (45 quarter units) of general education including foundation (Golden 4) courses.

Scholarship: <https://cah.fresnostate.edu/theatrearts/documents/220207-Dance-Scholarship-Guidelines.pdf>

AMDA Performing Arts College LA: B.F.A, AMDA is a multi-step process. Be sure to follow **ALL** 6 steps below to ensure the submission of a successful application.

- Submit Application
- Complete Audition - consideration to AMDA requires an audition. Auditions are offered as regional auditions, campus auditions, live-online auditions, and video submissions.
 - prepare 2 contrasting dance solos (each solo approx. 60 seconds in length). Styles may include Contemporary, Jazz, Modern, Hip-hop, Theatre Dance, Ballet, Contemporary Ballet, Street Dance, Tap or Cultural Dance Styles. Applicants may be lead through additional movement phrases provided by the AMDA coach facilitating the audition.
 - ADDITIONAL AUDITION MATERIALS: AMDA's programs are interdisciplinary. Dance applicants are encouraged to prepare a song or monologue in addition to their dance pieces. This will allow applicants to be considered for admission to other AMDA programs.
 - HIGHLY SUGGEST THAT ALL DANCE APPLICANTS PREPARE ONE OF THE FOLLOWING
 - A 60-90 second monologue
 - 32 bars of a song
 - Additional Information:
<https://www.amda.edu/admissions/audition/requirements/dance>
- Interview with Admissions
- Submit Personal Essay - write a personal essay (500 words minimum) on the following topic: "*Describe a challenging experience in your life and what you learned from it.*"
- Submit Letter of Recommendation
- Submit Transcripts

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.

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

Enrollment at AHC

- In 2022-2023 the Dance Program had 519 students enrolled onsite and 138 online. Since 2021 our enrollment has been trending upwards.

Creative Economy:

- Careers and salary related to our program are expected to grow in the next five years. Out of California (1.8 million jobs) the entertainment industry offers the highest number of available positions. While the performing arts are still recovering from the pandemic, the outlook is positive, with jobs in fine and performing arts sector being the second highest in availability. Refer to the attached 2023 report (page 5) by [Otis College on The Creative Economy](#).

Articulation with CSU/UCs:

- For Dance students to successfully transition and/or become professionals in the industry, they need courses that align with CSUs and UCs with a broad-based foundation, including audition preparation and skill building that leads to career specific pathways in the following categories: Performance/Choreography, Dance Education, Dance Science, Dance and Technology.
 - Currently, the AA articulates with the following courses:
 - [UC Irvine, BA/BFA](#): DANC 140, DANC 152, DANC 153, DANC 171
 - [UC Riverside, BA](#): DANC 110, DANC 120, DANC 121 DANC 171
 - [UC Santa Barbara, BA/BFA](#): DANC 101, DANC 171
 - [CSU Fullerton, BA](#): DANC 110, DANC 120, DANC 130, DANC 152

- After reviewing Dance degree requirements at recommended CSUs, it is evident that dance students need to be prepared to develop as individual artists and possess the ability to work collaboratively in a diverse and evolving workplace.

C-ID (course identification system) Review

- We will continue to review and analyze [C-ID THTR 191](#) to consider revising the course outline of record to align with lower division courses.

Collaborations/Work Experience

- Dance students will have an advantage and be prepared as professionals if they build their resumes with as many dance-related jobs, experiences, skills, and volunteer opportunities as possible, including preparation for auditions, resume building, choreographic opportunities, teaching experience, and awareness of the body as an anatomical structure to prevent injury and prepare for longevity.
- Dance Education is a priority in the community, as indicated by local job openings. Two local dance studios are currently looking for teachers, and there is also a demand for dance instructors in Bakersfield, Lompoc, and Santa Barbara.

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?

- As a program, we have been advised to schedule Folk/Tap classes in one classroom; this is neither equitable nor inclusive for students pursuing the AA degree and the proposed Ballet Folklórico certificate. This creates a barrier for our students in terms of scheduling and completing courses, ultimately impacting their success. A consistent and reliable solution is needed to ensure students can participate in courses that lead to performances in the Boyd Concert Hall, which ultimately prepare them with the performance experience needed for jobs in dance related disciplines.
- The technology in each classroom is a barrier. We need HDMI cables in F-134 and F-137 to connect laptops for instruction. We will follow-up with IT to request the necessary equipment.
- There is currently no available transfer degree for Dance students who plan to transition to a four-year institution. Not all students intend to transfer to a 4-year university; they need the work experience required to be successful in the industry.
- Faculty need to be aware and informed of each student's individual path to provide appropriate support.

