

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name Dance Academic Year 2025-2026

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

The program mission and primary function have not changed over the last year. The Dance Program continues to prioritize student success through technical training, creative development, and performance opportunities, while supporting multiple pathways including transfer, workforce preparation, and continued community engagement. Ongoing efforts focus on aligning curriculum and program structure to better support student progression and completion.

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

Several curriculum updates were implemented to improve alignment, clarity, and student progression within the program. DANC 102 was added to the core requirements for the AA degree to strengthen foundational knowledge and support early student engagement. DANC 154 was removed from the core due to inconsistent offering patterns, and DANC 189 was added as an option to provide greater flexibility for students needing to complete degree requirements.

Additionally, DANC 147 was approved for distance learning, expanding access for students who may face scheduling or transportation barriers. These changes reflect an ongoing effort to refine curriculum structure so that required courses are consistently available and aligned with both degree and certificate pathways.

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

The two-year program map is in place; however, maintaining alignment between planned offerings and actual course availability continues to present challenges. The cancellation of DANC 171 (Dance Composition/Choreography), a core requirement for the AA degree, directly impacted student progression. Two students were required to substitute alternative coursework, which may not fully align with the intended learning outcomes of the program.

This highlights a broader structural issue within the curriculum. When required courses are not consistently offered, students face delays or must navigate unclear alternatives. As a result, the program is prioritizing improved alignment between the two-year map and scheduling practices to ensure that required courses are available in a predictable sequence.

These challenges have informed current curriculum redesign efforts, particularly the emphasis on pathway clarity, consistent scheduling, and alignment between course offerings and degree completion requirements.

4. Were there any staffing changes?

There were no major staffing changes during this academic year. However, continued reliance on part-time faculty and the limited availability of instructors for certain specialized courses remain ongoing considerations in maintaining consistent course offerings. The program continues to evaluate staffing needs in relation to course scheduling and curriculum alignment to support student success and program stability.

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

- 8 certificates in Commercial Dance and 4 AA degrees in Dance were completed, reflecting continued student achievement across both workforce-oriented and transfer pathways.
- Students continue to demonstrate strong progression through technique courses, particularly at the intermediate and advanced levels, reinforcing the importance of retention within the program sequence.
- Program alumni remain active in the local dance community, including teaching roles at studios such as Klein Dance Arts, extending the program's regional impact.
- Ongoing connections with local and regional dance opportunities continue to support student awareness of pathways beyond the classroom, including transfer to CSU Long Beach, CSU Northridge, AMDA, and professional training options in Los Angeles.

Learning Outcomes Assessment

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

Program Learning Outcome 1 (DANC 1): *Demonstrate proficiency in two of the following dance styles modern, ballet, and jazz.*

Students continue to demonstrate proficiency across at least two required technique areas, with stronger performance outcomes observed at the intermediate and advanced levels. Students who persist through multiple semesters show increased consistency in technical execution, alignment, and movement quality.

Data indicates that retention within technique sequences is strongly correlated with student success. Students who remain enrolled beyond the beginning level are more likely to meet or exceed course expectations, while those who exit early are less likely to demonstrate proficiency at the level required for degree completion.

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

The assessment results reinforce the importance of structured progression within the curriculum. While students are achieving the expected outcomes, success is closely tied to their ability to remain in the program long enough to develop technical consistency.

Beginning-level attrition remains a challenge and suggests a need for clearer entry points, stronger early support, and more transparent pathways through the curriculum. Additionally, variation in course sequencing and availability can impact students' ability to progress efficiently through technique levels.

These findings support the program's current curriculum redesign efforts, particularly the emphasis on:

- Defined technique progression
- Consistent course sequencing
- Alignment between course offerings and degree requirements

By strengthening these areas, the program aims to improve retention at the introductory level and support more students in reaching advanced coursework where success rates are higher.

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

The program continues to meet expected standards for student learning outcomes, particularly in technique-based courses where students demonstrate growth over time.

Recommendations focus on strengthening the connection between curriculum structure and student success. Specifically:

- Improve alignment of course sequencing to support continuous progression through technique levels
- Increase support for beginning-level students to improve retention
- Ensure required courses are consistently offered to prevent disruptions in student pathways

The program also recognizes the strength of its technique curriculum, particularly at the intermediate and advanced levels, where students demonstrate consistent achievement and development.

