



**Instructional Program Review – Annual Update
2021**

Date:	April 19, 2021
Program and Department:	Dance
CTE Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Additional programs included in this review:	Commercial Dance CTE Program
Date of last comprehensive review:	2019 - 2020
Submitted By:	Jesus Solorio
Attachments (* as needed):	<input checked="" type="checkbox"/> 6-year assessment plan – All programs, when applicable <input checked="" type="checkbox"/> 2-year scheduling plan <input type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

a. Have there been any changes that would require a change to your Program Mission?

Yes, the dance program has recently added a Commercial Dance Certificate of Achievement, through CTE. The new certificate will be offered alongside the AA degree and dance certificate of Achievement, in fall 2021.

The AHC Dance Program is committed to providing an educational environment where students learn the skills to perform and maintain a healthy life style. 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, and is an essential part of the human experience. This artistic discipline provides an Associate Degree in Dance for Transfer in Liberal Arts and Theatre programs throughout the state

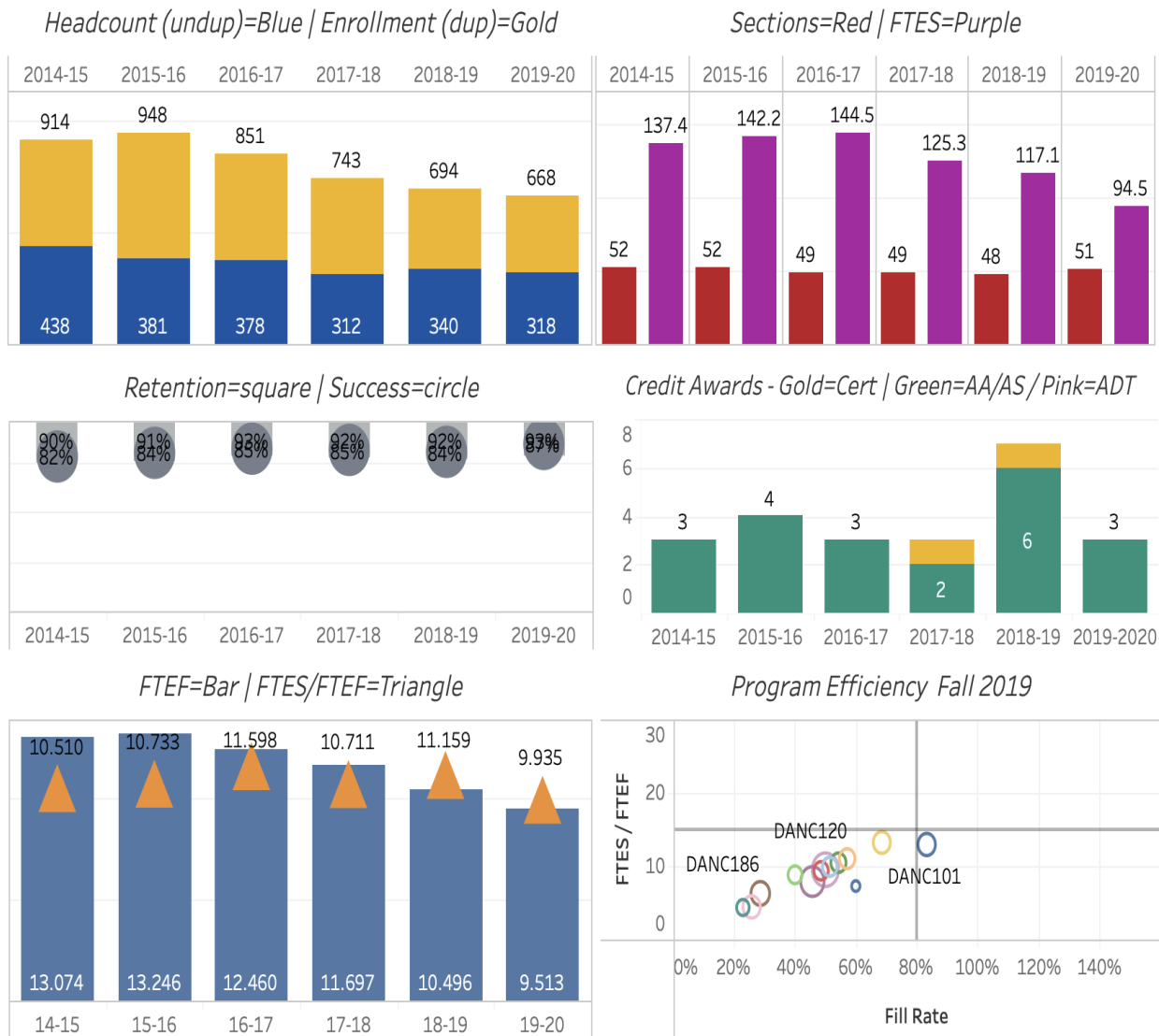
b. Explain how your program mission aligns with the college mission.

