



Skyline College

Comprehensive Program Review

2024 - 2025

SKY Dept - Dance

Instructional Comprehensive Program Review

Submitter Name:

Amber Steele

Submission Date:

05/18/2025

BACKGROUND

1.A. DIVISION:

Kinesiology, Athletics, and Dance (KAD)

PROGRAM NAME:

Dance

1.B. YEAR OF REVIEW:

2024 - 2025

1.C. PROGRAM REVIEW TEAM

Amber Steele - Professor

Anthony Brunicardi - Professor, Curriculum Representative

Dino Nomicos - Dean of Kinesiology, Athletics & Dance

Additional Input:

Marianne Beck - Professor, Curriculum Representative (Transfer/Articulation Officer)

Rick Hough - Professor, Curriculum Representative (Curriculum Chair)

Jacqueline Escobar - Faculty, Curriculum Representative

Abigail Keyes - Instructor

Gary Ferguson - Instructor, Executive Director of Spindrift Performing Arts School

Ken Delmar - Instructor

Kevin Simmers - Instructor

Denaya Dailey, Joan Walton & Lauren Chertrudi - CSM Dance Instructors

Ana Miladinova - Canada Dance Instructor

Student Voice Survey Results (anonymous)

Student Voices:

Dance Program Alumni (*dance majors who transferred into dance-related 4-year programs) - Pearl Schultz*, Jalayna Smith (nee Schneider)*, Amy Darwin*, Caitlin Evans*

Students & Current Dance Majors - Esra Coskun-Crabtree, Amy Darwin*, Fiona Mak, Isaac Camacho, Danni Palma, Twanika Johnson, Valeria Benitez, Raudel Sandoval Reyez, Kari Alexander

1.D. CONNECTIONS TO THE COLLEGE MISSION/VISION/VALUES:

i. Describe the program, its purpose, and how it contributes to Skyline College's Mission, "To empower and transform a global community of learners."

An Associate in Arts degree in Dance from Skyline College provides students with the foundation and skills needed to enter the dance profession or transfer to a dance program at a four-year university. Students improve their level of physical dance technique, performance and expression. Dance majors participate in dance performances every semester which include opportunities for students to choreograph and perform their own work, in the dance style of their choice. Coursework includes practice and history in multiple dance styles, including ballet, contemporary modern, jazz, hip hop and musical theater.

In order to succeed in the field of Dance, students should be passionate about expressing themselves and their

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ideas through movement and performance, in addition to learning about other people and cultural traditions. Studying dance prepares students to pursue a variety of careers in the arts, arts education in the performing arts, dance therapy, corporate media production, film and television, dance instruction, critical and historical work, choreography, and professional dance and performance. Individuals educated in dance can work in schools, performing arts organizations, film and television production companies, theaters, recreation centers, fitness centers, corporate media organizations, dance and movie studios and more. Students who wish to teach dance are recommended to transfer to a four-year institution to gain a teaching certificate, BA, MA, MFA, or PhD.

ii. Alignment with the College Values:

Academic Excellence
Community Partnership
Open Access
Social Justice
Student Success and Equity

For each chosen Value, provide a concrete example of how each connects to your program.

Students balance performance production and studio work with rigorous lecture studies in dance history and culture, allowing students to identify, analyze and create ways in which dance is used to support their community, social justice and identity creation. The lecture courses align with local GE CalGETC requirements, supporting students' academic success and removing obstacles to transfer. Students co-produce dance productions and performances on and off-campus as a form of service learning that uses the arts to create community pride and connection by expressing their identity through dance movement. By participating in the technical, administrative, marketing and artistic direction components of performing arts productions, students gain experience and access to leadership skills and experience while working cooperatively with dancers from different socio-economic, physical and intellectual abilities.

1.E. PROGRAM PERSONNEL

i. Provide the current Full-Time Equivalent (FTE) of each category of personnel:

Full-time Faculty FTE:

0.96

Adjunct Faculty FTE:

0.692

Classified Professionals FTE:

0.1

Manager/ Director FTE:

0

Dean FTE (if applicable):

0.1

ii. Describe any changes in staffing since the last CPR, and how the change(s) have impacted the program. Are there any unmet needs in the program pertaining to program personnel (e.g. staffing, schedule limitations, turnover)? If yes, please specify.

Administrative support is minimal. Almost every administrative task, except for clerical, payroll on other forms of paperwork, grant writing, PR, etc., are processed and completed by the full-time staff member. The FTF member regularly reports an average of 27 workload points, nearly four times the recommended amount. Release time for program coordination is requested.

Since the 2018 Comprehensive Program Review:

We hired three new adjunct faculty members, but due to budget restrictions, we have only been able to retain one of them.

There used to be a \$4,000 stipend paid to a production assistant on a short-term basis, along with the efforts of volunteers and students.

We increased the offering of DANC 410, DANC 102, DANC 103, DANC 150, but two of those three faculty members have had to move on to places with the budget to support them getting more classes. Adjunct Faculty left because of a lack of benefits when all they needed was only 0.08 additional FTE, for classes which we know would fill past the minimum.

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In the past, Skyline College has staffed for enrollment increases in times of economic recession. We need that flexibility now, in order to continue to suffer the loss of qualified and diverse faculty. These losses most significantly have affected black and brown students and faculty, who are the newest recruits to our staff.

We lost two faculty of color because we wouldn't offer them even one more class per semester. Both stayed for years, and would have been excellent Full Time Faculty members, who fill their classes.

Funding diverse courses provisionally significantly impacts our students of color because these faculty members are our only faculty members of color.

The dance program cannot grow and diversify without stable investment. These classes fill when we offer them.

1.F. PROFESSIONAL DEVELOPMENT

i. Summarize key professional development that the program personnel have engaged in since the last CPR to meet both the mission of the program, and the aim of the College to increase equity.

Amber Steele

Professional Dance Training

- Completed the Alvin Ailey Horton Technique Teacher Training Level I (Summer 2018)
Integrated the material into the curriculum for DANC 121, DANC 400 to represent the African American style of modern dance.
- Private and group training in Ballet at Peninsula Ballet Theater
- Private and group training in Jazz and Musical Theater Dance at Zohar Dance Company

Professional Dance Performances

- Bay Area Dancers - Dancer, Choreographer, Company Member; Ongoing performances, board meetings and trainings.

Campus Flex-Day Facilitation

- Co-taught Flex Day "Dancing with Veils" class
- Taught Yoga Class

District Professional Development

Working Success Series

- Fall 2023 Defusing Anger and Calming People Down
- Fall 2024 Intro to Artificial Intelligence (AI)

Leading Teams Series

- Fall 2023 Getting Your Team to Work Together in Today's Hybrid Environment
- Fall 2023 The Introvert's Guide to Handling Conflict and Communication

Leadership Development Series

- Fall 2023 Essential Skills for New Managers

Office Technology Series

- Fall 2024 Excel- Preparing for Automations

Online Teaching Professional Development

- Summer 2016 QOTL 1
- Fall 2021 QOTL 2

CANVAS Outcomes to Nuventive Platform Pilot Programs

- Spring 2022, 2023, 2024

Comprehensive Program Review Training

- Spring, Summer 2024

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Ken Delmar

- Has been studying two different kinds of Cuban drums for three years and practices daily, in addition to eight hours a week of classes online, plus private lessons in dance. In this manner, he has learned Afro Cuban dancing and brought forth the new classes DANC 152 and DANC 157.

Gary Ferguson

Consistent Technique Dance Classes

Zohar Dance Company

- Ongoing participation in technique classes to stay current with modern dance methods and maintain technical proficiency as a dance educator and choreographer.
- Board of Directors Member

Stage 1 Theater Company

- Provided strategic leadership and contributed to the direction of the company, advocating for the performing arts in the community.

Broadway Dance Teachers Summit

- Attended workshops led by Broadway professionals to gain insight into new teaching methods, choreography, and performance techniques, aimed at enhancing classroom and production experiences for students.

Broadway Teachers Workshop

- Participated in this annual conference in New York City, designed to inspire educators and directors with professional development through peer exchanges, workshops, masterclasses, and behind-the-scenes experiences with Broadway artists. This program includes certification of 30 hours of professional development and the option for graduate-level credits through UNLV.
- CSET Bias and Subject Matter Advisory Panel

Evaluation Systems Group of Pearson (May 2019 - Present)

- Served as a panelist to align California Subject Examinations for Teachers (CSET) with California Arts Standards, address bias concerns, and revise examination items to ensure equity in the arts education field.

Skyline College Creative Arts

Host for 'Behind the Curtain' Series

- Hosted a speaker series that featured creative thought leaders in the visual and performing arts, providing insights into creative processes, career pathways, and the cultural impact of the arts.

San Mateo Central Park Outdoor Stage Event (September 30)

- Emcee for Local Arts Event

Served as the emcee for a community event that showcased performances from local artists and organizations, celebrating the diversity and talent of the local performing arts scene.

Kevin Simmers

- Teaching yoga, Movement for Actors and ballet to the community.
- Produces Telling Stories each semester for the Drama students.

Abigail Keyes

- Created business, Inkhorn Creative, for fiction and non-fiction book coaching, developmental editing, and line editing, as well as consulting for authors seeking to self-publish or query literary agents.

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- Completed two professional development courses on developmental editing (12 weeks) and line editing (6 weeks) through the Editorial Freelancers Association.
- Completed two 12-week online courses through the Salimpour School of Dance, belly dance technique, choreography, and stylization. Ongoing dance practice.
- Ongoing figure skating practice, 3-4 hours a week, training with coaches 1 hour a week on choreography and skating skills.
- Published debut novel, Daughter of Sekhmet, on Armin Lear/Thousand Acre Books.

District Professional Development Accomplishments:

- Completed participation in a Karen Wong pilot project for ISLOs and PSLOs.
- QUOTL training through Skyline College.
- SMCCD Microcourses: Instructor Feedback and The Easy Button: Zoom to Panopto.

ii. **Are there any unmet needs pertaining to professional development, and potential ways to address these unmet needs? Please specify.**

Yes, I would like to pursue research on the benefits of creating a Career Technical pathway for dance at Skyline College, and cannot request PD funding support from the FPD Article 13 committee due to the new contract. This research would inform the development of either a CTE Certificate of Dance or a new course curriculum pathway for a Dance AA by aligning with CTE programs across the state and creating new performance opportunities and networking connections within our community. In order to share the curriculum with other dance programs across the state, I'll be seeking the support of a PhD program to make sure my research is sound, ethical and results in articles, faculty trainings and shareable program designs and curriculum for other dance programs.

Additionally, I will seek PD resources to expand my dance training in dance teacher trainings.

I would like to have the dance program maintain membership of the NDEO Dance Honor Society and would like to join ongoing the ACDA College Dance association and begin having our students compete there, annually.

CURRENT STATUS

2.A. ACHIEVEMENTS

Describe the program's achievements since the last CPR.

This CPR represents our continuing recovery due to the impacts of the pandemic.

Our program continues to meet and exceed all course, program, retention and success goals set forth in our SLO assessments. Since returning to the theater after construction, we have produced a dance show each semester, and the musical production each semester.

Our updated Associates Degree requirements removed obstacles for graduation and transfer. Students reported that they had chosen our AA over other campus's due to these changes. Graduates from our Associates of Dance program have gone on to found their own dance companies, pursue dance instruction as a career, and complete their graduate degrees in Dance Movement Therapy.

New Curriculum Created:

DANC 102 - Roots of Hip Hop Dance is a GE course that applies to the Arts & Humanities GE requirement, covering the evolution of Black vernacular dances in America by analyzing how dance interacts with social justice movements throughout American History.

DANC 103 - Global Dance Traditions was created by Abigail Keyes, and fulfills the GE Arts requirement, expanding far beyond the Western Euro-Centric focus of DANC 100 to analyze and compare concert and community dance traditions around the world.

DANC 157 - Afro Cuban

New Courses / DE Sections Added:

DE section: DANC 400 Dance Show Production at Jefferson High School

2024 curriculum additions:

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DE section: DANC 119 Latin Folkloric for South San Francisco High School
DANC 128.1-.4 (Latin Dance), DANC 180.1-.4 (Belly Dance Technique)

Production of Dance Concerts and Musical Theater Shows:

Spring 2018

Into the Woods - Spring Musical
Dance United - Dance Concert

Fall 2018

Hip Hop Team Competition
The Greatest Dance Show - Dance Concert

Spring 2019

In the Heights - Spring Musical
Dancer Things - Dance Concert

Fall 2019

Dancer's Tale - Dance Concert

Spring 2020 (Pandemic Hits)

CHICAGO Spring Musical - Cancelled
Zoom Dance Show

Fall 2020 COVID-19 PANDEMIC – NO IN PERSON CLASSES

Spring 2021 COVID-19 PANDEMIC – NO IN PERSON CLASSES

Urinetown the Musical - Zoom Performance

Fall 2021 COVID-19 PANDEMIC – NO IN PERSON CLASSES

Cardio & Jazz Dance classes taught over zoom

Spring 2023 – Theater Under Construction

Heathers the Musical
No Dance Concert

Fall 2023

RENT the Musical
DanceVersity - Dance Concert

Spring 2024

Legally Blonde the Musical
VividVisions - Dance Concert

Fall 2024

NETHERWORLD NETHERWORLD - Dance Concert

Spring 2025

Points of View - Dance Concert

2.B. IMPACTS ON PROGRAM

Describe the impacts on your program (positive or negative) by legislation, regulatory changes, accreditation, grantors, community/school partnerships, college-wide initiatives, stakeholders, and/or other factors.

The pandemic slashed all enrollments drastically, and students were hesitant to rejoin physical activity classes in enclosed spaces (especially those involving partnered dancing, sharing space at the ballet barre, etc.). Additionally, our Theater was closed for renovation, cancelling all dance shows, and our dance studio was under construction

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due to water damage, which resulted in a new floor but also forced the return to in-person classes to be delayed during that time.

The most impactful effect of the pandemic was to reduce DRAMATICALLY the demand for our online GE course, DANC 100. Before the pandemic, we often served 115-190 students per semester in sections of DANC 100. When the district pivoted to online, Amber Steele was the ONLY faculty who offered that course online, and so all district students enrolled in our classes. Since then, all three campuses have added online sections of DANC 100, decreasing our enrollment significantly.

In response to this, we have created new curriculum to provide more diverse content and attract enrollment. DANC 102 - Roots of Hip Hop Dance is a GE course that applies to the Arts & Humanities GE requirement, covering the evolution of Black vernacular dances in America by analyzing how dance interacts with social justice movements throughout American History. DANC 103 - Global Dance Traditions was created by Abigail Keyes, and fulfills the GE Arts requirement, expanding far beyond the Western Euro-Centric focus of DANC 100 to analyze and compare concert and community dance traditions around the world.

AB 928 - CALGETC

Due to the new requirements for transfer, and the changes to our local degree GE requirements, the Dance program is anticipating a SEVERE drop in activity course enrollment for the foreseeable future. Whereas all Skyline College students were required to take 2 units of physical activity courses to graduate previously, now only the 15% of students who complete a local AA will be required only 1 of the two units. 85% of Skyline College students will likely enroll in the AA-T programs, which no longer include any requirement for activity courses.

In response to these changes, we are researching expanding our lecture, DE / High School concurrent enrollment, and other course offerings.

ACCESS

3.A. PROGRAM ENROLLMENT

What enrollment trends do you observe, and what may account for these trends?

Enrollments have been rising, Post-Pandemic, but are expected to drop Drastically.

The pandemic slashed all enrollments drastically, and students were hesitant to rejoin physical activity classes in enclosed spaces (especially those involving partnered dancing, sharing space at the ballet barre, etc.). Additionally, our Theater was closed for renovation, cancelling all dance shows, and our dance studio was under construction due to water damage, which resulted in a new floor but also forced the return to in-person classes to be delayed during that time.