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

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)?

Dance Appreciation (DANC 101 B) – Online

- b. What were some key findings regarding RSI?

Some strengths:

- DANC 101 demonstrates regular and substantive interaction through predictable, weekly engagement opportunities, including structured modules, announcements, and discussion activities.
- The course includes active discussion boards where the instructor facilitates interaction by responding to student posts and encouraging peer-to-peer engagement.
- Course organization through clearly defined weekly modules supports consistent navigation, expectations, and access to content.
- Students receive ongoing feedback on assignments, and the instructor actively monitors participation and responds to student questions through Canvas communication tools.

Some areas of possible improvement:

- Increase instructor presence through short, personalized video messages to enhance connection and engagement.
- Incorporate brief lecture videos to strengthen direct instruction and break up longer content.
- Expand instructor-to-student engagement using Canvas audio feedback on assignments.

- c. What is the plan for improvement?

The program plans to expand the use of Canvas Studio to support both instructor messaging and student-generated content, strengthening regular and substantive interaction. Additional strategies include incorporating audio feedback on assignments and increasing the use of short video and interactive media to enhance direct instruction, instructor presence, and student engagement. These improvements aim to strengthen both regular and substantive interaction in alignment with institutional standards and best practices for online instruction.

These efforts align with institutional RSI expectations and guidance provided through the [California Community Colleges Distance Education Guidelines](#).

Distance Education Course Peer Review Process

Both Federal and State regulations require that educational institutions have processes in place to ensure that courses conducted through distance education include regular and substantive interaction between the instructor(s) and students, and among students where applicable.

Title 5 also recognizes that “regular and substantive contact” is an academic and professional matter, and therefore, within the purview of local academic senates.

Allan Hancock College Academic Senate, in collegial consultation with the administration, has developed a Distance Education Course Peer Review Process, which includes the use of the attached rubric to regularly assess distance education courses within programs, and to ensure that the federal and state criteria for regular and substantive interaction are being met.

All distance education courses within a program should be assessed at least once within the six-year program review cycle. Ideally, a relevant sample of every course should be assessed during this cycle. This assessment should be done using the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses* (attached).

The results of this assessment should be maintained by programs and/or departments so that they can be accessed by faculty when conducting program review.

Furthermore, the goal of this course peer review process and accompanying rubric goes beyond ensuring compliance with federal and state regulations. It is also an opportunity for programs to share ideas and best practices that can be used to improve other distance education sections of that course, other courses within the program, as well as other courses in related/applicable programs within the department.

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

Course:DANC 101 Semester: Spring 2026

Reviewer: Nichole Dechaine

Part I: Regular and substantive interaction –Instructor Contact

Substantive interaction:

- The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

- The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

Explanation and/or examples:

1. There are weekly discussion board assignments where the professor interacts with the students and responds to their initial post and students are required to respond to peers.
- 2.
- 3.

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

- The course doesn't provide direct instruction. X The course provides direct instruction.

Explanation and/or examples:

1. The course is organized into weekly modules and there is a weekly video lecture on the chapter
- 2.
- 3.

2. Assessing or providing feedback on a student's coursework.

assessment and feedback on students' coursework.

- The course doesn't show clear evidence of
- 1.
 - 2.
 - 3.

Explanation and/or examples:
Professor feedback on storyboard assignment (and all assignments) is extensive and detailed.

The course shows clear evidence of assessment and feedback on students' coursework.

- 1.
- 2.
- 3.

3. Providing information or responding to questions about course content/competency.

- The course doesn't show clear evidence of responses to student questions about the course. The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

1. The professor spends time answering questions sent in the Canvas Inbox and will make a class announcement if it pertains to everyone.
- 2.
- 3.

4. Facilitating group discussion regarding course content/competency.

- The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies. The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

1. Students are required to respond to their peers in discussion posts to be considered for full credit.
- 2.
- 3.

5. Other instructional activities approved by the college or accrediting agency.

- The course doesn't show any other evidence of instructional activities. The course shows other evidence of instructional activities (as described below).

Explanation and/or examples:

1. Students are required to see a performance suggested by the professor.
- 2.
- 3.

- 1.
- 2.
- 3.

