

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Dance **Academic Year** 2024-2025

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

Our program mission and function has not changed in the last year. We are offering part-time instructors more opportunities to direct and teach.

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

While there have been no major changes to curriculum, we continue to strengthen our program by expanding articulation agreements and refining pathways that support both degree completion and direct-to-workforce goals. With help from the Graphics team, we're mapping our AA and Certificate programs to clearly reflect the multiple routes students can take—whether their intention is to transfer, enter the workforce, or grow artistically within our community.

In our community college setting, many dance students are looking for practical training and performance experience rather than completion. We support this by connecting students with professional opportunities, such as jobs at Disneyland, local teaching roles, or continued technical training through programs like PCPA. These outcomes, while not always captured in traditional metrics, reflect the program's effectiveness in preparing students for real-world success.

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

We maintain a constant schedule of offerings. DANC 156 is off track since it is listed in the spring. We are working to take DANC 154 – Clinic in Dance Partnering off the 2-year plan since it hasn't been offered for a while and could be preventing students from completing the AA.

DANC 182 has been canceled this spring, which impacts DANC 148, DANC 183, and any additional courses connected to the dance productions.

Faculty are sharing classes and covering 2 out of 4 SLO's. We've discussed the possibility of re-writing and splitting DANC 182 so that it has a more of a concentration of focus. The issue we're running into is we can't seem to find local part-time faculty to teach DANC 182, Technical Production Lab. We're in communication with PCPA Technical Theatre Program to see if we can coordinate a way for our students to work together across disciplines.

4. Were there any staffing changes?

There were no permanent staffing changes this year. However, due to the cancelation of DANC 182 (Technical Production Lab) from low enrollment, we now have a need to hire an Independent Contractor to serve as a Lighting Designer for dance concerts—a role typically filled by the instructor of that course.

We are also working to stabilize staffing for the Folklórico Certificate. Although enrollment challenges led to class cancelations last year, we've scheduled a part-time faculty member with strong community ties to teach DANC 145 and DANC 147 in fall 2025. These courses support local high school students interested in continuing their Folklórico training at Hancock, and we're prioritizing recruitment efforts to help fill them.

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

**Student Success & Opportunities:**

- One student was accepted into the PCPA Technical Theatre Program.
- One student received a full tuition scholarship to AMDA and will begin Spring of 2026.
- Program alumni continue to teach locally, including Klein Dance Arts, extending the program's community impact.
- A new partnership with the Creative Children's Project was established to support student employment within the Lompoc Unified School District.
- Ongoing success with concurrent enrollment at Righetti High School, particularly through DANC 145, offering early college access to high school students.
- Developed new non-credit mirrored courses aligned with DANC 152 and DANC 156, scheduled to launch in Fall of 2026, to expand accessibility and support for diverse learners.

**Production & Performance Successes:**

- *Dimensions in Dance* was presented in the Boyd Concert Hall and received positive feedback from college leadership, including Bob Curry, John Hood, Rick Rantz, and Kevin Walthers.
- The *Commercial Dance Showcase* highlighted original student choreography, while the Dance Team continues to earn recognition with Universal Dance Association (UDA) regional and national titles.
- The *Folklórico Invitational Concert* strengthened community engagement and cultural representation through collaboration with local high school dance programs, including Pioneer Valley High School, Righetti High School, and Santa Maria High School.

**Learning Outcomes Assessment**

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

**Program Learning Outcome 1 (DANC 1):** *Demonstrate choreographic skills including supervisory and effective communicative abilities.*

We're continuing to assess our program outcomes and remain committed to student learning and growth. PLO 1 is supported directly through our choreography and production courses, where students have a chance to apply and develop their skills.