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

- This semester we began reviewing course articulation agreements on Assist. We are working on articulation research with UC Irvine, UC Santa Barbara, CSU Fullerton, CSU Long Beach, and Fresno State.
- We worked with an intern through the Creative Arts Success Team – hired through The California Dream Act Service Incentive Grant (DSIG) Program – to create an “Audition Requirements for Dance Programs” document that lists the requirements to apply to Dance Programs at four-year institutions. Students will be able to utilize this document to prepare to transition. It also helps students decide what kind of program they would like to pursue beyond Hancock.
 - See attached document titled “Audition Requirements for Dance.”
- The AA degree needs more of a broad-based foundation to prepare for work in the performing arts and entertainment. Although dance degrees hold value, it is evident that potential CSUs are offering courses that prepare students to work in a variety of occupations in “multiple performance fields, as well as non-performance fields,” (Fresno State). We will continue to look at the AA Degree to ensure it connects with degrees that lead to jobs in the industry.
- The Dance Program would like to propose an ADT in Dance at Hancock. We will continue to review the possibility of alignment for transfer.
- Although the Dance Program does not have a transfer degree, there are lower division courses that can be included to articulate with specific institutions. Cerritos College offers a wide variety of classes that prepare students to transfer.
 - Courses to consider:
 - Dance Pedagogy
 - Fundamentals of Acting
 - Human Anatomy & Physiology (Kinesiology)
 - Introduction to Dance Cultures of the World
- Students who choose to pursue a career in dance education need proper course preparation and volunteer work to prepare to teach effectively in the community.
 - Our plan is to make students aware of local teaching opportunities and collaborate with industry partners to identify internships and volunteer work. We will also emphasize the skills needed to better align students to prepare for local teaching jobs.

4. How will you *measure* the results of your plans to determine if they are successful?
- Revisit ASSIST, track degrees/certificates, increase graduates, and follow up with Dance Majors throughout the academic year. The Counseling Department, Chair & Dean will be included to validate how we measure the results of our plans.
 - Preparing for an audition is crucial for Dance students to transfer successfully into 4-year institutions and to become successful performing artists in the industry, which includes developing choreographic skills, preparing for an interview, resume building, etc.
 - We currently have an Auditioning for Dancers (DANC 102) course to prepare students, as well as a plan to invite incoming students to the “Audition/Portfolio Planning Workshop” in August 2024. Our plan is to track student enrollment and participation in this course, as well as notify incoming students on the requirements to enter the entertainment and performing arts industries.

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).
 - Creative Arts Success Team, Guided Pathways
2. Are there specific recommendations regarding the core topic responses from the validation team?
 - Portfolio Planning/Audition Preparation for Creative Arts students

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.*

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER Obj-1: Appropriate Flooring for Dance Portable Sprung Wooden Dance Floor with Clip System \$500-\$2,500 (\$23.15 per sf)
Planning years:	(The academic years this will take to complete) 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.)	
<p>Portable flooring that is reliable and consistent for students to perform in the Boyd Concert Hall without injury. Since the stage is not built for dancers, a sprung floor is needed to overlay the stage to support students when they are performing. The current flooring that is available is suitable for folk dance and tap dance, although it could lead to injury for dancers who are wearing shoes that require more support. Consider flooring with a subfloor system beneath it or the #500 series elite springflex hardwood floor system. The total cost depends on the square footage of the stage.</p>	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705	
<input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> 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

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):	ER Obj-2: Harlequin Reversible Marley Flooring White Marley+ \$878.57 x 3 = \$2,635.71
Planning years:	<i>(The academic years this will take to complete)</i> 2024-25
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>	
With the advancement of technology, it is important for students to learn how to utilize projection as an enhancement for performance. This resource gives students the opportunity to collaborate with multiple art disciplines (specifically media arts).	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Program Review Signature Page:

Sydney Sorenson

Program Review Lead

Rick Fantz

Program Dean

[Signature]

Vice President, Academic Affairs

5/24/24

Date

May 30, 2024

Date

Jun 6, 2024

Date

Title (including number):	ER Obj-4 Bins for Costume Storage \$350-\$2,000
Planning years:	(The academic years this will take to complete) 2024-25
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>	
Bins to store costumes for dance students in the Fine Arts Complex costume closet. With more efficient storage, the Dance Program will be able to store costumes in one area, rather than across campus.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ER Obj-5 Garment Bags for Costumes \$750-\$1,500
Planning years:	(The academic years this will take to complete) 2024-25
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>	
The Folklórico costumes need to be moved to an area that is environmentally friendly where they can be stored and kept appropriately so they aren't damaged. The garment bags will assist in this process. Clear garment bags with pockets are available in sets of six.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	











F23-S24 YPU and Educ and Industry Partnerships - DANC_5.30.24

Final Audit Report

2024-06-06

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Signature Date: 2024-06-06 - 11:40:06 PM GMT - Time Source: server- IP address: 24.5.203.0
-  Agreement completed.
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