Regular interaction:

1. Opportunities for substantive interaction on a predictable and scheduled basis

- The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way. X The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

The professor comments on individual discussions and then sends out a video in response to these assignments/discussions to address the whole class.

- 1.
- 2.
- 3.

2. Monitoring student academic engagement and success and promptly and proactively engaging in interaction based on such monitoring or upon request by students.

- | | | |
|---|---|---|
| <input type="checkbox"/> The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students. | X | The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students. |
|---|---|---|

Explanation and/or examples:

1. The professor frequently gives feedback on each assignment and reaches out if students are not participating to see if they need help in guidance.
- 2.
- 3.

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

- | | | |
|---|---|---|
| <input type="checkbox"/> The course doesn't provide opportunities for students to initiate interaction with other students. | x | The course provides opportunities for students to initiate interaction with other students. |
|---|---|---|

Explanation and/or examples:

2. Students are encouraged to reach out to each other through the chat.
- 3.

2. Giving opportunities to engage in regular and substantive interaction with other students.

- | | | |
|--|---|--|
| <input type="checkbox"/> The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students. | x | The course provides opportunities for students to engage in regular and substantive interaction with other students. |
|--|---|--|

Explanation and/or examples: 1. Peer replies are required to frequent discussion assignments

- 1.
- 2.
- 3.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated.

X

The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated.

Explanation and/or examples:

Each discussion board outlines the expectation for peer replies. It's also outlined in the syllabus and sent two reminders in announcements.

- 1.
- 2.
- 3.

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

See the Commercial Dance Yearly Update for additional detail on labor market alignment.

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

Yes, the program meets documented labor market demand, as regional data indicates a clear supply gap between annual job openings for dancers and choreographers and the limited number of program completers. While many positions do not require a formal credential, the program provides structured training that supports student skill development and preparation for opportunities in the field.

Labor market demand and workforce trends were reviewed using regional data from the [Centers of Excellence Labor Market Information](#).

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

The program addresses unmet needs by offering a structured curriculum that integrates technique progression, choreography, and production-based learning within a community college setting. Its range of offerings—including commercial dance, concert dance, and folklórico—provides a breadth of training not consistently available across similar programs in the region and aligned with industry expectations for versatility across multiple dance styles.

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

Yes, student success, retention, and completion data indicate program effectiveness and vitality. Students who persist through multiple levels of technique demonstrate strong success rates, and recent increases in certificate and degree completion reflect positive outcomes. While early-level retention remains an area for improvement, overall trends support continued program development and curriculum refinement.

- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, the program has met Title 5 requirements by reviewing course prerequisites and advisories within the prescribed cycle. Ongoing curriculum updates and alignment efforts continue to ensure that prerequisites support student success and reflect current course expectations.

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

Yes, recommendations from the previous report have been addressed through curriculum updates, including improved alignment of course sequencing, refinement of program requirements, and efforts to better connect AA degree and certificate pathways. These changes support clearer progression and more consistent scheduling to improve student completion.

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):	<i>ER Obj-1 Student Onboarding and Pathways Materials</i>
Planning years:	<i>(The academic years this will take to complete)</i> 2026 - 2027
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>	
Development of student-facing program pathway and onboarding materials	
Students entering the program would benefit from clear, accessible materials outlining course sequencing, degree requirements, and certificate pathways. These materials will support informed course selection, improve retention at the beginning level, and promote more efficient progression through the program	
What college plans are associated with this Objective? (Please select from the list below):	
<input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <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):	<i>ER Obj-2 Technical Support for Production Based Courses</i>
Planning years:	<i>(The academic years this will take to complete)</i> 2026 - 2027
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>	
Production courses are central to student learning outcomes, providing applied experience in performance and collaboration. Additional support for technical needs and production logistics will enhance student learning and ensure consistent, high-quality experiences.	
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 type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- **Assess and integrate program learning outcomes (PLO).**