The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

The Dance Program encourages participation in assignments and community performances that foster culture, equity, and diversity; creating an inclusive learning environment that inspires students to achieve their academic goals. An experience at Allan Hancock College will set student up for success in the future no matter what avenue in dance they decide to take.

II. Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.



Data Source: Student-MIS; Award, Major & Faculty-Banner | Headcount-unduplicated students; Enrollment-duplicated students; Retention-students who receive a grade in the course; Success-students who receive a passing grade in the course; FTES/FTEF target is 15+; Fill Rate target is 80%+

- a. Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

Student success is encouraged by allowing our students to practice professional performance management skills that take personal responsibility to reach their individual educational goals. Our students are encouraged to take outside professional master classes, so they are inspired to complete their degree to continue on after graduation.

Through group projects, discussion, and hands-on experience in choreographing, performing and directing; our students are properly educated, directed, and prepared to transfer into the workforce.

Our students work through problem solving and critical thinking, networking, and staying in close communication with the dance industry professionals; we achieve this through our degree, certificates, performances, and outside events. With the instruction and dance education we provide, our students should have the skills necessary to leave AHC prepared for a university setting and/or the industry workforce.

- b. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

1. Every year for the past 5 years, several of our students have been awarded Santa Maria Arts Council Grants and AHC Foundation Grants. This las year 2020 was another great year for our students as well.
 2. From 2016-2020 several of our students have gone out to pursue a dance career in Los Angeles, and are performing for Disney Co., music artists and cruise ships. Several students are attending a school or university to pursue their degree in dance at this time.
 3. In March of 2019, the AHC Dance Program was invited to perform for the LLN Conference (Latina Leadership Network), and are being awarded a certificate for producing a professional and entertaining production.
 4. The AHC Dance Program was granted \$2,500 through AHC Student Equity the spring of 2019. The choreography class chosen to take a trip to LA to participate in dance classes and attend a world-renowned performance by Alvin Ailey Dance Company.
 5. Summer of 2019, the dance production received a \$5,000 Student Equity Grant, which will help with expenses associated with the summer production and the entrance fee to Disneyland for the company to perform.
 6. Covered California selected AHC and our students to be spokes persons for their annual promotion for their insurance coverage program, in which our students were payed to perform as professional dancers.
 7. Fall of 2019, the AHC Dance Program was granted \$2,662 through AHC Student Equity, which allowed us to take a handful of students to San Francisco Ballet's winter production of The Nutcracker Ballet.
- The AHC Dance Program successfully completed 2 virtual dance concerts, as a method to work around the COVID-19 crisis, in 2020, and 2021.

III. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes, all dance program course SLOs all have assessment scores. The 2017-2018 program review was completed and all SLOs were reviewed. All SLOs had been assessed and no changes were needed at that time. We will conduct another review of SLO's as the dance industry changes, so that our language and courses continue to stay up-to-date.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Yes, our program continues to discuss assessments and improvement plans that have been completed throughout the academic year. Faculty are aware there have been no assessment changes needed. When change is necessary, all faculty will be informed via email and in a zoom meeting.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

Financial resources continue to be needed in order to offer master classes, as well as access to guest speakers/choreographers, that will educate and inspire our students each semester. We have found that through Student Equity we are able to provide unique activities/events, although funding is limited and not always available. These experiences are absolutely necessary for success in the program and for all dance students to improve and succeed in their field. Outreach through events such as: Dance Spectrum, Dimensions in Dance, and any additional professional master classes are all needed for our continued success. To offer each of these activities, extra funding would be necessary. Preparing our students for the professional dance industry is our main priority, and through the activities/events mentioned above, we are able to accomplish our goal as a program and as instructors.

Resources are also needed to purchase new costumes for our concerts. Most of our costumes have reached their limit, on the amount of times they can be restructured and re-used. Since the dance program has an auxiliary account, funding for the costumes comes from this account. The auxiliary account should be used only for funding our concert space, lighting, and crew. Any costume expenses should come from the district account, as this is an instructional part of the production courses within our program. Funding for costumes is essential so that we continue to add value to our ever-expanding multicultural performance repertoire, here at AHC Dance. This is an area that can help build enrollment in the future as well.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

After reviewing the dance program outcomes and assessments, we have determined that there is a need to modify DANC 101-Dance Appreciation, to better accommodate and provide dance education to our distance learning students. There has been no need for modification in any other courses, and we will continue to hold another "review" session in the coming years.

Although temporary, the dance program is in the process of modifying the majority of the dance courses, to better accommodate the needs of ERT (emergency remote teaching); this is due to the COVID-19 pandemic, which took place the end of 2019. We have modified courses to shift from face-to-face to ERT (emergency remote teaching), which is a form of DL (distance learning).

In the fall of 2020, our Commercial Dance certificate program was approved, and we are waiting to see updates made on the college catalog.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes, all courses are up-to-date according to the Course Review process in 2017. They have been reviewed, modified and approved through the course review process and are all included in the 2017/18 program review. However, because of the COVID-19 pandemic, our courses are having to go through major modifications, changing language to better accommodate DL (Distance Learning) rules and regulations. This will take place between Spring 2021 – 2022.

We will be reviewing course outlines between Fall 2021-Fall 2022, to make sure all course outlines include the necessary information.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

Yes, we are due for another comprehensive review in 2022.

IV. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Information on major trends, opportunities and challenges within the program are N/A because the Dance Program's Commercial Dance program was not approved until Fall 2020, so there is nothing to report on until fall 2021 through 2022.

- b. List any (internal or external) conditions that have influenced the program in the past year.

Information on major trends, opportunities and challenges within the program are N/A because the Dance Program's Commercial Dance program was not approved until Fall 2020, so there is nothing to report on until fall 2021 through 2022.

Data for Program with Vocational TOP Codes (CTE):

<https://misweb.cccco.edu/perkins/main.aspx>

Please review the data and comment on any trends.

c. Current industry employment and wage data (please cite sources)

EDD CA Labor Data Dance Choreographer: Employment 2020, 1st quarter, hourly mean wage \$31.50 (\$10 increase since 2017). Hourly by percentile: 25th = \$17.65, Median = \$26.99, and the 75th percentile = \$45.35.

EDD CA Labor Data Dance Performer: Employment year 2020: 1st quarter, hourly mean wage \$23.82 (\$3 decrease since 2018-2019). Hourly by percentile: 25th = \$15.76, Median = \$18.23, and the 75th percentile = \$28.15. Projection stats: 2016-2026, employment estimated = 1,500, projected = 1,700. Employment Change = 200 (13.3%). Annual average openings = 230.