Dilution of Demand - Courses Newly Offered by Sister Colleges

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AB 928 - CALGETC is Expected to Decrease Enrollment by Up to 85% in Activity Courses

Due to the new requirements for transfer, and the changes to our local degree GE requirements, the Dance program is anticipating a SEVERE drop in activity course enrollment for the foreseeable future. Whereas all Skyline College students were required to take 2 units of physical activity courses to graduate previously, now only the 15% of students who complete a local AA will be required only 1 of the two units. 85% of Skyline College students will likely enroll in the AA-T programs, which no longer include any requirement for activity courses.

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Time of Day / Days of the Week

There may be additional interest in the time of day that courses are offered. While it was previously the case that students were likely to enroll in classes scheduled between 9am and 2pm, with more students attending online or only two days a week, the Tuesday Thursday classes seem more popular.

Perhaps more students are squishing their schedules into two days, and are more available later in the day than they previously were? Students currently report that they prefer Tuesday Thursdays, but some students also need to leave for work after 2pm.

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We have not yet offered hybrid courses in dance, though that may be an option in the future.

There are good enrollments in the evening courses, but those may be community members, who we want, but that cohort tends to diminish due to repeatability restrictions.

Diversity in Course Offerings

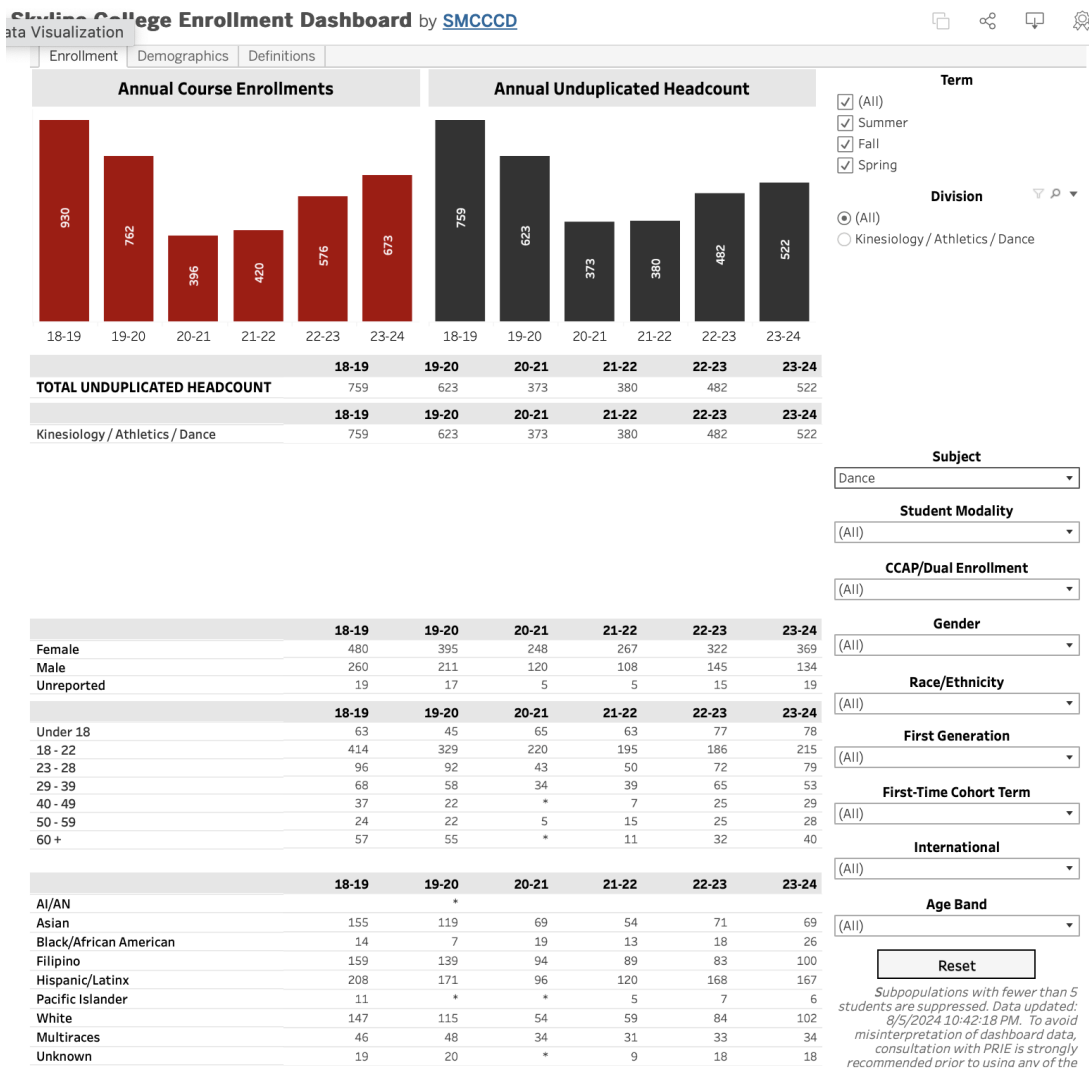
The dance department is deeply concerned about adding variety to our curricular offerings, but we have not been able to add any classes that will help us to expand our offerings.

DANC 150 Hip Hop has been popular, but it has been difficult to offer due to staffing and funding issues.

DANC 152 Afro Cuban Dance is an evening class, which is showing success, but we are uncertain whether those students will turn out to be community members (rather than young students) who will soon hit the repeatability maximums. Hopefully not! There could be a case made that more evening classes would be successful.

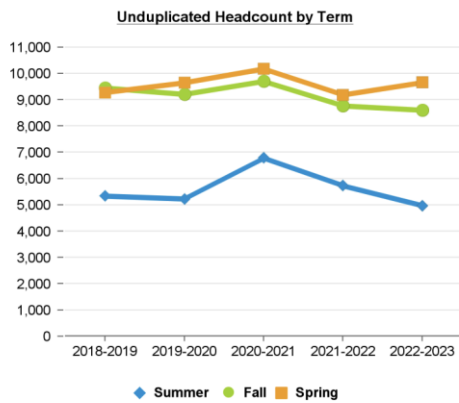
We have been trying to schedule more evening classes, but there is no funding.

We are hoping to add more classes that may appeal to our Latinx population, and have added the curriculum, found faculty and time... but no funding.

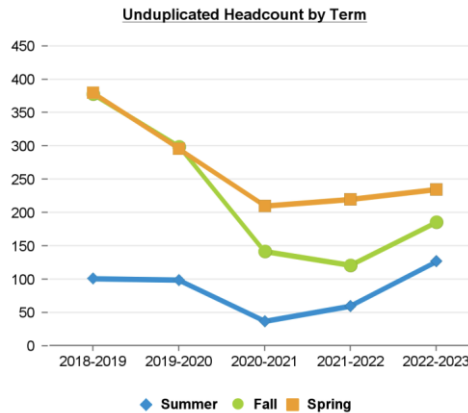


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College Wide Headcount



Dance Program Headcount



3.B. EQUITABLE ACCESS

Provide an analysis of how students, particularly historically disadvantaged students, are able to access the program. Specific questions to answer in your response:

i. **PROGRAM ACCESS:** How do your program enrollment demographics compare to that of the College as a whole and/or Division? What differences, if any, are revealed? What program, institutional, and/or external factors may have impacted equitable access, whether positively or adversely?

Dance Program Consistently Meets or Exceeds College Average for Student Success for All Courses 5-15% Above College Average for Student Success for Minority Cohorts for In-Person, Hybrid and Synchronous Courses

Our program enrollment demographics continue to greatly exceed the retention and success rates of the college for underrepresented populations in our face to face classes.

When we drill down, there are lower student success numbers for Black/African American Students, especially in online asynchronous formats.

These cohorts are very small, so the data is not necessarily conclusive; for example a difference of 10% success rates can be affected by only 3 students.

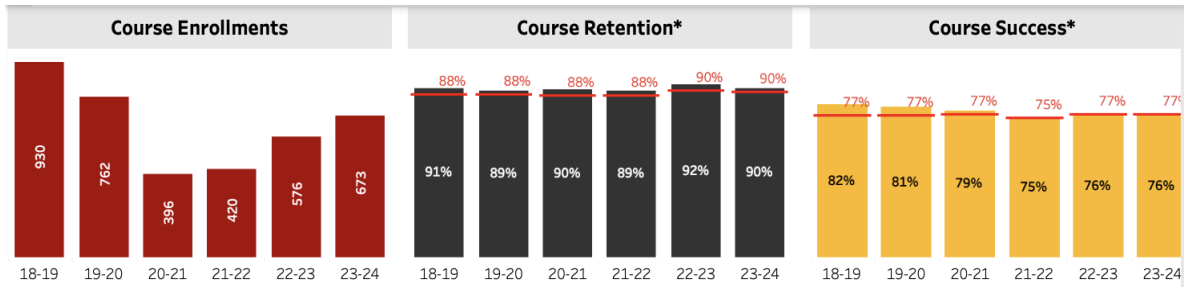
The PRIE office could not provide information on whether these students had dropped out of all classes, or only the courses within the Dance program, further confusing the data.

What we do know is that students from groups that have been historically underprivileged are doing well in the face to face classes, but not in the online classes.

We do not know whether these students are more likely to have difficulty accessing broadband internet, having technical support/equipment, or dropping out of all of their classes or just online classes. It is a concern, especially since more students (especially those who need to work) opt for online classes.

ALL DANCE Enrollment and Success Rates - In Person, Hybrid and Synchronous Classes:

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Division: Kinesiology / Athletics / Dance Gender: All Race/Ethnicity: All

* Red line is collegewide comparison

		18-19	19-20	20-21	21-22	22-23	23-24	Total
TOTAL	Enrollments	930	762	396	420	576	673	3,757
	Course Retention	91%	89%	90%	89%	92%	90%	90%
	Course Success	82%	81%	79%	75%	76%	76%	79%
Female	Enrollments	601	480	264	297	381	458	2,481
	Course Retention	92%	89%	89%	90%	92%	89%	90%
	Course Success	84%	80%	78%	76%	76%	76%	79%
Male	Enrollments	303	262	126	117	177	183	1,168
	Course Retention	88%	90%	90%	88%	94%	92%	90%
	Course Success	77%	81%	79%	72%	80%	76%	78%
Unreported	Enrollments	26	20	*	*	18	32	108
	Course Retention	96%	90%	90%	90%	78%	97%	91%
	Course Success	92%	85%	85%	85%	61%	88%	83%
AI/AN	Enrollments		*					*
	Course Retention		90%	90%	90%	90%	90%	90%
	Course Success		80%	80%	80%	80%	80%	80%
Asian	Enrollments	199	139	71	59	88	86	642
	Course Retention	93%	92%	94%	95%	94%	90%	93%
	Course Success	87%	86%	90%	86%	81%	79%	85%
Black/African American	Enrollments	17	*	20	18	25	32	119
	Course Retention	88%	90%	95%	67%	92%	88%	87%
	Course Success	65%	80%	80%	44%	64%	66%	64%
Filipino	Enrollments	183	161	102	96	96	138	776
	Course Retention	93%	88%	87%	91%	95%	92%	91%
	Course Success	84%	73%	77%	73%	77%	84%	79%
Hispanic/Latinx	Enrollments	241	204	101	134	195	195	1,070
	Course Retention	90%	91%	87%	90%	91%	89%	90%
	Course Success	74%	81%	74%	75%	71%	69%	74%
Pacific Islander	Enrollments	14	*	*	*	*	*	41
	Course Retention	71%	90%	90%	90%	90%	90%	80%
	Course Success	50%	80%	80%	80%	80%	80%	61%
White	Enrollments	202	165	56	62	109	138	732
	Course Retention	90%	84%	93%	89%	93%	92%	89%
	Course Success	85%	82%	77%	77%	89%	84%	83%
Multiraces	Enrollments	54	56	38	36	37	47	268
	Course Retention	94%	91%	89%	83%	97%	89%	91%
	Course Success	89%	84%	76%	67%	73%	74%	78%
Unknown	Enrollments	20	26	*	*	19	31	108
	Course Retention	85%	92%	90%	90%	79%	94%	89%
	Course Success	85%	88%	85%	85%	63%	61%	75%

Select Metric(s)

- (All)
- Enrollments
- Course Retention
- Course Success

Division:

Kinesiology / Athletics / Dance

Modality:

- FACE TO FACE
- HYBRID
- ONLINE
- SYNCHRONOUS

Term:

(All)

Subject:

Dance

Gender:

(All)

Race/Ethnicity:

(All)

CCAP/Dual Enrollment:

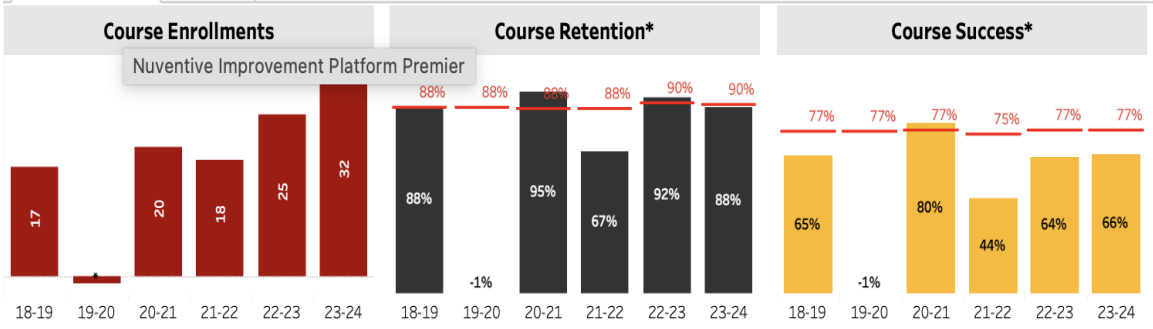
(All)

NOTE: Subpopulations with fewer than 10 enrollments are suppressed. Data updated: 8/5/2024 10:31:52 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data.