- | |
|--|
| <ul style="list-style-type: none">○ PLO1: Demonstrate proficiency in two of the following dance styles modern, ballet, and jazz.○ PLO2: Exhibit accomplished technique in tap and hip-hop dance. |
| <ul style="list-style-type: none">■ Take out Tap from PLO and add to electives only |
| <ul style="list-style-type: none">○ PLO3: Demonstrate competency through public performances. |
| <ul style="list-style-type: none">■ Add a production course to the core (DANC 183, with alternatives). |
| <ul style="list-style-type: none">○ PLO4: Develop an informed viewpoint of dance as an art form.○ PLO5: Demonstrate choreographic skills including supervisory and effective communicative abilities. |

The Dance Program is engaged in a focused curriculum redesign to better align course sequencing, degree requirements, and certificate pathways with student success, retention, and completion goals. This redesign emphasizes a cohesive structure that integrates technique progression, creative development, and performance-based learning while maintaining flexibility for diverse student goals.

A key component of this work includes aligning the AA in Dance with existing certificate programs to ensure that students can move efficiently through clearly defined pathways without encountering unnecessary barriers or redundancies. This approach supports both degree completion and continued skill development within the discipline.

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

Success, retention, and completion data from 2024–2025 were analyzed across technique, general education, and performance-based courses. Overall, student success rates have increased, and retention from fall to spring has improved, with four students completing the AA in Dance in 2025.

A closer review of course-level data reveals that students who persist beyond beginning technique courses demonstrate significantly higher success and completion rates. Intermediate and advanced technique courses show stronger consistency in outcomes, indicating that retention early in the sequence is a critical factor in long-term student success.

The data also highlights structural challenges within the curriculum. Cross-listed courses and multiple course entry points can create confusion around progression, particularly for students attempting to complete degree requirements within a two-year timeframe. Additionally, the cancellation of required courses such as DANC 171 disrupted student pathways and required substitutions that do not fully align with intended learning outcomes.

These findings indicate that curriculum structure and sequencing are directly tied to student success, and that a more structured pathway model is necessary to support both retention and completion.

Student success, retention, and completion trends were reviewed using institutional data and metrics available through the [LaunchBoard Data System](#).

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?

The current use of cross-listed and multi-level courses, while flexible, can create unintended barriers for students who are less familiar with navigating higher education systems. Students may struggle to understand how courses apply toward degree completion, particularly when multiple options or substitutions exist without clear guidance.

Inconsistent course sequencing further impacts students who rely on predictable scheduling to balance work, transportation, and personal responsibilities. When required or recommended courses are not offered in alignment with the program map, students may delay progress or enroll in courses that do not efficiently move them toward completion.

Additionally, beginning-level students are at greater risk of attrition, suggesting a need for stronger support and clearer entry points into the program.

These challenges reinforce the importance of:

- Transparent and structured program pathways
- Consistent and predictable course sequencing
- Clear alignment between AA degree requirements and certificate options
- Early support for students entering the program at the introductory level

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

- **Alignment of AA Degree and Certificate Pathways**

The AA in Dance and certificate programs are being intentionally aligned to ensure that

coursework contributes cohesively across pathways. This reduces redundancy, prevents course misalignment, and allows students to pursue multiple program goals efficiently.

- **Structured Technique Progression**

The curriculum will emphasize a clear progression through technique levels (beginning, intermediate, advanced) in core areas such as ballet and modern. This supports skill development, retention, and preparedness for advanced coursework.

- **Refinement of Program Learning Outcomes (PLOs)**

Program Learning Outcomes are being updated to better reflect current curriculum priorities:

- Removal of tap from required outcomes and repositioning within electives
- Emphasis on performance competency through required production experience
- Reinforcement of choreographic and communicative skills as central to the program

- **Integration of Production into the Core Curriculum**

A production-based course (DANC 183 or equivalent) will be positioned within the core requirements to ensure that all students engage in applied performance and collaborative processes. This aligns curriculum with essential experiential learning in dance.

- **Removal or Repositioning of Misaligned Courses**

Courses that are not consistently offered or do not directly support degree completion (such as DANC 154) are being removed from the core or repositioned to prevent delays in student progress.

- **Improved Course Sequencing and Scheduling Alignment**

Course offerings will be intentionally scheduled to support a two-year completion pathway, ensuring that required courses are available in a predictable and logical sequence.

This redesign reflects a shift from a flexible but fragmented structure to a cohesive, pathway-driven curriculum model that supports student progression and completion.