<https://www.bls.gov/ooh/entertainment-and-sports/dancers-and-choreographers.htm>

BLS USA Labor Data Dance Performer: National Employment 2019: 9,690 (down 240 since 2017-2018 period); Employment RSE 8.1%; Mean hourly wage \$22.91 (down \$5.21); Wage RSE 3.0%.

BLS USA Labor Data Dance Choreographer: National Employment 2019: 4,630 (down 680 from 2017-2018 period); Employment RSE 10.5%; Mean hourly wage \$25.77 (up 20 cents); Mean Annual wage \$53,590 (Up \$620); Wage RSE 3.4%.

BLS USA Labor Data Dance Producer/Director: National Employment 2019: 129,210 (up 11,690 from 2017-2018 period); Employment RSE 5.7%; Mean hourly wage \$45.16 (up \$3); Annual Mean wage \$93,940 (up \$3,170); Wage RSE 2.7%.

d. Industry employment and wage trends

The median hourly wage for choreographers was \$26.99 in 2019-2020 (up \$3.71 since 2017-2018 period). The median hourly wage for dancers was \$18.23 in 2019-2020 (up \$3.98 since 2017-2018).

Job Outlook

Overall employment of dancers and choreographers is projected to grow 88 percent from 2016-2026, which is now higher than the average in 2017-2018 period. A continued interest in dance and in pop culture may provide opportunities in dance schools and in venues for dance companies. However, dancers and choreographers will continue to face intense competition, and the number of applicants is expected to vastly exceed the number of job openings.

e. TOP code employment CORE indicator report

Below is the report for Top Codes of the Dance Program: 100800 (which includes TOP Code 100810)



**PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code
Summary Detail Report for 2020-2021 Fiscal Year Planning**

ALLAN HANCOCK COLLEGE

100800 Dance

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	94.74	18	19	100.00	12	12	100.00	19	19
Female	92.31	12	13	100.00	8	8	100.00	13	13
Male	100.00	6	6	100.00	4	4	100.00	6	6
Non-traditional		0	0		0	0		0	0
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	94.12	16	17	100.00	10	10	100.00	17	17
Limited English Proficiency		0	0		0	0		0	0
Single Parent	100.00	1	1		0	0	100.00	1	1
Students with Disabilities	100.00	5	5	100.00	3	3	100.00	5	5
Technical Preparation		0	0		0	0		0	0
District	94.74	18	19	100.00	12	12	100.00	19	19
State	95.52	64	67	100.00	43	43	100.00	67	67

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total		0	0		0	0		0	0
Female		0	0		0	0		0	0
Male		0	0		0	0		0	0
Non-traditional		0	0		0	0		0	0
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged		0	0		0	0		0	0
Limited English Proficiency		0	0		0	0		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities		0	0		0	0		0	0
Technical Preparation		0	0		0	0		0	0
District		0	0		0	0		0	0
State	100.00	6	6		0	0		0	0

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

- Core 1 - Skill Attainment, GPA 2.0 & Above: 88.42% Performance Goal - (2017- 2018)
- Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017- 2018)
- Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017- 2018)
- Core 4 - Employment: 73.23% Performance Goal - (2017- 2018)
- Core 5 - Training Leading to Non-traditional Employment: Greater than 19.93% Participation & 23.97% Completion - (2017- 2018)

f. Advisory committee recommendations

1. Articulation with AMDA College and Conservatory of the Performing Arts.
2. Communicate with Tremaine Dance Convention and Competitions, to create an avenue for scholarships into AMDA.
3. Offer exploration of movement to students if they begin in dance later in life, such as improvisation for dancers to embody.
4. Offer a “weekend of dance,” which is made up of master classes, introducing students to industry professionals.
5. Take field trips, to inspire a want to complete dance AA, or certificate.
6. Create a visual pathway, which will guide the student to a potential job or further education.
7. Outreach to other cities/counties, rather than staying in one location.
8. Offering students an avenue for learning business in dance.
9. Offer a course that helps students create a dance portfolio, including resume and video reels.

V. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Modify the AA degree and certificate, for students to accomplish in 2 years.	In progress
Create a Ballet Folklórico certificate program that focuses on Mexican folk dance and culture.	2022
Create a 2-year degree and 1-year plan for Commercial Dance certificate	Spring 2021
Create a Ballet Folklórico Appreciation course, to insert into the Ballet Folklórico certificate of Achievement.	Future
Work with articulation officer on providing more resources to update transfer articulation agreements.	In progress
Collaborate with counseling to include additional dance courses in the Liberal Arts and Humanities degrees (non-transfer and transfer options).	On-going
Add additional courses in the AHC GE pattern Humanities, Multicultural and Gender Studies (i.e. DANC 102).	In progress
Expand course offerings to our Lompoc Valley campus.	Future
Connect with counseling faculty on a yearly basis to update counselors on the dance programming and curricular changes (i.e. DANC 102).	On-going
Explore placing dance courses in the CSU/IGETC Breadth patterns with University Transfer Center and Articulation Officer.	Future
Explore new course offerings to stay current in new areas of Dance.	On-going
Explore extracurricular dance opportunities for academic breaks through Student Equity i.e. Study Abroad	On-going
Increase institutional support for dance programs like Folklórico, Commercial Dance, and general dance concerts to grow the program.	On-going
Locate funds available through PD Committee.	On-going
Collaborate with community groups to conduct PD opportunities.	Fall 2021
Modify current curriculum before adding new courses.	On-going
Travel nationally and internationally, by way of off-campus dance performances and educational trips.	In discussion

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
District Funds	30 GoPro 7 Hero Cameras and Accessories (30 GoPro selfie sticks & 30 GoPro dual battery chargers)	\$8,123.63	The cameras replace live performance presentations during ERT. The outcome is that students are able to create and record work with these materials, to inspire the collaboration of dance and technology, and fulfill creative assignments for production related courses.
District Funds	Camera Microphone + Shoe mount for camera		1.Students have the ability to add a vocal component to speak about their work on camera or add dialogue to a creative piece.
	Green Screen + 10x20 frame		1.Students have the ability to film a dance for camera on a green screen.
	Portable Flood Lights		1.Student have the opportunity to light the choreography they are filming for the virtual productions.
	Portable Speaker		1.Students/instructors have the ability to rehearse and present choreography in an outdoor setting.
District Funds	Canon XA45 Professional UHD 4K Camcorder	\$2,200	1.Instructors have the ability to film choreography for our program records. This camera also provides opportunity for any kind of virtual event or concert.

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program ,Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see " Alignment to Strategic Directions" Attached	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
Develop new certificates	Offer more opportunities for students to be hired for industry jobs	New	Goal SLS2 Goal SLS5	New funding formula needs	Advocate for student needs	Administrative support with paperwork and direction	Submit Fall 2021
Partner with new Latino Studies Program	Dance 140,142,145,148 listed as an elective when course is offered.	New	Goal SLS2 Goal SLS5 Goal SLS7	New connections with other departments.	New program opportunities	Administrative support	On-going

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per	Anticipated Completion Date or On-going
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					fiscal year)	
Equipment PPE	Hubble MaskFone x2	New	One Time	\$111.96		Fall 2021
Equipment PPE	The Singer's Mask x20	New	One Time	\$470		Fall 2021
Equipment Non Technology	Global Truss Dual 6.56Ft Vertical Totem System By: PSSL ProSound	New	One Time	\$7,896.95 (Includes shipping)		Spring 2023
Equipment Non Technology	4 Aerial Silks w/ complete rigging set-up	New	One Time	\$706.35 (W/shipping)		Spring 2023
Equipment/Technology Needed	2 projection screens w/complete rigging set up	New	One Time	\$400-\$1000		Spring 2022
Equipment Non-Technology	Global Truss Dual 6.56ft Vertical Totem System By: PSSL ProSound	New	One Time	\$7,896.95 (Includes Shipping)		Spring 2022