Black/African American Enrollment and Success Rates - ALL Modalities Classes:

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Course Enrollment Definitions



*Red line is collegewide comparison

Division: Kinesiology / Athletics / Dance Gender: All Race/Ethnicity: Black/African American

		18-19	19-20	20-21	21-22	22-23	23-24	Total
TOTAL	Enrollments	17	*	20	18	25	32	119
	Course Retention	88%	88%	95%	67%	92%	88%	87%
	Course Success	65%	65%	80%	44%	64%	66%	64%
Female	Enrollments	14	*	14	14	20	22	89
	Course Retention	93%	93%	93%	71%	90%	86%	88%
	Course Success	71%	71%	79%	50%	65%	68%	66%
Male	Enrollments	*	*	*	*	*	10	29
	Course Retention	90%	90%	90%	90%	90%	90%	86%
	Course Success	60%	60%	60%	60%	60%	60%	55%
Unreported	Enrollments	*	*	*	*	*	*	*
	Course Retention	90%	90%	90%	90%	90%	90%	90%
	Course Success	60%	60%	60%	60%	60%	60%	60%
Black/African American	Enrollments	17	*	20	18	25	32	119
	Course Retention	88%	88%	95%	67%	92%	88%	87%
	Course Success	65%	65%	80%	44%	64%	66%	64%

Select Metric(s)

(All)

Enrollments

Course Retention

Course Success

Division:

Kinesiology / Athletics / Dance

Modality:

(All)

FACE TO FACE

HYBRID

ONLINE

Term:

(All)

Subject:

Dance

Gender

(All)

Race/Ethnicity

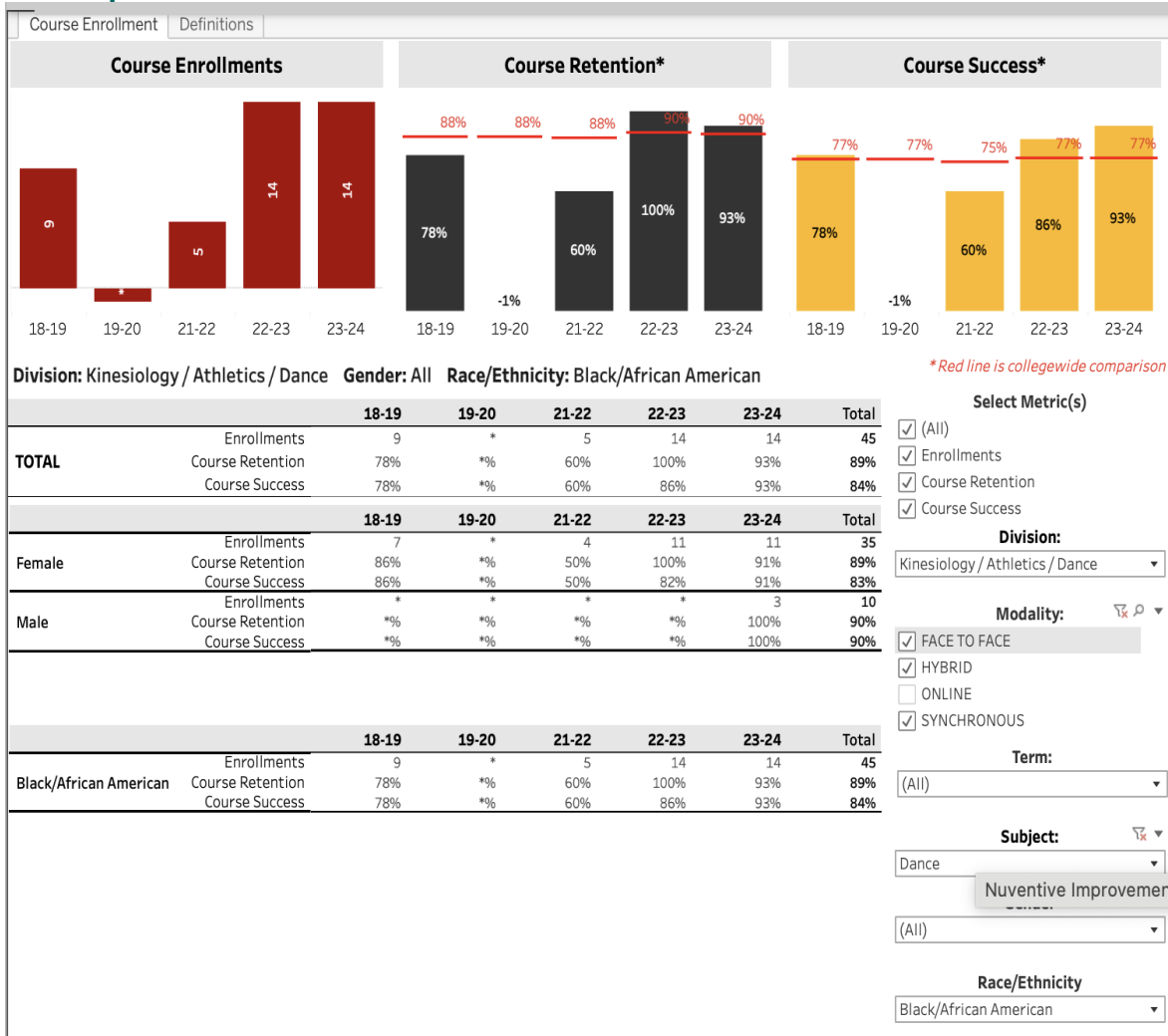
Black/African American

(Black/African American CCAP/Dual Enrollment students had 86-100% success rates.)

When we drill down, it's clear to see that the obstacle is not in the Face to Face classes:

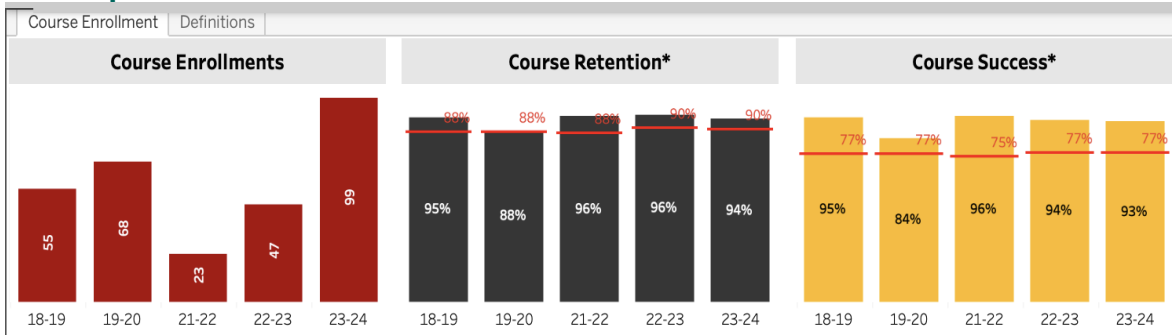
Black/African American Enrollment and Success Rates - In Person, Hybrid and Synchronous Classes:

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Filipino Enrollment and Success Rates - In Person, Hybrid and Synchronous Classes:

SKY Dept - Dance



* Red line is collegewide comparison

Division: Kinesiology / Athletics / Dance Gender: All Race/Ethnicity: Filipino

		18-19	19-20	21-22	22-23	23-24	Total
TOTAL	Enrollments	55	68	23	47	99	292
	Course Retention	95%	88%	96%	96%	94%	93%
	Course Success	95%	84%	96%	94%	93%	91%
Female	Enrollments	28	26	14	28	54	150
	Course Retention	100%	92%	93%	93%	91%	93%
	Course Success	100%	92%	93%	89%	91%	93%
Male	Enrollments	27	42	8	16	39	132
	Course Retention	89%	86%	100%	100%	97%	92%
	Course Success	89%	79%	100%	100%	97%	90%
Unreported	Enrollments			*	*	*	10
	Course Retention			%	%	%	100%
	Course Success			%	%	%	90%
Filipino	Enrollments	55	68	23	47	99	292
	Course Retention	95%	88%	96%	96%	94%	93%
	Course Success	95%	84%	96%	94%	93%	91%

Select Metric(s)

- (All)
- Enrollments
- Course Retention
- Course Success

Division:

Kinesiology / Athletics / Dance

Modality:

- FACE TO FACE
- HYBRID
- ONLINE
- SYNCHRONOUS

Term:

(All)

Subject:

Dance

Gender

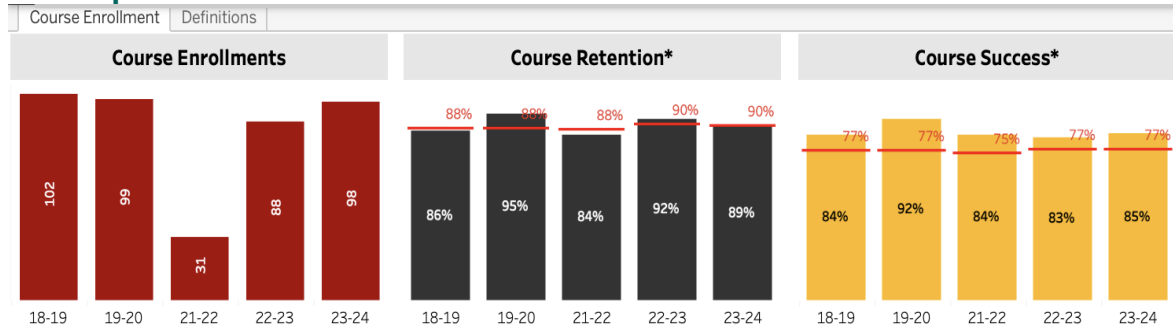
(All)

Race/Ethnicity

- Filipino
- (All)
- AI/AN
- Asian
- Black
- Nuventive Improvement f
- Filipino

Latine Enrollment and Success Rates - In Person, Hybrid and Synchronous Classes:

SKY Dept - Dance



*Red line is collegewide comparison

Division: Kinesiology / Athletics / Dance Gender: All Race/Ethnicity: Hispanic/Latinx

		18-19	19-20	21-22	22-23	23-24	Total
TOTAL	Enrollments	102	99	31	88	98	418
	Course Retention	86%	95%	84%	92%	89%	90%
	Course Success	84%	92%	84%	83%	85%	86%
Female	Enrollments	74	75	28	60	77	314
	Course Retention	88%	96%	82%	93%	88%	90%
	Course Success	85%	92%	82%	83%	83%	86%
Male	Enrollments	26	23	3	28	17	97
	Course Retention	81%	91%	100%	89%	88%	88%
	Course Success	81%	91%	100%	82%	88%	86%
Unreported	Enrollments	*	*			*	7
	Course Retention	86%	95%	84%	92%	89%	90%
	Course Success	84%	92%	84%	83%	85%	86%
Hispanic/Latinx	Enrollments	102	99	31	88	98	418
	Course Retention	86%	95%	84%	92%	89%	90%
	Course Success	84%	92%	84%	83%	85%	86%

Select Metric(s)

(All)
 Enrollments
 Course Retention
 Course Success

Division:
 Kinesiology / Athletics / Dance

Modality:
 FACE TO FACE
 HYBRID
 ONLINE
 SYNCHRONOUS

Term:
 (All)

Subject:
 Dance

Gender:
 (All)

Race/Ethnicity:
 Hispanic/Latinx

ii. **COURSE ACCESS: Provide analysis of enrollment trends for each course. Which course(s) have declining enrollment, and why might that be the case? What insights do you gain from the impact of course offering patterns?**

Online Course Expansion - Lecture

The greatest decline in enrollments is for DANC 100, and that is easily explained by the tripled increase in district-wide sections of that course (Skyline had a monopoly on the online sections, pre-pandemic). We have expanded our offerings of lecture courses to diversify and de-colonize our dance history offerings, regaining some of the online enrollments in lecture courses. These new courses fulfill the same GE requirement as DANC 100.

Online Course Expansion - Activity

As students continue to elect to choose online courses, we intend to expand our dance course offerings. In particular, conditioning and wellness dance courses could be a good fit; requiring smaller space for the workouts at home.

Long & Strong – Dance Conditioning for Everyone - a 1unit activity course for everyone focusing on core strength, flexibility, injury prevention and recovery commonly used by dancers, performing artists, yogis, physical trainers and fitness professionals.

Recruitment Course Expansion - Gateway Courses

Student enrollment in community college activity courses has a consistent pattern; students like evening courses, courses that are culturally relevant/familiar, and courses which they perceive to be easy for "non-dancers." We would like to increase the offerings of courses which attract NEW students, such as "Exploring Dance" and courses that are currently familiar to our student population.

Wellness & Stress Management Skills for Everyone - a 2 unit lecture/lab course for everyone that teaches practical skills for wellness, health, stress management, injury prevention and recovery commonly used by dancers, performing artists, yogis, physical trainers and fitness professionals.

SKY Dept - Dance

Performance Enhancement Movement for Everyone - a 2 unit lecture/lab course that teaches body language for public speaking and stage, use of stage and space for maximum impact, self-presentation on Social Media, Auditions and Interviews for professionals dancers and performing artists.

Exploring Dance - a 2 unit lecture/lab course that would apply to the lifelong learning requirement

Career Technical Education Offerings

Moving forward, we would like to expand our course offerings to provide Career Technical training. The proposed courses that we would like to create curriculum and a CTE pathway for are:

Professional Skills for Performing Artists - a 3 unit lecture class that teaches practical skills for Resume, Social Media, Contracts, Budgeting and Auditions for dancers and performing artists.

CO-OP - Work Experience for students who are working / doing an internship with a Performing Arts Organization.

Performance Work Experience - By Collaborating with outside Performing Arts Organizations, students can earn credit for rehearsals and performances with dance companies. This would allow us to de-colonize our course offerings by providing students with performance opportunities in other dance styles, for which we do not currently have instructors.

iii. **What efforts, if any, have been made to increase equitable access to your program? If more is needed, consider making it one of your program goals in the Action Plan.**

We have been requesting ongoing/institutionalized funding for increased course offerings, guest instructors, dance festivals and program expansion in every annual request and program review for over a decade.

Each time we have offered a course expansion in these areas (e.g.: Hip Hop dance technique, Afro Cuban dance, Roots of Hip Hop Dance), we have had successful enrollment. However, we have had trouble keeping our staff because we have not been able to expand our offerings beyond one course, and so the faculty who we find are easily pulled away to other jobs.

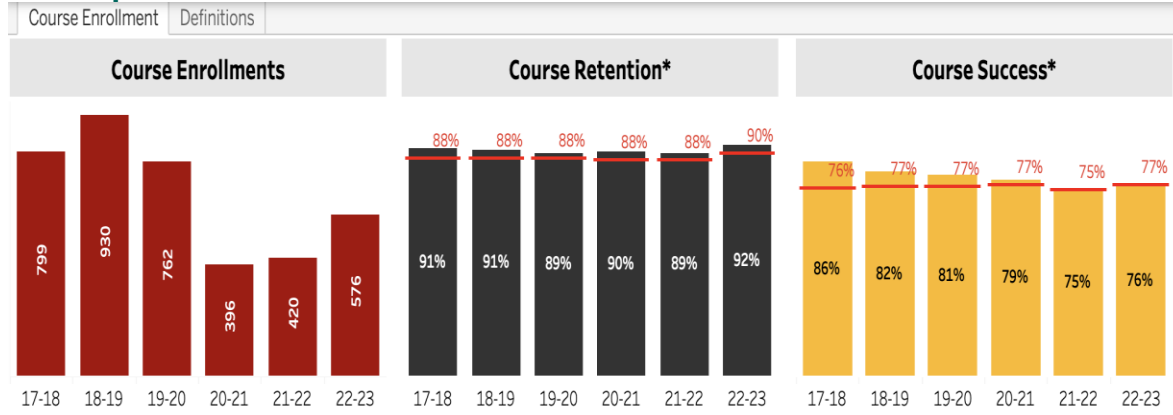
EFFECTIVENESS

4.A. OVERALL AND DISAGGREGATED COURSE SUCCESS RATES

Comment on course success rates and with particular attention to any observed equity gaps. Specific questions to answer in your responses:

i. **How do the overall course success rates compare to the College and/or Division success rates? Success Rates Far Exceed College wide success - usually by 3-10% in-person and hybrid classes.**

SKY Dept - Dance



*Red line is collegewide comparison

Division: Kinesiology / Athletics / Dance Gender: All Race/Ethnicity: All

		17-18	18-19	19-20	20-21	21-22	22-23	Total
TOTAL	Enrollments	799	930	762	396	420	576	3,883
	Course Retention	91%	91%	89%	90%	89%	92%	91%
	Course Success	86%	82%	81%	79%	75%	76%	81%
Female	Enrollments	527	607	485	264	297	381	2,561
	Course Retention	92%	92%	89%	89%	90%	92%	91%
	Course Success	87%	84%	80%	78%	76%	76%	81%
Male	Enrollments	253	304	262	126	117	177	1,239
	Course Retention	91%	88%	90%	90%	88%	94%	90%
	Course Success	85%	77%	81%	79%	72%	80%	80%
Unreported	Enrollments	19	19	15	*	*	18	83
	Course Retention	84%	95%	87%	8%	8%	78%	86%
	Course Success	79%	89%	80%	8%	8%	61%	78%
AI/AN	Enrollments			*				*
	Course Retention			8%				8%
	Course Success			8%				8%
Asian	Enrollments	215	198	139	71	59	88	770
	Course Retention	92%	93%	92%	94%	95%	94%	93%
	Course Success	88%	87%	86%	90%	86%	81%	87%
Black/African American	Enrollments	12	17	*	20	18	25	99
	Course Retention	83%	88%	8%	95%	67%	92%	87%
	Course Success	83%	65%	8%	80%	44%	64%	66%
Hispanic/Latino	Enrollments	137	183	161	102	96	96	775
	Course Retention							
	Course Success							

Select Metric(s)

- (All)
- Enrollments
- Course Retention
- Course Success

Division:

Kinesiology / Athletics / Dance

Modality:

- (All)
- FACE TO FACE
- HYBRID
- ONLINE

Term:

(All)

Subject:

Dance

Gender:

(All)

ONLINE Course Success Falling Behind

Looking at just the online classes, it's apparent that the white student cohort is in line with the college standards, but their success rate is still 20% lower ONLINE than it is with the in person and hybrid course success rate for that group. This leads me to believe that the biggest obstacle to success is in fact the modality. (While there was some curiosity if this occurs because dance is a physical activity, the majority of our online courses (3/4) are lecture courses.)