- In **DANC 171 (Dance Choreography/Composition)**, 10 out of 12 students go beyond the expectations of the course. They not only demonstrate a solid understanding of choreographic tools and the elements of dance but also explore the intention behind their movement and grow artistically through personal discovery. When students don't meet or exceed expectations, it's often tied to limited participation, which is foundational to success in the course.
  - This foundation carries into the fall with **DANC 183 (Dance Ensemble)**. In this course, students work in groups, learning to communicate their ideas clearly and collaboratively. They're challenged to choreograph beyond themselves—leading, listening, and creating with others.
  - While the cohort is small, the continuity between these courses helps with student retention and gives dancers the opportunity to deepen their understanding of collaboration. Faculty support and mentor students through the choreographic process, helping them shape and complete their final works.
- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

We believe we are providing the materials needed for our students to succeed. The Creative Arts Portfolio Planning/Audition Workshop was particularly helpful for students looking to transfer and apply for arts related jobs.

As faculty, we stay consistent in supporting dance students as they transition to completion and beyond Hancock by checking in with them throughout the semester regarding audition preparation and interviews.

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

The department is satisfied and believes we are meeting the required standards and expectations of our students and the institution. The Creative Arts Success Team has recommended an increased emphasis on portfolio and audition preparation to better support students transitioning into the workforce or transferring to a four-year university.

Additionally, a promotional video highlighting the Fine Arts programs, including Dance, will soon be distributed to local high schools as part of our outreach and recruitment efforts.

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

New offerings include the following mirrored courses with non-credit:

- DNCN 7152 – Tap Dance I
- DNCN 7156 – Techniques for Stretch & Wellness

These non-credit classes are scheduled to begin Fall of 2026.

**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)?

We are aware of the ongoing commitment to RSI and plan to formally review our DE courses, DANC 101 and DANC 170, during the 2025–2026 academic year. These reviews will align with best practices in online instruction, using the district-approved rubric to enhance student engagement.

- b. What were some key findings regarding RSI?

We're working to coordinate with trained faculty to conduct formal reviews of our DE offerings. While I am not assigned to formally evaluate my own course, I have reviewed DANC 101 in my capacity as a trained RSI evaluator and identified the following informal observations to guide future improvements:

**Strengths:**

- DANC 101 includes active discussion boards where the instructor regularly engages and promotes peer-to-peer interaction.
- Clear weekly modules help support consistent student navigation and expectations.

**Opportunities for Improvement:**

- Increase regular instructor presence through short, personalized video messages.
- Incorporate brief lecture videos to maintain engagement and break up longer content.
- Enhance instructor-to-student engagement by utilizing Canvas's audio feedback feature on assignments.

- c. What is the plan for improvement?

We plan to expand the use of Canvas Studio for both instructor messaging and student-generated content to encourage stronger peer engagement. Our goal is to diversify communication strategies by incorporating tools such as audio feedback on assignments and interactive media that enhance student connection and comprehension. These improvements will be gradually implemented as part of the 2025–2026 review cycle to strengthen regular and substantive interaction (RSI) across our two DE courses. In addition to reviewing DANC 101, we also plan to formally review DANC 170 (Music for Dancers) to align with RSI best practices.

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

Refer to the annual program review for Commercial Dance (CTE).

- a. Does the program meet documented labor market demand?
- b. How does the program address needs that are not met by similar programs?
- c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- 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?
- e. Have recommendations from the previous report been addressed?

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.*

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ER OBJ. -1: Sewing Equipment <a href="https://www.ki.com/products/name/pirouette-table/">https://www.ki.com/products/name/pirouette-table/</a>
Planning years:	(The academic years this will take to complete) 2025-2026
<b>Description:</b> (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 Dance Program requests the removal of surplus sewing equipment currently taking up space in the costume shop, including: <ul style="list-style-type: none"><li>• 1 serger station</li><li>• 1 embroidery machine</li><li>• 1 serger</li><li>• 1 sewing station</li></ul> We're missing a part for the sewing table and will contact the Sewing Center to see if it can be replaced. We also request support in redistributing these items to other departments, such as Fashion Design or PCPA. Clearing this space will better support student access to costume-related instructional materials.	

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.