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

The effectiveness of the curriculum redesign will be evaluated over a two-year cycle using both quantitative and qualitative measures. Quantitative indicators include student success and retention rates across technique levels, enrollment and persistence from beginning through advanced courses, and degree and certificate completion rates. Additional data will track reductions in course substitutions caused by cancellations and improved alignment of course sequencing with degree requirements.

Qualitative measures will include student feedback gathered through advising and informal check-ins, as well as faculty observations of student preparedness, progression, and engagement in performance and coursework. Together, these indicators will provide a comprehensive understanding of how curriculum alignment, sequencing, and pathway clarity impact student success and completion. Findings will be reviewed regularly to inform ongoing curriculum adjustments, ensuring continuous program improvement.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

Regular and substantive interaction in distance education courses is supported through structured weekly engagement and consistent instructor presence for DANC 101. This includes weekly video announcements, active participation in discussion boards, and ongoing communication through Canvas and email.

Courses are organized into clearly defined modules that guide students through content and assignments while maintaining consistent expectations. Opportunities for peer interaction and feedback are embedded throughout the course design.

Future improvements will include expanding the use of multimedia tools, such as short lecture videos and audio feedback, to enhance engagement and strengthen instructor-to-student connection.

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)

Validation was conducted through collaboration with related faculty, including the Department Chair and Commercial Dance Coordinator, as well as external industry partners. Feedback was also gathered through informal consultation with colleagues at Long Beach City College, including Jermaine L. McGhee, whose experience with program alignment and curriculum development provided additional perspective on pathway design and workforce preparation.

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

The validation process emphasized the importance of aligning course sequencing across the AA degree and certificate programs to ensure that students can progress efficiently from fall to spring without encountering scheduling inconsistencies. Reviewers identified that misalignment between course offerings can create unnecessary barriers to completion, particularly for students attempting to follow a two-year pathway.

Additional feedback supported the need for a more structured curriculum model that clearly defines progression through technique levels. Validators also reinforced the importance of maintaining consistency in course scheduling and improving clarity in program pathways so that students can better understand how courses contribute to degree and certificate completion.

These recommendations directly informed the program's current curriculum redesign efforts, particularly in aligning AA and certificate pathways, refining program learning outcomes, and establishing a more cohesive and predictable course sequence.

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.***

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER Obj-4 Curriculum Pathway Alignment and Scheduling Implementation
Planning years:	(The academic years this will take to complete) 2026 - 2028
Description:	
<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>This initiative focuses on aligning course sequencing, scheduling, and program pathways to support consistent two-year completion. To implement this work, the program requires dedicated coordination time for scheduling alignment, faculty collaboration, and ongoing review of course offerings in relation to the program map. This will support improved student progression, retention, and degree completion.</p> <p>Resources needed include reassigned time for coordination, structured faculty collaboration time, and support for ongoing curriculum planning and tracking to ensure alignment between course offerings and program pathways.</p>	
What college plans are associated with this Objective? (Please select from the list below):	
<input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <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	

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 the Resource Request Excel template for all resource request details.

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	<i>ER Obj-5 Student Retention and Support Initiative</i>
Planning years:	<i>(The academic years this will take to complete) 2026 – 2028</i>
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>	
<p>This initiative focuses on improving retention at the beginning level by strengthening student support and progression through technique sequences. Resources are needed to support structured onboarding, early guidance, and ongoing monitoring of student progress within the program. These efforts will help students better understand program pathways, remain enrolled in sequential coursework, and successfully advance to higher levels.</p> <p>Resources needed include coordination with counseling and student support services, development of onboarding and pathway materials, and faculty time for early student engagement and progress monitoring. These supports will improve student understanding of program pathways and increase retention at the beginning level.</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 705/1705	
<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

05-22-2026

Program Review Lead

Date

Monica Millard

[Monica Millard \(Jun 1, 2026 11:24:48 PDT\)](#)

Jun 1, 2026

Program Dean

Date

[Signature]

Jun 4, 2026

Vice President, Academic Affairs

Date

[Signature]

[John Hood \(Jun 1, 2026 13:34:14 PDT\)](#)

Jun 1, 2026

Revised 8.28.2023











Curriculum and Teaching Design- DANCE-2025-26

Final Audit Report

2026-06-04

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