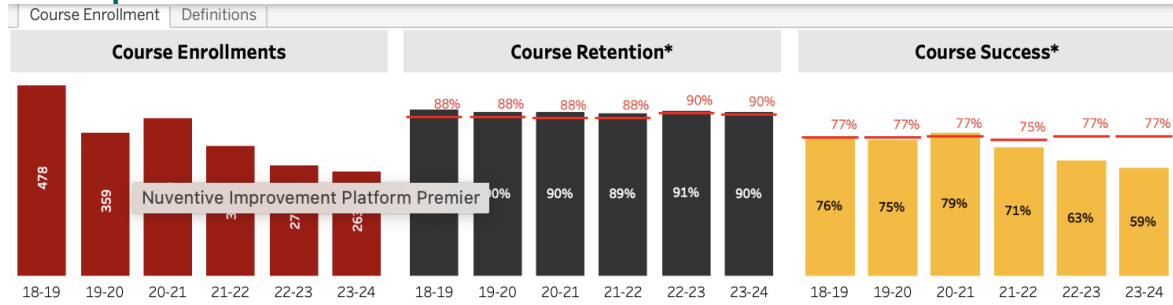
Interestingly, course success in these classes is still much lower since the pandemic. Perhaps the popularity of online course modality is causing more students to self-select into online/asynchronous coursework, whether they are prepared for that modality or not?

ONLINE Course Completion Excellent - Or Undescernable?

Another item of interest here is that students no longer drop out completely. Where online students used to withdraw from classes, I've noticed that at least half of the failing students now tend to log into the courses management system during the last two weeks of classes; even if they haven't logged in since the first three weeks.

PRIE has not provided information on whether these students are dropping out of all of their classes, just their online classes, or just the dance classes, but this would be informative, especially considering our small cohort.

SKY Dept - Dance



* Red line is collegewide comparison

Division: Kinesiology / Athletics / Dance Gender: All Race/Ethnicity: All

		18-19	19-20	20-21	21-22	22-23	23-24	Total
TOTAL	Enrollments	478	359	396	325	276	263	2,097
	Course Retention	92%	90%	90%	89%	91%	90%	90%
	Course Success	76%	75%	79%	71%	63%	59%	72%
Female	Enrollments	303	231	264	226	188	182	1,394
	Course Retention	93%	89%	89%	91%	90%	89%	90%
	Course Success	79%	74%	78%	72%	63%	62%	72%
Male	Enrollments	167	121	126	96	81	77	668
	Course Retention	89%	92%	90%	88%	93%	91%	90%
	Course Success	70%	75%	79%	69%	65%	53%	70%
Unreported	Enrollments	8	7	*	*	7	4	35
	Course Retention	88%	100%	90%	88%	71%	100%	86%
	Course Success	75%	100%	90%	88%	43%	75%	74%
AI/AN	Enrollments		*					*
	Course Retention		90%					90%
	Course Success		75%					75%
Asian	Enrollments	97	68	71	51	36	31	354
	Course Retention	91%	97%	94%	96%	97%	87%	94%
	Course Success	80%	87%	90%	86%	69%	74%	83%
Black/African American	Enrollments	8	*	20	13	11	18	74
	Course Retention	100%	90%	95%	69%	82%	83%	86%
	Course Success	50%	90%	80%	38%	36%	44%	51%
Filipino	Enrollments	128	93	102	73	49	39	484
	Course Retention	92%	88%	87%	89%	94%	87%	90%
	Course Success	80%	66%	77%	66%	61%	62%	71%
Hispanic/Latinx	Enrollments	139	105	101	103	107	97	652
	Course Retention	92%	87%	87%	92%	91%	89%	90%
	Course Success	67%	70%	74%	73%	62%	54%	67%
Pacific Islander	Enrollments	8	*	*	*	*	*	34
	Course Retention	75%	90%	90%	90%	90%	90%	82%
	Course Success	50%	90%	90%	90%	90%	90%	62%
White	Enrollments	59	50	56	49	40	41	295
	Course Retention	93%	90%	93%	88%	88%	98%	92%
	Course Success	83%	86%	77%	73%	80%	73%	79%
Multiraces	Enrollments	32	32	38	23	18	20	163
	Course Retention	94%	88%	89%	78%	100%	90%	90%
	Course Success	84%	75%	76%	57%	56%	65%	71%
Unknown	Enrollments	7	3	*	*	9	11	40
	Course Retention	71%	100%	90%	88%	67%	91%	83%
	Course Success	71%	100%	90%	88%	44%	18%	55%

Select Metric(s)

(All)
 Enrollments
 Course Retention
 Course Success

Division:
 Kinesiology / Athletics / Dance

Modality:

FACE TO FACE
 HYBRID
 ONLINE
 SYNCHRONOUS

Term:
 (All)

Subject:
 Dance

Gender:
 (All)

Race/Ethnicity:
 (All)

CCAP/Dual Enrollment:
 (All)

Reset

NOTE: Subpopulations with fewer than 10 enrollments are suppressed. Data updated: 8/5/2024 10:31:52 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the

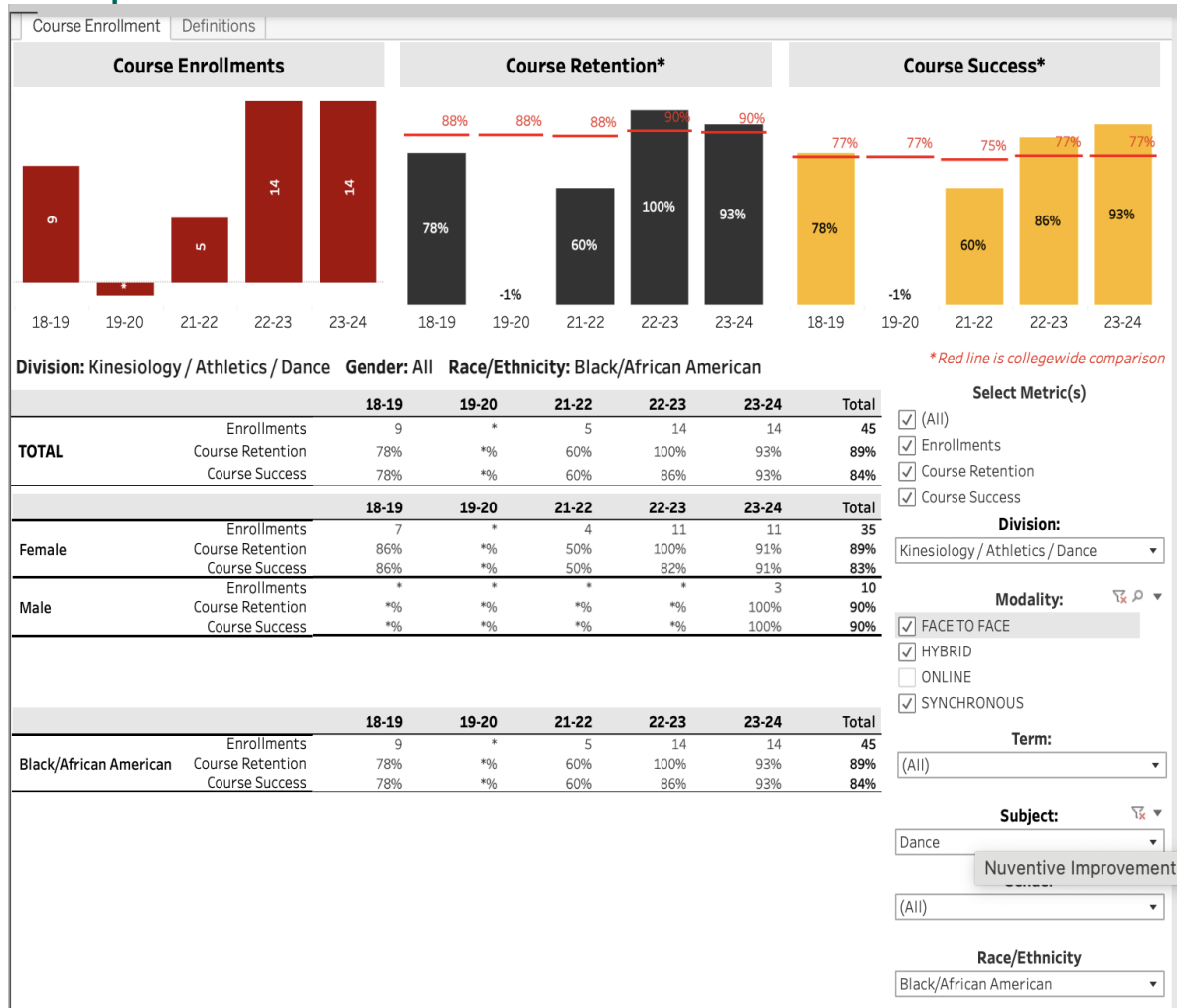
ii. What have you learned from reviewing the overall and disaggregated course success data? Choose disaggregations which are most relevant to programming decisions (e.g. ethnicity, gender, age, enrollment status, and/or disaggregations that are unique to your program).

Our Comprehensive Program Review revealed that the Dance Program continues to exceed norms for student success and retention.

Looking for areas to improve, when we drill down to the lower success rates for some cohorts, it's clear to see that the obstacle is not in the Face to Face classes, where we find continued great outcomes.

Black/African American Enrollment and Success Rates - In Person, Hybrid and Synchronous Classes:

SKY Dept - Dance



Filipino Enrollment and Success Rates - In Person, Hybrid and Synchronous Classes:

SKY Dept - Dance

Course Enrollment
Definitions

Course Enrollments

Year	Enrollments
18-19	55
19-20	68
21-22	23
22-23	47
23-24	99

Course Retention*

Year	Retention
18-19	95%
19-20	88%
21-22	96%
22-23	96%
23-24	94%

Course Success*

Year	Success
18-19	95%
19-20	84%
21-22	96%
22-23	94%
23-24	93%

* Red line is collegewide comparison

Division: Kinesiology / Athletics / Dance **Gender:** All **Race/Ethnicity:** Filipino

Select Metric(s)

(All)

Enrollments

Course Retention

Course Success

Division:
Kinesiology / Athletics / Dance

Modality:

FACE TO FACE

HYBRID

ONLINE

SYNCHRONOUS

Term:
(All)

Subject:
Dance

Gender:
(All)

Race/Ethnicity:
Filipino

(All)

AI/AN

Asian

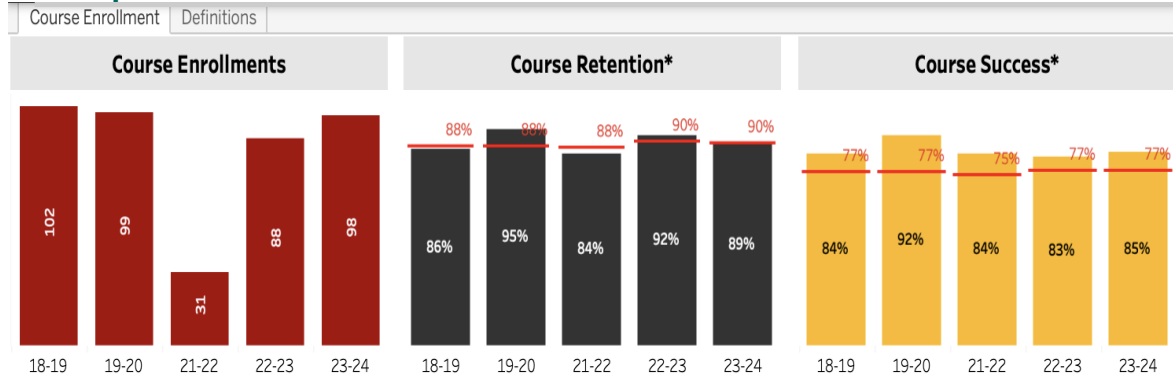
Black

Filipino

		18-19	19-20	21-22	22-23	23-24	Total
TOTAL	Enrollments	55	68	23	47	99	292
	Course Retention	95%	88%	96%	96%	94%	93%
	Course Success	95%	84%	96%	94%	93%	91%
Female	Enrollments	28	26	14	28	54	150
	Course Retention	100%	92%	93%	93%	91%	93%
	Course Success	100%	92%	93%	89%	91%	93%
Male	Enrollments	27	42	8	16	39	132
	Course Retention	89%	86%	100%	100%	97%	92%
	Course Success	89%	79%	100%	100%	97%	90%
Unreported	Enrollments			*	*	*	10
	Course Retention			***	***	***	100%
	Course Success			***	***	***	90%
Filipino	Enrollments	55	68	23	47	99	292
	Course Retention	95%	88%	96%	96%	94%	93%
	Course Success	95%	84%	96%	94%	93%	91%

Latine Enrollment and Success Rates - In Person, Hybrid and Synchronous Classes:

SKY Dept - Dance



*Red line is collegewide comparison

Division: Kinesiology / Athletics / Dance Gender: All Race/Ethnicity: Hispanic/Latinx

		18-19	19-20	21-22	22-23	23-24	Total
TOTAL	Enrollments	102	99	31	88	98	418
	Course Retention	86%	95%	84%	92%	89%	90%
	Course Success	84%	92%	84%	83%	85%	86%
Female	Enrollments	74	75	28	60	77	314
	Course Retention	88%	96%	82%	93%	88%	90%
	Course Success	85%	92%	82%	83%	83%	86%
Male	Enrollments	26	23	3	28	17	97
	Course Retention	81%	91%	100%	89%	88%	88%
	Course Success	81%	91%	100%	82%	88%	86%
Unreported	Enrollments	*	*			*	7
	Course Retention	0%	0%			0%	100%
	Course Success	0%	0%			0%	100%
Hispanic/Latinx	Enrollments	102	99	31	88	98	418
	Course Retention	86%	95%	84%	92%	89%	90%
	Course Success	84%	92%	84%	83%	85%	86%

Select Metric(s)

(All)

Enrollments

Course Retention

Course Success

Division: Kinesiology / Athletics / Dance

Modality: FACE TO FACE HYBRID ONLINE SYNCHRONOUS

Term: (All)

Subject: Dance

Gender: (All)

Race/Ethnicity: Hispanic/Latinx

iii. If outcomes reveal inequity, what may be contributing factors at the program, college, and/or district level?

We followed up with the PRIE office to investigate differences in student populations with lower success/retention rates. These cohorts are too small for individual data to be released. However, our small size lets us also know that these students are not failing classes they're completing - they're ceasing to attend/turn in assignments. PRIE could not clarify whether these students are dropping out of Dance classes specifically, or whether these students are dropping out of all classes. Because these numbers are so small, there is not conclusive evidence to work from. We will continue to do our best to follow up with students promptly when they are falling behind in participation.

4.B. INDIVIDUAL COURSE SUCCESS RATES

Provide analysis of success rates for each active course. Is there a minimum success rate that you consider acceptable, and if so, what is it and why? Which courses are not at the acceptable minimum success rate? Which exhibit a success rate over time that fluctuates fairly dramatically? Which other courses are of concern to you, and why?

Course Success Rates in DANCE

We do not have a "minimum success rate" but rather seek to meet or exceed our success rate from the previous semester. This has been effective in our face to face classes, but is concerning in the online classes. We have

SKY Dept - Dance

normalized many practices to "catch" students who are slipping:

In general, the dance department goes out of it's way to check in with and support student success. As a department, we support one another's classes by offering make-up classes for each other, promoting the performances and giving extra credit for volunteering and/or attending.

Students who are failing in our classes receive direct emails within the first 6 weeks of the semester, Early Alert notifications through CANVAS and the counseling department, CARES reports when they have self-reported distress in their personal lives, PRONTO messages if they have enrolled in PRONTO chat app, and feedback via rubric and comments within CANVAS. Students who fail to succeed are not earning bad grades on their assignments --- they are failing to log in, attend or submit their work at all. Often they do not withdraw or drop the class, and then log in during the final week of classes, even though they may not have participated since the third week of classes.