*Please refer to Resource Request Excel sheet that is attached.*

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	ER OBJ. -2: F-134 and F-137 Technology
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026
<b>Description:</b> <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 speaker and monitor systems in F-134 and F-137 require repair to support instruction. The monitor in F-134 consistently fails to function, and during troubleshooting, the Bluetooth capability also stopped working. Reliable AV equipment is essential for effectively serving Dance Program students and ensuring smooth delivery of instructional content. Currently, we are relying on portable speakers to continue instruction.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input checked="" 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	
<b>Title (including number):</b>	Dance Equipment Storage
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i> 2025-2026
<p align="center"><b>Description:</b></p> <p><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></p> <p>The Dance Program needs a more effective storage solution for large items such as Marley flooring, a piano, and chairs that are only used once per semester. We are currently working with Connor to explore options and may need to seek additional resources to ensure these items are stored safely and efficiently.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan              <input type="checkbox"/> Student Equity Plan              <input type="checkbox"/> Guided Pathways              <input type="checkbox"/> AB 705/1705  <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         </p>	

## Area of Focus Discussion Template

### INNOVATIVE SCHEDULING

**Innovative Scheduling** embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

**Possible topics:**

- **Review scheduling matrices – program map alignment, successes, and challenges.**
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- **Address scheduling conflicts or dependencies across disciplines or general education areas.**
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

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

**Technical Support for Production Courses**

The cancellation of DANC 182 (Technical Production Lab) due to low enrollment has directly impacted the success of production courses, which previously relied on DANC 182 to provide students with hands-on experience in technical production. Without DANC 182, students lack consistent access to training in lighting, costuming, and stage management – skills essential to mounting a public performance and supporting career exploration in technical theater.

This gap in technical support not only compromises the quality of the production experience but also limits students' exposure to potential industry pathways, such as the PCPA Technical Theatre Training Program and local stagecraft opportunities.

To address this, Dean Rantz suggested listing lab hours for production courses during tech week in Banner. While this would allow students to plan, it may also discourage early enrollment or create logistical issues since the tech schedule shifts during show week. As a solution, the course will now be scheduled for 10 weeks, with the final two weeks listed as "TBA" in Banner. To support student preparation and minimize confusion, we will include a detailed, tentative schedule in the syllabus and clearly communicate any changes in advance. This approach, which we plan to pilot in Fall 2025, is intended to reintroduce critical experiential learning while maintaining flexibility and transparency in course planning.

We will also continue exploring collaborative solutions with the PCPA Technical Theatre Training Program to see if there are opportunities for students to assist with or shadow technical work across programs. However, PCPA's intensive production calendar presents challenges, as students are not always available for extended periods such as tech week. Despite these limitations, we hope to identify opportunities that benefit students in both programs.



### **Course Timing and Structure**

All production courses (DANC 148, 180, 182, 183, and 185) should be offered as 12-week sessions to allow sufficient preparation and rehearsal time. DANC 186, offered in summer, remains on a shorter schedule to align with grant-funded requirements.

### **Student Schedules and Conflicts**

Many dance students experience a midday gap between classes, with most offerings concentrated around 9:00 a.m., 12:00 p.m., and 5:00 p.m., according to the *Heatmap analysis*. This gap can be difficult for students who are on campus for extended hours, especially those who commute or balance work and other responsibilities.

There is also a recurring scheduling conflict between required technique courses and DANC 101, a general education course required for the AA in Dance. Students are often encouraged to take DANC 101 online instead of in person, which may compromise the quality of their learning experience—particularly for those who thrive in face-to-face learning environments.

### **Program Alignment and Flexibility**

The AA in Dance, Dance Certificate, and Commercial Dance Certificate programs are generally well-aligned, allowing students to complete both pathways with careful planning. This flexibility enables students to pursue multiple goals without significant scheduling barriers.

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?

Students commuting from Lompoc without access to a personal vehicle face persistent barriers due to limited public transportation and transit schedules. Many arrive early and remain on campus for extended periods to attend required classes, which limits their ability to work, rest, or handle personal responsibilities. These transportation challenges directly affect student well-being, time management, and overall academic persistence.