One interesting drop in success rates can be noted in DANC 102 - before Sp_23, the course was offered asynchronously, but there lectures were recorded live each week, and the students could opt into joining live for extra credit, or watching the recordings. Although less than 30% came to the synchronous zooms, it may have had a subconscious impact on the student success. Since Sp 23, there are online, synchronous zoom office hours, but almost no students use them. Students have access to the PRONTO live texting app, in-person and online office hours. Anecdotally; most students who use office hours are those who are in In-person or hybrid classes.



COURSE ENROLLMENT REPORT

2018-2019 to 2022-2023

Success Rate by Course	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	Total Success Rate	Total Withdraw Rate
DANC-100		72%	79%		73%	77%		79%	73%	75%	62%	72%	72%	71%	55%	74%	9%
DANC-102							78%	69%	65%		56%	68%		69%	54%	67%	14%
DANC-121.1		81%			91%							83%			71%	80%	9%
DANC-121.2		100%			75%							67%			100%	80%	0%
DANC-121.3					100%										100%	100%	0%
DANC-130.1	93%		92%			29%					83%			50%		71%	10%
DANC-130.2	67%		100%			50%					67%			50%		60%	20%
DANC-130.3						100%								100%		100%	0%
DANC-140.1	92%	73%	82%	79%	80%	92%						100%			82%	84%	16%
DANC-140.2	100%	90%	75%	100%	100%	100%						100%			100%	94%	6%
DANC-140.3	100%		83%	100%	100%	100%						100%				95%	5%
DANC-140.4	100%			67%	100%	100%										91%	9%
DANC-150.1			88%		100%											88%	4%
DANC-150.2			50%	Nuventive Improvement Platform Premier												50%	50%
DANC-151.1	75%	95%	87%	93%	100%	83%										89%	11%
DANC-151.2	100%	100%	100%	100%	100%	100%										100%	0%
DANC-151.3	100%	100%	67%	100%	100%	100%										96%	4%
DANC-152.1	83%	93%	90%	86%	100%	81%						85%	86%	80%	83%	86%	14%
DANC-152.2	80%	71%	100%	100%	100%	80%						0%	100%	100%	100%	89%	11%
DANC-152.3	100%	100%	100%	100%	100%	0%						100%			50%	88%	13%
DANC-157.1												85%	100%	80%	88%	90%	10%
DANC-157.2													100%	100%	100%	100%	0%
DANC-157.3														100%	100%	100%	0%
DANC-161	100%	100%	83%	82%	86%	77%							100%			90%	10%
DANC-162	100%	100%	80%	100%	100%	67%							100%			91%	9%

Note: A blank cell indicates that no data is available, and an * indicates that data has been suppressed due to small student counts.



COURSE ENROLLMENT REPORT

Success Rate by Course	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	Total Success Rate	Total Withdraw Rate
DANC-163	100%	80%	100%	100%	100%	100%										96%	4%
DANC-164		100%	100%	100%	100%	100%										100%	0%
DANC-350.1		73%		77%					88%	65%	72%	79%	64%	50%	64%	70%	14%
DANC-350.2		100%		100%					75%	100%	80%		0%			86%	10%
DANC-350.3												100%	100%			100%	0%
DANC-395.1		91%	73%		100%											88%	10%
DANC-395.2		100%	93%		100%											94%	6%
DANC-395.3		100%	100%		100%											100%	0%
DANC-395.4					100%											100%	0%
DANC-400.1						58%			100%		67%	100%		81%	95%	86%	7%
DANC-400.2											100%	100%		100%		100%	0%
DANC-400.3						67%										67%	33%
DANC-410.1						86%			100%			100%			94%	92%	5%
DANC-410.2						60%			100%			100%			100%	89%	Nuventive Impro
DANC-410.3						100%						100%			100%	100%	0%
DANC-410.4						100%									100%	100%	0%

4.C. COURSE AND PROGRAM SLO RESULTS

What notable conclusions were drawn from the assessment results? If available, note any differences in assessment results by key disaggregations (e.g. modality, learning communities, etc.). What have been the implications for the program? Specific questions to answer in your response:

i. What percentage of course SLOs have been assessed during the past five years?

Number of Course SLOs:

31

Percentage:

100

ii. How well is the program meeting its PSLOs?

All courses that have been offered since 2020 have been assessed.

All SLO's are being met as are all PSLOs.

SKY Dept - Dance

Course	SLOs	Assessment Methods	Results	Action Plans	All SLOs Assessed (2022-2025)	Students Assessed	Students Successful	% of Students Successful
SKY DANC 100	2	6	51	1	✓	806	638	79.2%
SKY DANC 102	2	6	30	0	✓	367	307	83.7%
SKY DANC 103	3	6	3	0	✓	21	21	100.0%
SKY DANC 121.1-4	3	3	3	0	✓	51	48	94.1%
SKY DANC 130.1-4	3	4	7	0	✓	88	85	96.6%
SKY DANC 140.1-4	3	5	6	1	✓	59	59	100.0%
SKY DANC 150.1-2	2	5	18	0	✓	19	19	100.0%
SKY DANC 152.1-4	2	4	8	0	✓	83	82	98.8%
SKY DANC 157.1-4	2	2	3	0	✓	53	52	98.1%
SKY DANC 161	1	3	30	0	✓	15	15	100.0%
SKY DANC 162	1	3	29	1	✓	9	9	100.0%
SKY DANC 163	1	3	25	0	✓	2	2	100.0%
SKY DANC 164	1	3	22	2	✓	1	1	100.0%
SKY DANC 350.1-4	2	4	6	0	✓	64	60	93.8%
SKY DANC 400.1-4	1	2	4	0	✓	30	29	96.7%
SKY DANC 410.1-4	2	4	4	1	✓	70	70	100.0%
SKY DANC 117.1-2	2	5	15	0	✗			
SKY DANC 125.1-4	3	3	0	0	✗			
SKY DANC 151.1-3	1	3	15	0	✗			
SKY DANC 172.1-4	0	0	0	0	✗			
SKY DANC 330.1-4	2	2	2	0	✗	20	19	95.0%
SKY DANC 391	2	4	20	0	✗			
SKY DANC 395.1-4	2	4	3	0	✗			

iii. Are the PSLOs still relevant to your program? If not, what changes might be made?

Yes

iv. Drawing from the last six years of course SLO assessment, which course(s) and/or course SLO(s) are of concern (e.g., not met or inconclusive results, those with action plans)?

The online lecture courses have lower success rates, as described above, but are still meeting expectations across the program. There is cause for concern over the lower success rates for minoritized groups (as discussed above), but these cohorts are so small and the information on why they disappeared from class (many do not log in for most of the semester and then log in once later on, so they don't count as withdrawals; as discussed above) is unknown.

The dance department has requested a deeper dive on these students, in particular to understand whether these few students were dropping out of just our classes, all of their online classes, or all classes during that semester. The PRIE office was unable to provide this data.

4.D. COURSE ENHANCEMENTS

Which course(s) are of concern due to their course success rates, SLO results, and/or other reasons? What efforts, if any, have been made to enhance student learning in those courses? If more is needed, consider which changes may be submitted to the Curriculum Committee in the Fall, and/or making it one of your program goals.

The area of concern is in our online, asynchronous lecture courses, where we are performing less than the college average in terms of minoritized students' success. However, these groups are both small cohorts and online without comparable in-person versions of the courses. We were not able to obtain information on whether or not these students were dropping out of all of their classes, or just had ghosted from our online lectures.

4.E. DEGREES AND CERTIFICATES

List each of the degrees and certificates separately. Comment on the number and trends in degrees/certificates awarded by your program. Specific questions to answer in your responses:

i. What do the data reveal about degree and certificate completion? time to completion?

The information is suppressed due to few students graduating with the degree, however we are having 2-4 graduates per year, and that is equivalent or exceeds the number of graduates with Associates in Dance for other

SKY Dept - Dance

Community Colleges of our size across California.

Completions by Institution

Institution	Completions (2022)	Growth % YOY (2022)	Market Share (2022)	IPEDS Tuition & Fees (2022)	Completions Trend (2018-2022)
San Jose State University	16	166.7%	22.5%	\$7,899	
University of Silicon Andhra	15	Insf. Data	21.1%	N/A	
San Francisco State University	8	-20.0%	11.3%	\$7,524	
Saint Mary's College of California	8	-52.9%	11.3%	\$53,572	
Cabrillo College	5	150.0%	7.0%	\$1,262	
University of California-Berkeley	5	25.0%	7.0%	\$14,395	
Dominican University of California	4	-55.6%	5.6%	\$49,426	
Diablo Valley College	3	Insf. Data	4.2%	\$1,312	
Ohlone College	3	Insf. Data	4.2%	\$1,202	
City College of San Francisco	2	-85.7%	2.8%	\$1,696	

ii. What changes do the data suggest are necessary for the program to explore?

The data suggest that the dance program is very successful. We will continue to observe carefully our follow-ups with students online, and to expand our courses to increase enrollment and recruitment.

4.F. LABOR MARKET CONNECTION

If appropriate for your program, given labor market data related to your program, discuss current labor trends and how your program is addressing them. How are you incorporating any of the following into program planning: Labor Market and Trends (e.g., Centers of Excellence, Burning Glass), Performance for CTE Programs (Launchboard), and/or Advisory Boards? Report out on whichever source(s) are relevant to your program.

Growth for the position of Choreographer has increased by over 76% between 2018 and 2024. Producers & Director jobs rose nearly 35% and Therapist positions (Dance Therapy is a growing field, and one of our majors just completed her graduate training!) grew by nearly 40%.

Trends overall for dance jobs are rising, (although there are limitations in this report since many performing arts technical and administrative positions were not included.). The jobs that were referenced do connect to the dance program, and also many jobs in education are included (a field which is shrinking right now due to population changes in the area).

Jobs in education, and performers are lowering - but the performers are more likely to be self-producing now, so their listings may be muddled together. This is why we at Skyline College think our Dance Production courses are so important, and why our plan for the future is to create a Career Technical approach for dancers to gain real-world experience with performing arts companies, learning the administrative and technical skills that support dance and other performing arts.

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Target Occupations

112,379 Jobs (2018) 2% below National average	+1.3% % Change (2018-2024) Nation: +3.5%	\$46.20/hr \$96.1K/yr Median Earnings Nation: \$32.10/hr; \$66.8K/yr	13,301 Annual Openings
---	--	--	---------------------------

Occupation	2018 Jobs	Annual Openings	Median Earnings	Growth (2018 - 2024)	Employment Concentration (2018)
Postsecondary Teachers	53,007	5,594	\$51.25/hr	-1.09%	1.11
Secondary School Teachers, Except Special and Career/Technical Education	21,040	1,535	\$45.27/hr	-13.94%	0.77
Self-Enrichment Teachers	14,128	2,359	\$25.42/hr	+12.20%	1.42
Middle School Teachers, Except Special and Career/Technical Education	7,703	1,023	\$46.60/hr	+23.34%	0.49
Musicians and Singers	5,315	720	\$32.96/hr	-17.93%	1.11
Producers and Directors	5,166	983	\$59.00/hr	+35.91%	1.35
Actors	1,605	334	\$21.80/hr	+19.19%	0.89
Music Directors and Composers	1,246	157	\$35.89/hr	-9.63%	0.87
Therapists, All Other	1,124	183	\$34.42/hr	+39.68%	1.27
Entertainers and Performers, Sports and Related Workers, All Other	927	132	\$23.16/hr	-11.43%	1.15
Dancers	819	167	\$19.89/hr	-30.77%	2.29
Choreographers	300	115	\$26.94/hr	+76.67%	1.61

4.G. STUDENT FEEDBACK

Describe how and when feedback was solicited from students, whether qualitative or quantitative, and what the results reveal. If feedback was scant, describe the attempts made and speculate why.

Feedback is gathered from our classes through self-reflection assignments at the semester's end. Additionally, students were invited to participate in a Student Voice Survey created with the PRIE office, which had a 33% response rate during the Fall 2024 semester.

Positive Feedback Highlights

The majority of student feedback was overwhelmingly positive, emphasizing the warmth and support of the faculty and a deepened understanding of historical dance knowledge.

Areas of Success

"I took the course on Global Dance Traditions, which was a very beautiful course. It was extremely insightful, and it is a course that I encourage all to take!"

"While the instructor had obvious extensive training and knowledge, she slowed it down for the beginners and encouraged us to keep going."

Course Offerings

Students expressed interest in additional courses, including:

- Choreography
- Exploratory Dance
- Ballroom, Belly Dance, Tap, Salsa, Latin Social, Latin Folklorico, Filipino Dance, Tahitian/Hula/Polynesian
- Hip-Hop, Fijian, Bhangra, Heels, K-Pop, and more

Areas for Improvement

The limited negative feedback focused on the need for more faculty and expanded course offerings.

Representative Comments:

"I think dance courses should be for all general levels, but if it's for certain classes or degrees, then students should have the ability to dance with others at the same skill level. Some classes for all skill levels and some for specific skill levels."

SKY Dept - Dance

"I don't think that there should only be dance courses restricted to students pursuing a degree, but if it's for a degree program, then there can be specialized courses. I feel like dance should be for everyone."

"Mixed-level courses with inattentive beginners made the content repetitive and harder to stay engaged. The end-of-semester showcase, which was supposed to be student-led, was chaotic due to insufficient faculty supervision. At other institutions, I have seen as many as six full-time faculty members supporting such showcases."

Specific Feedback on a Cultural Dance Performance

One student reported feeling unsupported in performing a cultural dance for the showcase. Since the feedback was anonymous, we could not identify the student, dance, or course involved. However, we would like to address the concern, since the cohort is small enough to assume which it came from, and to share what happened: In DANC 400, all dances completed within a month of the showcase were permitted, with no restrictions on style or performance skill level. This deadline was made clear at the beginning of the semester. For one cultural dance that was not performed, the choreographer declined to rehearse during available class time, despite the program having purchased costumes for that dance, in good faith. The student was informed the dance would be included in the following semester's showcase once completed.

To better support students in the future, we recommend:

- Providing additional rehearsal time with funded staffing.
- Hiring more faculty to give diverse, critical feedback.
- Ensuring multiple faculty members are involved in training and supervising to foster student growth effectively.
- Students need to be able to take multiple technique classes from multiple instructors in order to gain a broader awareness of how artistic skill and values are developed for a performance. Receiving feedback on one's choreography is difficult, and providing a diverse support network of instructors is the most effective way to develop skills.

4.H. CURRICULUM

Programs are required to update all curriculum and secure approval by the Curriculum Committee.

Please indicate whether the following tasks have been completed.

Secured approval of updated courses by the Curriculum Committee

Yes

Updated the Improvement Platform with new and/or changed SLOs, after approval by the Curriculum Committee

Yes

Submitted a current assessment calendar with all active courses to the Office of Planning, Research, and Institutional Effectiveness

Yes

Reviewed, updated (as needed), and submitted degree and certificate maps to the Curriculum Committee

Yes

KEY FINDINGS

Using key findings based on the analysis from this CPR cycle, develop a multi-year plan designed to improve program effectiveness and promote student learning and achievement. Commit to three-to-five new and/or ongoing goals total. Enter goals via Step 2: Goals and Resource Requests.

5.A. CHALLENGES AND CONCERNS

Considering the results of this year's CPR assessment, identify challenges, concerns, and areas in which further action is needed. Reference relevant sections of the CPR that provide further insight.

The Dance program is well aware of the upcoming effects of AB 928, which may decimate enrollment in activity courses, statewide. In response to this, and the increasing de-valuing of college education, it is even more important that the dance program stay relevant to our community by offering relevant forms of dance, community-building performance opportunities, and to create a certificate path that aligns with an AA degree.

Our program has succeeded in making the dance degree completable in two years or less, but continues to

SKY Dept - Dance

struggle to offer the variety of technique classes to meet this goal, due to funding restraints.

The program meets and exceeds success rates in all in person classes, and uses all available resources to help students online from falling through the cracks.

The program has a continuing unmet goal to offer more diverse classes which represent our student body and expand our offerings of dance forms to be inclusive and to cater to the local community's needs. The Curriculum has been written and passed, but the college must fund these courses, and we must be able to rely upon that funding in order to attract and keep quality adjunct professors.

Amber Steele continues to do research on 4-Year Dance program requirements, transfer agreements and the academic movement to de-colonize collegiate dance programs. This research scaffolds her continued creation of new courses, constant work to increase effective faculty hiring, removal of obstacles to graduation for students, and increase the variety of course offerings and emphasis on global citizenship, social awareness, and to support the success of the students who attend Skyline College.

Goals & Resource Requests

Increase Enrollment

Increase enrollment to recover from and exceed pandemic enrollment drops.

Year Initiated

2016 - 2017

Implementation Step(s) and Timelines

Goals & Resource Requests

PROVEN ENROLLMENT INCREASES

Adding classes would increase headcount by 125 - 170 students.

The proposed additional courses have historically brought ~25 new headcount students to the dance program. For example, Hip Hop and Musical Theater each have enrolled 20-35 students each semester they are offered. Without those classes to engage those specific students in their culturally relevant dance styles, those students don't enroll in dance at all.

Based on the numbers we've added in semesters that we offered these classes, and the enrollments at our sister colleges, we can make a solid assumption that we could easily see an increase in headcount by 125 students by offering 4 additional classes.

Assuming a Full Time Faculty member teaches 6 classes, that number would increase to a 170 headcount increase each semester.

(See the list of courses we should add below.)

ENROLLMENT CHANGES

- Enrollment dropped in half during 2020-2021; and has been rising since then along with the college. The Dance program has been losing adjunct faculty, and haven't been able to replace them due to district budget constraints.

ONLINE LECTURE CLASS CONTRACTION and EXPANSION

- Pandemic-era shift to online mean that our "Bread and Butter" course, DANC 100, which used to garner us 300+ students per year, is now being taught across the district.

Pre-pandemic, Skyline offered 6-8 sections of DANC 100 annually, with only 2 sections of in-person DANC 100 offered at other colleges in the district. In other words; we had cornered the market for DANC 100 online.

During COVID, my colleagues at Canada and CSM had no online courses to teach, so they began to teach DANC 100 online.

Now, Skyline College offers 4 sections per year, all asynchronous, and CSM offers 3 F-2-F, 1 asynchronous, and Canada college offers 2 asynchronous courses.

That means that instead of 7.5 sections (all of which would fill) annually, we now offer 4 sections annually, and CSM/Canada are absorbing 3 asynchronous and 2 F2F; six sections.

In response to this, we have diversified our GE lecture course offerings by offerings by adding DANC 102 and DANC 103, which are similar in GE fulfillment, but refocus dance history on previously academically underrepresented dance forms.

DIVERSIFY/EXPAND TECHNIQUE CLASS OFFERINGS

Offer Diverse Dance Styles, especially those that Represent non Western Euro-Centric Dances.

- Seek faculty to offer Hip Hop classes (DANC 150)

- Fund a section of Social Dance (DANC 151)

- Fund a section of Tap Dance (DANC 117)

- Fund a section of Latin Social Dance (DANC 128)

- Fund guest choreographers for production classes (DANC 400)

- Created curriculum for the following additions in Fall 2024:

New!	Movement for Stage	DANC *	Budget
- attracts non-dance folks & drama students (New)			
New!	Belly Dance	DANC 385	Needs
Budget,			
New!	Latin Folkloric	DANC 119	via DE
@ SSFHS			
New!	Latin Social	DANC 128	Needs
Budget			
New!	Social Dance	DANC 151	
	Needs Budget		

Goals & Resource Requests

New! Dance in a Cultural Context DANC 207 Needs Budget, Staff
 New! Exploring Dance DANC * Needs
 Budget, for AB928

Create New Dance Conditioning Classes
 Future! YogaPilates Barre (Dance Conditioning Strength)
 DANC *** Budget - attracts non-

dance folks (New)
 Future! Wellness & Self-Care Flexibility & Resilience (Dance Conditioning Rehab
 & Flexibility) DANC *** Budget - attracts non-dance folks (New)

OFFER Additional ONLINE DANCE CLASSES
 DANC 350 Cardio Dance is currently our online offering, and is very successful.
 - Fund a section of Ballet or BARRE online
 - Create an online Belly Dance Course

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Community Partnership:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

01/07/2025

Academic Year Updated

2024 - 2025

Goal Status

Behind Schedule

Goal Status Narrative

Goals & Resource Requests

Students are returning to classes, but instructors are returning to other jobs with enough units to get benefits. Funding for instructors is being non-replaced, and the classes and students suffer.

Furthermore, due to AB 928, we are expecting a possible drop in enrollment of up to 85%, as the requirement for Physical Activity classes will be removed from the AA-T.

Therefore, it's all the more important that we offer courses that attract community members, and grow our community by giving the students the classes that they want and will bring their friends to!

We also are adding to our curriculum elements that will allow us to align with performing arts jobs in the community, as we plan towards a Career Technical path developed over the coming two years.

We are creating new classes with broad interest, to attract non-dance majors and students who seek professional soft skills for the stage:

New!	Movement for Stage	DANC *	Budget - attracts non-dance
folks & drama students (New)			
New!	Exploring Dance	DANC *	Needs Budget, for AB928

One section of DANC 150 hip hop was added back into the schedule for 2023-2024, but we were unable to retain the adjunct faculty member because we are unable to promise consistent scheduling due to budget constraints.

Our faculty member for DANC 410 became unavailable for 2024, also due to the college's inability to provide consistent and reliable scheduling.

They would have been eligible for benefits with 0.5 units more assigned, but became frustrated by the bait-and-switch offer, and had to accept another position.

As of Spring 2025, we have re-aligned our DANC 400 class to the PCN Learning Community, which has been rehearsing their Pilipino Cultural Night's dance performances on borrowed time in the dance studio. This reconnection has taken a decade to align, and we look forward to the dance department providing structured educational and program support to the Kababayan Learning Community and the Pilipino Cultural Night. Dance X PCN is celebrating this collaboration and breakdown of silos within the campus. We hope to be able to support this expansion and growth ongoing.

Funding these courses provisionally significantly impacts our students of color because these faculty members are our only faculty members of color.

The dance program cannot grow and diversify without stable investment. These classes fill when we offer them.

STATUS

Goal Status Date

12/12/2023

Academic Year Updated

2023 - 2024

Goal Status

Behind Schedule

Goal Status Narrative

Students are returning to classes, but without funding and facilities to offer the classes at the times they need, enrollment remains low.

STATUS

Goal Status Date

11/14/2022

Academic Year Updated

2021 - 2022

Goal Status

Behind Schedule

Goals & Resource Requests

Goal Status Narrative

Staffing and Funding Hinder our Post-Covid Recovery, but We Continue to Diversify and Support Equity

Optional Tables & Graphs

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

- 1) In 2018, we revised the dance major to exclude all courses that allumni were having to re-take as upper division coursework after transfer
- 2) In 2018, we revised the dance style requirements in order to allow students to choose an emphasis in ANY dance style (not just Western-Euro-Centric styles, as is the academic norm).
- 3) In 2020, we began teaching more diverse lecture courses that expand beyond the other campus's DANC 100 offerings.

Moving ahead, we want to continue to decolonize our program with the following actions:

- 1) Due to the historical academic emphasis on Western Euro-centric dance styles, there are very few dance technique instructors with the minimum qualifications to teach in our system. We want to break that glass ceiling by **HIRING AUTHENTIC PRACTITIONERS OF DIVERSE STYLES AS GUEST CHOREOGRAPHERS** (and as faculty, when possible) that teach our students that their preferred styles of dance have a place in the college, and thereby encourage this generation of dancers to pursue graduate degrees in dance.
- 2) By **DIVERSIFYING OUR COURSE OFFERINGS** we will recruit more students, and students whose interests we serve and reflect.
 - a) We have already diversified our lecture courses by creating new GE lecture courses, DANC 102 Hip Hop Dance Roots and DANC 103 World Dance Practices. These are seeing great success and we wish to increase our sections as they grow.
 - 3) By **DIVERSIFYING OUR PRODUCTION OFFERINGS**, we will recruit more students, and students whose interests we serve and reflect. Adding a Summer High School program in coordination with Spindrift Performing Arts organization, bringing in guest choreographers who can create more inclusive content, etc. will attract more experienced students to the program
 - 4) **INCREASING OUR GATEWAY COURSES: Beginning Level, Familiar Styles and 'Dance for Non-Dancers'**, as well as High School Collaborative Outreach
 - a) We already work with Jefferson High School through Middle College
 - b) We'd like to begin a summer high school program in collaboration with a local dance and performing arts company, Spindrift
 - c) We'd like to add more "beginner/non-dancer/non-dance major" friendly courses, such as online ballet barre, social dance, "dance for actors" or "intro to dance"
 - d) We'd like to diversify our technique courses by (again) offering the following: Tap Dance, Belly Dance, Hip Hop, Social Dance
 - e) **OFFER PERFORMANCE OPPORTUNITES EVERY SEMESTER** Students come to perform; they need that experience to get hired in real jobs. It may seem backwards, but it's often the audition and performance process that demonstrates to students where they need additional technical training (rather than the other way around). We need to keep these options plentiful for recruitment, retention and to drive enrollment into the other courses and the major.

Challenges:

- 1) Recovering enrollment post-covid - In addition to the regular challenges, it must be noted that **BEFORE COVID, WE TAUGHT 150+ students each semester in DANC 100 online; ALL of the online dance lecture GE students in the district.** Since this was the **ONLY** online dance course on the books, during covid, all other dance faculty opened sections of DANC 100 across the district, pulling our enrollment down to 2 sections. Some of these numbers we will now never regain, since those faculty members continue to offer that course at their colleges, now.

Goals & Resource Requests

- 2) We have not had a theater to do DANC 400 in for the past year (post covid), so our cycle of dance shows/technique classes/new recruits from the audience has been broken.
- 3) Our Hip Hop teacher had children, moved to the far east bay, and hasn't been replaced.
- 4) We need to be able to promise work in order to add to curriculum;
 - a) Belly Dance (online)
 - b) Ballet Dance (online)
 - c) Movement for Actors / Intro to Dance
- 5) We could use an additional Social or Swing Dance course at night
 - a) Professional Development funds to train one of our faculty would be very helpful!
 - b) The Social and Tap Dance instructors both here and at CSM will be needing their shoes filled in the not-too distant future.

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Faculty Position (permanent)

Resource Name

Adj. Faculty for Additional Classes *(this resource request applies to multiple goals)

Resource Description

Goals & Resource Requests

PROVEN ENROLLMENT INCREASES

Adding classes would increase headcount by 125 - 170 students.

Based on the numbers we've added in semesters that we offered these classes, and the enrollments at our sister colleges, we can make a solid assumption that we could easily see an increase in headcount by 125 students by offering 4 additional classes. (Assuming a Full Time Faculty member teaches 6 classes, that number would increase to a 170 headcount increase each semester.)

Need the following classes funded:

---	Tap *		DANC 117	
---	Social Dance *		DANC 151	Needs Budget
New!	Latin Social *		DANC 128	Needs Budget
---	(Online/in person) Hip Hop **		DANC 150	
New!	Belly Dance *		DANC 385	Needs Budget,
New!	Latin Folkloric		DANC 119	via DE @ SSFHS
New!	Dance in a Cultural Context	DANC 207		Needs Budget, Staff
New!	Exploring Dance*		DANC *	Needs Budget, for AB928

Create New Dance Conditioning & Cross-Discipline Classes

Future! YogaPilates Barre (Dance Conditioning Strength)*

DANC *** Budget - attracts non-dance folks (New)

Future! Wellness & Self-Care Flexibility & Resilience (Dance Conditioning Rehab & Flexibility)* DANC

*** Budget - attracts non-dance folks (New)

Future! Movement for Stage*

DANC *** Budget - attracts non-dance folks & drama students

(New)

Future! Performing Arts Work Exchange / Internship / Co-op*

DANC 680 Budget - attracts non-dance folks & drama students (New)

- Musical Theater *

- Summer DANC 400/410 section *

- Fund guest choreographers for production classes (DANC 400)

*We have instructor on staff / in the pool

**Need to find an instructor

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

*Facilitates student graduation within 2yrs, diversifies course offerings, recruits students, brings program offerings to current industry and collegiate standards.

Cost

80,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

Goals & Resource Requests

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Student Assistant Internship for Production Classes *(this resource request supports multiple goals)

Resource Description

Student Assistant position helps with communications, costume ordering, ASSC liaison, PR, social media, stage management

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Work experience for the student, who supports faculty and peers in the production class via communication (eg: answering questions and giving schedule updates via a student chat system), project management tasks, additional recruitment and public relations, social media updates, stage management and costume ordering assistance, and student connection to local high schools makes the student's contributions more valuable.

Cost

3,500

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Guest Choreographers *(this request applies to multiple Goals)

Resource Description

Guest Choreographers for authentic, diverse choreography in the dance show

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Students with dance experience often choose to attend a school based on the performance opportunities in the style of dance that they practice/prefer. Skyline College needs to support/recruit more students by offering performances in Latinx and Polynesian/Pacific Islander/Filipinx dance styles, Hip Hop, and other dance styles that we do not currently have on staff.

Students need experience in diverse dance performances. In order to de-colonize the dance show, this means hiring authentic choreographers/practitioners to create dances for the students to perform. Hiring professional choreographers also gives students experience with professional mentors and rehearsal/performance networking opportunities. Diversifies offerings, recruits minoritized students, brings program to the standards of the field and other colleges.

Cost

5,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Goals & Resource Requests

Industry Career Education Pathway

Prepare students for professions in the dance field by offering courses that give them the experience and skills required to be hired in the field. This new curriculum may be developed towards a Career Technical Certificate, and will include Internship/co-op coursework, Professional Skills for Performing Artists, and Stage Movement coursework.

Year Initiated

2024 - 2025

Implementation Step(s) and Timelines

Students wishing to succeed in the performing arts are often eager to audition and perform while they are young. Skyline College Dance Program wants to align with local performing arts organizations to provide these students with a Certificate and/or AA pathway which focuses on real-world performing arts experiences in dance.

Off-Campus Dance / Professional Experience Course

- either Co-op or an internship program to give credit for dance styles that occur off-campus

Creating these Community Partnerships is a way for Skyline College to counteract the institutional bias towards Western Euro-Centric dance forms that continues to restrain our course offerings in academic institutions. Since we don't offer college level instruction in alternative dance forms, those dancers often fail to seek graduate degrees in them, making it more difficult for us to hire instructors who can teach those classes. By aligning with outside professionals, I hope to help break that cycle while enriching the diversity of student experiences for our students.

Additionally, these organizations may contribute dance performances to our dance shows each semester, to get more visibility. More performers means more audience members, and our dance productions are funded through ticket sales. The more students, the better the show can be.

Hopefully we will grow our program, our enrollment, and help to educate the future instructors that dance departments need all over the country.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Community Partnership:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

11/07/2024

Academic Year Updated

4/1/2025

Generated by Nuventive Improvement Platform

Page 37

Goals & Resource Requests

2024 - 2025

Goal Status

On Schedule

Goal Status Narrative

Brand New Proposal -

Curriculum and Certificate Program would be created over the next two years, with a pilot program beginning in Fall 2026.

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Faculty Position (permanent)

Resource Name

Faculty for Career Training Pathway in Dance and Additional Classes *(this resource request applies to multiple goals)

Resource Description

Faculty Budget/ Release and Instructional to Coordinate, Teach and Build a Career Technical Education program.