3. What are your plans for change or *innovation*?
  - Align AA and Certificates program maps each semester to ensure consistency and avoid course sequencing issues.
  - Design course schedules that support two-year program completion, while recognizing that some students follow individualized pathways or choose to stay local and continue taking class.
  - Encourage students to complete GE requirements during intersessions to maintain momentum toward graduation.
  - Maintain consistency with fall and spring course offerings to support student planning.
  - Continue strategic recruitment efforts each academic year to sustain enrollment and prevent course cancellations.

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

- **Course Completion:** Monitor student enrollment and successful completion across the AA and Certificate programs.
- **Graduation Rates:** Track the number of students completing their degrees and certificates within two years.
- **GE Progress:** Collect feedback during student advising or exit interviews regarding scheduling and progress toward general education requirements.
- **Scheduling Conflicts:** Document reported course conflicts or student feedback related to access and course timing.
- **Progress Reports:** Create a simple shared document or dashboard that tracks key indicators each semester.

**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 and related faculty (Nancy Jo Ward and Rick Rantz).
  - Patrick McGuire - Automotive Technology Instructor and Academic Senate Program Review Committee Co-Chair

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

Patrick McGuire approved the Dance Program Review and expressed that he would like to use it as an example for other programs.

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.***

**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.

*Please refer to Resource Request Excel sheet that is attached.*

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	ER OBJ. -3: Lighting Designer
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026
<p align="center"><b>Description:</b></p> <p><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></p> <p>With the cancelation of DANC 182, students lack hands-on lighting experience in fall and spring productions. We request a Lighting Designer to provide technical support, helping students develop skills for related careers and effectively collaborate with production staff. This role supports key learning outcomes and strengthens workforce preparation.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <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 </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	ER OBJ. -4: Costume Affiliate
<b>Planning years:</b>	(The academic years this will take to complete) 2025-2026
<p align="center"><b>Description:</b></p> <p><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></p> <p>With the cancelation of DANC 182, the Dance Program requires a Costume Designer to coordinate and support costume needs for student projects. This role ensures students gain practical experience in costume design and production, essential for developing industry-relevant skills and enhancing production quality.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <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 </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	ER OBJ. -5: Class Schedules
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i> 2025-2026
<p style="text-align: center;"><b>Description:</b></p> <p><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></p> <p>To support student success and minimize disruptions, the Dance Program needs a reliable system to communicate class schedules and studio availability. Clear communication ensures students stay informed, optimizes use of limited studio space, and reduces conflicts with other classes.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <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         </p>	

Program Review Signature Page:



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Program Review Lead

05-23-2025

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Date



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[Rick Rantz \(Jun 18, 2025 10:38 PDT\)](#)

Program Dean

06/18/2025

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Date



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Vice President, Academic Affairs

Sep 19, 2025

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Date

## Equipment

[illegible]

## Supplies

[illegible]

## Staffing

[illegible]



Building maintenance, furniture requests, repairs
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## FACILITIES

[illegible]






# DANCE - Innovative Scheduling\_6.18.25

Final Audit Report

2025-06-18

Created:	2025-06-18
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-  Email viewed by Rick Rantz (RRANTZ@HANCOCKCOLLEGE.EDU)  
2025-06-18 - 5:37:33 PM GMT- IP address: 104.47.70.126
-  Document e-signed by Rick Rantz (RRANTZ@HANCOCKCOLLEGE.EDU)  
Signature Date: 2025-06-18 - 5:38:06 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.  
2025-06-18 - 5:38:06 PM GMT






# DANCE - Innovative Scheduling 2024-25

Final Audit Report

2025-09-19

Created:	2025-09-19
By:	Christy Lopez (clopez@hancockcollege.edu)
Status:	Signed
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-  Document created by Christy Lopez (clopez@hancockcollege.edu)  
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