- DANC 670 Co-op or Internship
- DANC 450 Professional Skills for Performing Artists

Adjunct Faculty with these skills could also help to teach the other courses we have need of:

New!	Movement for Stage folks & drama students (New)	DANC *	Budget - attracts non-dance
New!	Belly Dance	DANC 385	Needs Budget,
New!	Latin Folkloric	DANC 119	via DE @ SSFHS
New!	Latin Social	DANC 128	Needs Budget
New!	Social Dance	DANC 151	Needs Budget
New!	Dance in a Cultural Context	DANC 207	Needs Budget, Staff
New!	Exploring Dance	DANC *	Needs Budget, for AB928

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor’s Office.

*Facilitates student graduation within 2yrs, diversifies course offerings, recruits students, brings program offerings to current industry and collegiate standards.

Cost

80,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Goals & Resource Requests

Student, Aides, Hourly, or Temporary Workers

Resource Name

Dance Learning Community

Resource Description

Release time for coordination of a Dance Learning Community

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Dance Learning Community *(this request applies to multiple Goals)

Many students who end up becoming dance majors arrive at Skyline College without a decided major, because they've been told that "dance" isn't a serious career path; but even more often because the style of dance they do (culturally centered community and traditional dances, hip hop, etc.) have been excluded from academia and so students don't expect to be able to continue doing them as a collegiate degree.

Consequently, FT faculty already spend many hours with these students, educating them on career pathways, advising them on courses to enroll in, and explaining how their pursuit of dance at college can help them to decolonize dance education for future generations.

We attend performances as field trips, support study groups and create a sense of community, volunteering for cross-campus performances and activities.

Formalizing this community would be a way to de-colonize our perception of the arts - particularly the styles of dance that have been culturally ignored - and supporting students in graduating quickly by validating their strengths.

Cost

10,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Student Assistant Internship for Production Classes *(this resource request supports multiple goals)

Resource Description

Student Assistant position helps with communications, costume ordering, ASSC liaison, PR, social media, stage management

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Work experience for the student, who supports faculty and peers in the production class via communication (eg: answering questions and giving schedule updates via a student chat system), project management tasks, additional recruitment and public relations, social media updates, stage management and costume ordering assistance, and student connection to local high schools makes the student's contributions more valuable.

Cost

3,500

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Goals & Resource Requests

Increase Entryways to the Dance Major

Attract Dance Majors

Year Initiated

2021 - 2022

Implementation Step(s) and Timelines

The Dance program serves hundreds of students with an excellent FTES, and higher than college average success rates, and most of these students are fulfilling their GE requirements for activity, Arts and Arts and Humanities studies. But in order to grow our major program, we need to

- a) regularly offer multiple entry points to the program
- b) offer consistent performance opportunities
- c) diversify course offerings to meet industry standards and expand dance style offerings.

Therefore, these popular entry-level courses should be offered each semester:

- Contemporary Modern Dance (a) - achieved but at risk due to current state enrollment/budget issues
- Jazz Dance (a)- achieved but at risk due to current state enrollment/budget issues
- Hip Hop Dance - Lost Faculty Member (a), (c)
- Cardio Dance (this is currently being offered each semester online) (a)
- Ballet - (was offered pre-covid; would like to offer an online version) (a)

- Exploring Dance - Curriculum built 2024 that will make it align with new GE's (a), (c)

New Diverse, Entry-Level, Popular Classes to Offer:

New! Budget, New! @ SSFHS	Belly Dance	DANC 385	Needs via DE
New! Budget New!	Latin Folkloric	DANC 119	Needs
New! Budget New!	Latin Social	DANC 128	Needs
New! New!	Social Dance	DANC 151	
New! New!	Needs Budget Dance in a Cultural Context DANC 207		Needs Budget, Staff
	Exploring Dance	DANC *	
	Needs Budget, for AB928		

Dance Productions and Musical Theater should be offered EVERY semester

- DANC 400 Dance Production - Fall and Spring (as it was pre-covid) (a), (b), (c)
- DANC 410 Musical Theater Dance - Fall and Spring, Summer High School Recruitment (achieved, but then lost faculty) (a), (b), (c)
- DANC 400 Dance Production (a), (b), (c)

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Community Partnership:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)

Goals & Resource Requests

- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

11/07/2024

Academic Year Updated

2024 - 2025

Goal Status

Behind Schedule

Goal Status Narrative

Funding and facilities restrictions improved but are now more dire. Additional faculty, release time and instructors are needed to offer increased courses and equitable options for students.

One section of DANC 150 Hip Hop was added back into the schedule for 2023-2024, but we were unable to retain the adjunct faculty member because we are unable to promise consistent scheduling due to budget constraints.

Our faculty member for DANC 410 became unavailable for 2024, also due to the college's inability to provide consistent and reliable scheduling.

They would have been eligible for benefits with 0.5 units more assigned, but became frustrated by the bait-and-switch offer, and had to accept another position.

As of Spring 2025, we have re-aligned our DANC 400 class to the PCN Learning Community, which has been rehearsing their Pilipino Cultural Night's dance performances on borrowed time in the dance studio. This reconnection has taken a decade to align, and we look forward to the dance department providing structured educational and program support to the Kababayan Learning Community and the Pilipino Cultural Night. Dance X PCN is celebrating this collaboration and breakdown of silos within the campus. We hope to be able to support this expansion and growth ongoing. The PCN students' return to the dance program will increase in demand for the dance program to offer technique classes in Pilipino Dances, Hip Hop, and Jazz.

Funding these courses provisionally significantly impacts our students of color because these faculty members are our only faculty members of color.

The dance program cannot grow and diversify without stable investment. These classes fill when we offer them.

STATUS

Goal Status Date

12/12/2023

Academic Year Updated

2023 - 2024

Goal Status

Behind Schedule

Goal Status Narrative

Goals & Resource Requests

Funding and facilities restrictions remain the same. Additional faculty, release time and facilities are needed to offer increased courses and equitable options for students.

STATUS

Goal Status Date

11/14/2022

Academic Year Updated

2021 - 2022

Goal Status

Behind Schedule

Goal Status Narrative

Post Covid Enrollment and Staffing are Delaying Success

Optional Tables & Graphs

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

- 1) In 2018, we revised the dance major to exclude all courses that alumni were having to re-take as upper division coursework after transfer
- 2) In 2018, we revised the dance style requirements in order to allow students to choose an emphasis in ANY dance style (not just Western-Euro-Centric styles, as is the academic norm).
- 3) In 2020, we began teaching more diverse lecture courses that expand beyond the other campus's DANC 100 offerings.

Moving ahead, we want to continue to decolonize our program with the following actions:

- 1) Due to the historical academic emphasis on Western Euro-centric dance styles, there are very few dance technique instructors with the minimum qualifications to teach in our system. We want to break that glass ceiling by **HIRING AUTHENTIC PRACTITIONERS OF DIVERSE STYLES AS GUEST CHOREOGRAPHERS** (and as faculty, when possible) that teach our students that their preferred styles of dance have a place in the college, and thereby encourage this generation of dancers to pursue graduate degrees in dance.
- 2) By **DIVERSIFYING OUR COURSE OFFERINGS** we will recruit more students, and students whose interests we serve and reflect.
 - a) We have already diversified our lecture courses by creating new GE lecture courses, DANC 102 Hip Hop Dance Roots and DANC 103 World Dance Practices. These are seeing great success and we wish to increase our sections as they grow.
 - 3) By **DIVERSIFYING OUR PRODUCTION OFFERINGS**, we will recruit more students, and students whose interests we serve and reflect. Adding a Summer High School program in coordination with Spindrift Performing Arts organization, bringing in guest choreographers who can create more inclusive content, etc. will attract more experienced students to the program
 - 4) **INCREASING OUR GATEWAY COURSES:** Beginning Level, Familiar Styles and 'Dance for Non-Dancers', as well as High School Collaborative Outreach
 - a) We already work with Jefferson High School through Middle College
 - b) We'd like to begin a summer high school program in collaboration with a local dance and performing arts company, Spindrift
 - c) We'd like to add more "beginner/non-dancer/non-dance major" friendly courses, such as online ballet barre, social dance, "dance for actors" or "intro to dance"
 - d) We'd like to diversify our technique courses by (again) offering the following: Tap Dance, Belly Dance, Hip Hop, Social Dance
 - e) **OFFER PERFORMANCE OPPORTUNITIES EVERY SEMESTER** Students come to perform; they need that experience to get hired in real jobs. It may seem backwards, but it's often the audition and performance process that demonstrates to students where they need additional technical training (rather than the other way around). We need to keep these options plentiful for recruitment, retention and to drive enrollment into the other courses

Goals & Resource Requests

and the major.

Challenges:

- 1) Recovering enrollment post-covid - In addition to the regular challenges, it must be noted that BEFORE COVID, WE TAUGHT 150+ students each semester in DANC 100 online; ALL of the online dance lecture GE students in the district. Since this was the ONLY online dance course on the books, during covid, all other dance faculty opened sections of DANC 100 across the district, pulling our enrollment down to 2 sections. Some of these numbers we will now never regain, since those faculty members continue to offer that course at their colleges, now.
- 2) We have not had a theater to do DANC 400 in for the past year (post covid), so our cycle of dance shows/technique classes/new recruits from the audience has been broken.
- 3) Our Hip Hop teacher had children, moved to the far east bay, and hasn't been replaced.
- 4) We need to be able to promise work in order to add to curriculum;
 - a) Belly Dance (online)
 - b) Ballet Dance (online)
 - c) Movement for Actors / Intro to Dance
- 5) We could use an additional Social or Swing Dance course at night
 - a) Professional Development funds to train one of our faculty would be very helpful!
 - b) The Social and Tap Dance instructors both here and at CSM will be needing their shoes filled in the not-too distant future.

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Faculty Position (permanent)

Resource Name

Adj. Faculty for Additional Classes *(this resource request applies to multiple goals)

Resource Description

Need the following classes funded:

- Summer DANC 400 section *
- Tap *
- (Online/in person) Hip Hop **
- Online Belly Dance (curriculum in progress) *
- Contemporary Modern *
- Online Ballet *
- Swing/ Social Dance *
- Fall Musical Theater *

*We have instructor on staff / in the pool

**Need to find an instructor

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

*Facilitates student graduation within 2yrs, diversifies course offerings, recruits students, brings program offerings to current industry and collegiate standards.

Cost

80,000

Level of need, with 1 being the most pressing

Goals & Resource Requests

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Student Assistant Internship for Production Classes *(this resource request supports multiple goals)

Resource Description

Student Assistant position helps with communications, costume ordering, ASSC liaison, PR, social media, stage management

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Work experience for the student, who supports faculty and peers in the production class via communication (eg: answering questions and giving schedule updates via a student chat system), project management tasks, additional recruitment and public relations, social media updates, stage management and costume ordering assistance, and student connection to local high schools makes the student's contributions more valuable.

Cost

3,500

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Guest Choreographers *(this request applies to multiple Goals)

Resource Description

Guest Choreographers for authentic, diverse choreography in the dance show

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Students with dance experience often choose to attend a school based on the performance opportunities in the style of dance that they practice/prefer. Skyline College needs to support/recruit more students by offering performances in Latinx and Polynesian/Pacific Islander/Filipinx dance styles, Hip Hop, and other dance styles that we do not currently have on staff.

Students need experience in diverse dance performances. In order to de-colonize the dance show, this means hiring authentic choreographers/practitioners to create dances for the students to perform. Hiring professional choreographers also gives students experience with professional mentors and rehearsal/performance networking opportunities. Diversifies offerings, recruits minoritized students, brings program to the standards of the field and other colleges.

Goals & Resource Requests

Cost

5,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Release Time for Learning Community *(this request applies to multiple Goals)

Resource Description

Release time to support a Dance Learning Community

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Dance Learning Community *(this request applies to multiple Goals)

Many students who end up becoming dance majors arrive at Skyline College without a decided major, because they've been told that "dance" isn't a serious career path; but even more often because the style of dance they do (culturally centered community and traditional dances, hip hop, etc.) have been excluded from academia and so students don't expect to be able to continue doing them as a collegiate degree. Consequently, FT faculty already spend many hours with these students, educating them on career pathways, advising them on courses to enroll in, and explaining how their pursuit of dance at college can help them to decolonize dance education for future generations.

We attend performances as field trips, support study groups and create a sense of community, volunteering for cross-campus performances and activities.

Formalizing this community would be a way to de-colonize our perception of the arts - particularly the styles of dance that have been culturally ignored - and supporting students in graduating quickly by validating their strengths.

Cost

9,500

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Industry Standards - Plentiful and Diverse Performance Opportunities

Prepare students for professions in the dance field by offering courses that give them the experience and skills required to be hired in the field. Therefore, the Dance program should be offering performance opportunities every semester, as is standard for collegiate dance programs.

Year Initiated

2016 - 2017

Implementation Step(s) and Timelines

Goals & Resource Requests

Students choose colleges based on the wealth and varieties of performance opportunities that are provided, because that experience benefits them in the hiring process.

Standard performances each semester would include:
DANC 400 - Dance Concert - Spring & Fall semester

Intermediate/Advanced Dance Group - Performs at Community Events and Public Performing Arts Events on and off campus -- Increased performances would be scaffolded by the formation of a Student Learning Community.

DANC 410 - Musical: Currently offered in the Spring; began to be offered Spring and Fall '23-'24 but our faculty member became unavailable. We still discuss having a summer program for high school students. This experience would be a recruitment point for technique classes, and the technique class students then go on to participate in the dance concerts.

- New Curriculum: Movement for Stage would serve these students, while relying less on the facilities and other demands of the DANC 410 course, in the meanwhile.

Off-Campus Dance / Professional Experience Course

- either Co-op or an internship program to give credit for dance styles that occur off-campus

Elective Dance Styles: often these are the courses that students are familiar with from their own communities, and through these classes, students are recruited into Production courses, and Production courses ignite the curiosity and interest in core technique courses. These classes perform in the dance show, on campus, which is funded through ticket sales. The more students, the better the show can be.

Offering New Forms of Popular Dance will Help Students to complete their technique requirements AND grow our program.

New Curriculum Needs Budget:

New!	Movement for Stage	DANC *	Budget
- attracts non-dance folks & drama students (New)			
New!	Belly Dance	DANC 385	
	Budget, (Online staff available)		
New!	Latin Folkloric	DANC 119	
	will be offered via DE @ SSFHS		
New!	Latin Social	DANC 128	Budget
New!	Social Dance	DANC 151	
	Budget		
New!	Dance in a Cultural Context	DANC 207	Budget, Staff
New!	Exploring Dance	DANC *	
	Budget, for AB928		

Job searches seek applicants with the following on their resumes:

- 1) Many performance experiences
- 2) Training in core techniques
- 3) Skills in diverse dance techniques

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Community Partnership:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)

Goals & Resource Requests

- **Student Success and Equity:** undefined (X)

- SKY Strategic Goals: (X - Hightlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

01/07/2025

Academic Year Updated

2024 - 2025

Goal Status

Behind Schedule

Goal Status Narrative

Goals & Resource Requests

RECRUITMENT / PERFORMANCE Obstacles:

Lack of funding.

One section of DANC 150 hip hop was added back into the schedule for 2023-2024, but we were unable to retain the adjunct faculty member because we are unable to promise consistent scheduling due to budget constraints.

The DANC 400 Instructor is attempting to provide additional performance opportunities for the students, but there are already at least 3 hours per week of outside responsibilities needed to administer/produce the show. A Learning Community, Additional Faculty, or coordination release time would help with this.

As of Spring 2025, we have re-aligned our DANC 400 class to the PCN Learning Community, which has been rehearsing their Pilipino Cultural Night's dance performances on borrowed time in the dance studio. This reconnection has taken a decade to align, and we look forward to the dance department providing structured educational and program support to the Kababayan Learning Community and the Pilipino Cultural Night. Dance X PCN is celebrating this collaboration and breakdown of silos within the campus. We hope to be able to support this expansion and growth ongoing.

Our faculty member for DANC 410 became unavailable for 2024, also due to the college's inability to provide consistent and reliable scheduling. They would have been eligible for benefits with 0.5 units more assigned, but became frustrated by the bait-and-switch offer, and had to accept another position.

Funding these courses provisionally significantly impacts our students of color because these faculty members are our only faculty members of color.

The dance program cannot grow and diversify without stable investment. These classes fill when we offer them.

Off-Campus Dance / Professional Experience Course

- either Co-op or an internship program to give credit for dance styles that occur off-campus

- The theater was under construction, cancelling our performances from 2022-2023

- Since then, DRAMA has moved out of the dance studio, but we still lack class time in the studio due to conflicts with FITN classes.

STATUS

Goal Status Date

11/14/2022

Academic Year Updated

2021 - 2022

Goal Status

Behind Schedule

Goal Status Narrative

Theater Upgrades and Staffing Have Delayed our Post-Covid Recovery

Optional Tables & Graphs

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

1) In 2018, we revised the dance major to exclude all courses that allumni were having to re-take as upper division coursework after transfer

Goals & Resource Requests

2) In 2018, we revised the dance style requirements in order to allow students to choose an emphasis in ANY dance style (not just Western-Euro-Centric styles, as is the academic norm).

3) In 2020, we began teaching more diverse lecture courses that expand beyond the other campus's DANC 100 offerings.

Moving ahead, we want to continue to decolonize our program with the following actions:

1) Due to the historical academic emphasis on Western Euro-centric dance styles, there are very few dance technique instructors with the minimum qualifications to teach in our system. We want to break that glass ceiling by HIRING AUTHENTIC PRACTITIONERS OF DIVERSE STYLES AS GUEST CHOREOGRAPHERS (and as faculty, when possible) that teach our students that their preferred styles of dance have a place in the college, and thereby encourage this generation of dancers to pursue graduate degrees in dance.

2) By DIVERSIFYING OUR COURSE OFFERINGS we will recruit more students, and students whose interests we serve and reflect.

a) We have already diversified our lecture courses by creating new GE lecture courses, DANC 102 Hip Hop Dance Roots and DANC 103 World Dance Practices. These are seeing great success and we wish to increase our sections as they grow.

3) By DIVERSIFYING OUR PRODUCTION OFFERINGS, we will recruit more students, and students whose interests we serve and reflect. Adding a Summer High School program in coordination with Spindrift Performing Arts organization, bringing in guest choreographers who can create more inclusive content, etc. will attract more experienced students to the program

4) INCREASING OUR GATEWAY COURSES: Beginning Level, Familiar Styles and 'Dance for Non-Dancers', as well as High School Collaborative Outreach

a) We already work with Jefferson High School through Middle College

b) We'd like to begin a summer high school program in collaboration with a local dance and performing arts company, Spindrift

c) We'd like to add more "beginner/non-dancer/non-dance major" friendly courses, such as online ballet barre, social dance, "dance for actors" or "intro to dance"

d) We'd like to diversify our technique courses by (again) offering the following: Tap Dance, Belly Dance, Hip Hop, Social Dance

e) OFFER PERFORMANCE OPPORTUNITES EVERY SEMESTER Students come to perform; they need that experience to get hired in real jobs. It may seem backwards, but it's often the audition and performance process that demonstrates to students where they need additional technical training (rather than the other way around). We need to keep these options plentiful for recruitment, retention and to drive enrollment into the other courses and the major.

Challenges:

1) Recovering enrollment post-covid - In addition to the regular challenges, it must be noted that BEFORE COVID, WE TAUGHT 150+ students each semester in DANC 100 online; ALL of the online dance lecture GE students in the district. Since this was the ONLY online dance course on the books, during covid, all other dance faculty opened sections of DANC 100 across the district, pulling our enrollment down to 2 sections. Some of these numbers we will now never regain, since those faculty members continue to offer that course at their colleges, now.

2) We have not had a theater to do DANC 400 in for the past year (post covid), so our cycle of dance shows/technique classes/new recruits from the audience has been broken.

3) Our Hip Hop teacher had children, moved to the far east bay, and hasn't been replaced.

4) We need to be able to promise work in order to add to curriculum;

a) Belly Dance (online)

b) Ballet Dance (online)

c) Movement for Actors / Intro to Dance

5) We could use an additional Social or Swing Dance course at night

a) Professional Development funds to train one of our faculty would be very helpful!

b) The Social and Tap Dance instructors both here and at CSM will be needing their shoes filled in the not-too distant future.

Goals & Resource Requests

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Faculty Position (permanent)

Resource Name

Adj. Faculty for Additional Classes *(this resource request applies to multiple goals)

Resource Description

Need the following classes funded:

- Summer DANC 400 section *
- Tap *
- (Online/in person) Hip Hop **
- Online Belly Dance (curriculum in progress) *
- Contemporary Modern *
- Online Ballet *
- Swing/ Social Dance *
- Fall Musical Theater *

*We have instructor on staff / in the pool

**Need to find an instructor

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

*Facilitates student graduation within 2yrs, diversifies course offerings, recruits students, brings program offerings to current industry and collegiate standards.

Cost

60,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Student Assistant Internship for Production Classes *(this resource request supports multiple goals)

Resource Description

Student Assistant position helps with communications, costume ordering, ASSC liaison, PR, social media, stage management

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Work experience for the student, who supports faculty and peers in the production class via communication (eg: answering questions and giving schedule updates via a student chat system), project management tasks, additional recruitment and public relations, social media updates, stage management and costume ordering assistance, and student connection to local high schools makes the student's contributions more valuable.

Goals & Resource Requests

Cost

3,500

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Guest Choreographers *(this request applies to multiple Goals)

Resource Description

Guest Choreographers for authentic, diverse choreography in the dance show

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Students with dance experience often choose to attend a school based on the performance opportunities in the style of dance that they practice/prefer. Skyline College needs to support/recruit more students by offering performances in Latinx and Polynesian/Pacific Islander/Filipinx dance styles, Hip Hop, and other dance styles that we do not currently have on staff.

Students need experience in diverse dance performances. In order to de-colonize the dance show, this means hiring authentic choreographers/practitioners to create dances for the students to perform. Hiring professional choreographers also gives students experience with professional mentors and rehearsal/performance networking opportunities. Diversifies offerings, recruits minoritized students, brings program to the standards of the field and other colleges.

Cost

5,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Dance Learning Community

Resource Description

Release time for coordination of a Dance Learning Community

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Dance Learning Community *(this request applies to multiple Goals)

Many students who end up becoming dance majors arrive at Skyline College without a decided major, because they've been told that "dance" isn't a serious career path; but even more often because the style of dance they do (culturally centered community and traditional dances, hip hop, etc.) have been excluded from academia and so students don't expect to be able to continue doing them as a collegiate degree.

Consequently, FT faculty already spend many hours with these students, educating them on career pathways, advising them on courses to enroll in, and explaining how their pursuit of dance at college can help them to decolonize dance education for future generations.

We attend performances as field trips, support study groups and create a sense of community, volunteering for cross-campus performances and activities.

Formalizing this community would be a way to de-colonize our perception of the arts - particularly the styles of dance that have been culturally ignored - and supporting students in graduating quickly by validating their strengths.

Cost

10,000

Level of need, with 1 being the most pressing

1

FOR ADMINISTRATIVE USE ONLY

Degree Completion in ≤ 2 yrs

Schedule required degree courses frequently enough that students can graduate on time.

- 1.) Increase Sections of Core Technique Courses
- 2.) Offer Performance/Production Courses every semester - DANC 400 and DANC 410
- 3.) Increase Sections of Non-WEC (Ballet, Jazz, Modern) Technique Courses, and count them towards the core course requirements.

Year Initiated

2016 - 2017

Implementation Step(s) and Timelines

Goals & Resource Requests

In alignment with college goals for degree completion within 2 years:

We have improved our offerings in 2024-2025, but some of those classes are at risk with college-wide dropping enrollments. This will mean we will again not be offering the courses that students need in order to graduate on time.

RECRUITMENT / PERFORMANCE Obstacles:

- The theater was under construction, cancelling our performances from 2022-2023
- Since then, DRAMA has moved out of the dance studio, but we still lack class time in the studio due to conflicts with FITN classes.
- We lost our DANC 410 instructor, decreasing the number of production courses we can offer.

COURSE OFFERINGS Obstacles

IMPACTION OF DANCE STUDIO

- We are having trouble offering DANC 400 due to multiple FITN an DANC classes being scheduled in our classroom
- We have not found a tap time that works; either we have faculty but no space or space without student enrollment
- we would like to try an evening, weekend or online class time
- In 2023 we added a second section of Contemporary Modern, but have not yet been able to we can separate levels; now that we are offering DANC 121 Fall & Spring, we aim for this by developing student skills.

We need to offer the following recruitment / gateway classes regularly:

- "Exploring Dance" - also a good fit for the new GE requirements (New)
- Hip Hop - should be offered every semester and/or Online (popular) Needs staff budget, Needs staff and/or extra budget for guest choreographers
- Movement for Stage attracts non-dance folks & drama students (New)
- Tap - has faculty; needs budget (popular)

Offering New Forms of Popular Dance will Help Students to complete their technique requirements AND grow our program.

New Curriculum Needs Budget:

New!		DANC *	Budget
- attracts non-dance folks & drama students (New)	Movement for Stage		
New!	Belly Dance	DANC 385	
	Budget, (Online staff available)		
New!	Latin Folkloric	DANC 119	
	will be offered via DE @ SSFHS		
New!	Latin Social	DANC 128	Budget
New!	Social Dance	DANC 151	
	Budget		
New!	Dance in a Cultural Context	DANC 207	Budget, Staff
New!	Exploring Dance	DANC *	
	Budget, for AB928		

Resources that we need to offer a dance class are:

1. BUDGET for Instructors
- A. Room Availability in 3-201 Dance Studio
- B. Faculty Availability
- C. Curriculum Currently Passed
- D. Enrollment to return from Pre-Pandemic Levels
- E. Online Modality (for courses to be newly offered online)
- F. Theater Availability

Pre-Pandemic, the program was offering:

Ballet: Spring & Fall

4/1/2025

Goals & Resource Requests

Contemporary Modern: Spring

Jazz Dance: Fall

Tap Dance - never: scheduled to begin Fall 2022, but cancelled due to low enrollment

Production: (395/400)

Hip Hop: Spring & Fall until we lost our faculty (relocation)

Musical: Spring & fall as of 2023-2024, but we lost our faculty.

Mapping

- SKY College Values: (X - Selected)

- **Academic Excellence:** undefined (X)
- **Campus Climate:** undefined (X)
- **Community Partnership:** undefined (X)
- **Open Access:** undefined (X)
- **Social Justice:** undefined (X)
- **Student Success and Equity:** undefined (X)

- SKY Strategic Goals: (X - Highlight Selected)

- **Antiracist and Equitable Institution:** Be an antiracist and equitable institution (X)
- **Civic Mindedness Cultivation:** Cultivate civic-mindedness to empower self and strengthen society (X)
- **Increased Student Enrollment:** Increase student enrollment by being responsive to communities we serve (X)
- **Student Support and Resources:** Ensure that all students have the support and resources needed to achieve their educational goals (X)
- **Thriving Environment:** Foster a thriving learning and work environment (X)

STATUS

Goal Status Date

11/07/2024

Academic Year Updated

2023 - 2024

Goal Status

Behind Schedule

Goal Status Narrative

Increased sections of DANC 121 and 130 were offered this year, but we lost sections of DANC 150, and DANC 410, and budget cuts and enrollment drops collegewide, as long with expected changes from AB 928 indicate that more challenges are coming. We are attempting to create curriculum that will attract more students through diversifying our offerings and focusing on career training and community building.

STATUS

Goal Status Date

12/12/2023

Academic Year Updated

2023 - 2024

Goal Status

Behind Schedule

Goal Status Narrative

Goals & Resource Requests

Enrollment and budget cuts continue to make it difficult for students to complete their classes on time.

Additional sections of DANC 130 and DANC 121 should be added to the schedule.

These courses were added during the '24-'25 year, just as we were recovering from the pandemic enrollment drop. Then, AB 928 became active, and now we're having to cut classes again. These will likely return to their once-per-year schedule, again.

STATUS

Goal Status Date

11/14/2022

Academic Year Updated

2021 - 2022

Goal Status

On Schedule

Goal Status Narrative

Goals & Resource Requests

Dance Major Revised to Facilitate Completion within 2yrs

Student success and retention are above the college averages for all groups (excluding those groups which are large enough to be effectively measured) and have been for the past decade.

Still, we have work to do, particularly in expanding our recruitment of dance majors, and this is an opportunity for our program to diversify, more accurately reflect the populations in our surrounding communities, and to raise up professional dance artists nearby. By raising up our minoritized students and the mentors and dance styles that have been underfunded in academia, we hope to support equity and diversity for our students.

- 1) In 2018, we revised the dance major to exclude all courses that alumni were having to re-take as upper division coursework after transfer
- 2) In 2018, we revised the dance style requirements in order to allow students to choose an emphasis in ANY dance style (not just Western-Euro-Centric styles, as is the academic norm).
- 3) In 2020, we began teaching more diverse lecture courses that expand beyond the other campus's DANC 100 offerings.

Moving ahead, we want to continue to decolonize our program with the following actions:

1) Due to the historical academic emphasis on Western Euro-centric dance styles, there are very few dance technique instructors with the minimum qualifications to teach in our system. We want to break that glass ceiling by **HIRING AUTHENTIC PRACTITIONERS OF DIVERSE STYLES AS GUEST CHOREOGRAPHERS** (and as faculty, when possible) that teach our students that their preferred styles of dance have a place in the college, and thereby encourage this generation of dancers to pursue graduate degrees in dance.

2) By **DIVERSIFYING OUR COURSE OFFERINGS** we will recruit more students, and students whose interests we serve and reflect.

a) We have already diversified our lecture courses by creating new GE lecture courses, DANC 102 Hip Hop Dance Roots and DANC 103 World Dance Practices. These are seeing great success and we wish to increase our sections as they grow.

3) By **DIVERSIFYING OUR PRODUCTION OFFERINGS**, we will recruit more students, and students whose interests we serve and reflect. Adding a Summer High School program in coordination with Spindrift Performing Arts organization, bringing in guest choreographers who can create more inclusive content, etc. will attract more experienced students to the program

4) **INCREASING OUR GATEWAY COURSES:** Beginning Level, Familiar Styles and 'Dance for Non-Dancers', as well as High School Collaborative Outreach

a) We already work with Jefferson High School through Middle College

b) We'd like to begin a summer high school program in collaboration with a local dance and performing arts company, Spindrift

c) We'd like to add more "beginner/non-dancer/non-dance major" friendly courses, such as online ballet barre, social dance, "dance for actors" or "intro to dance"

d) We'd like to diversify our technique courses by (again) offering the following: Tap Dance, Belly Dance, Hip Hop, Social Dance

e) **OFFER PERFORMANCE OPPORTUNITES EVERY SEMESTER** Students come to perform; they need that experience to get hired in real jobs. It may seem backwards, but it's often the audition and performance process that demonstrates to students where they need additional technical training (rather than the other way around). We need to keep these options plentiful for recruitment, retention and to drive enrollment into the other courses

Goals & Resource Requests

and the major.

Challenges:

- 1) Recovering enrollment post-covid - In addition to the regular challenges, it must be noted that BEFORE COVID, WE TAUGHT 150+ students each semester in DANC 100 online; ALL of the online dance lecture GE students in the district. Since this was the ONLY online dance course on the books, during covid, all other dance faculty opened sections of DANC 100 across the district, pulling our enrollment down to 2 sections. Some of these numbers we will now never regain, since those faculty members continue to offer that course at their colleges, now.
- 2) We have not had a theater to do DANC 400 in for the past year (post covid), so our cycle of dance shows/technique classes/new recruits from the audience has been broken.
- 3) Our Hip Hop teacher had children, moved to the far east bay, and hasn't been replaced.
- 4) We need to be able to promise work in order to add to curriculum;
 - a) Belly Dance (online)
 - b) Ballet Dance (online)
 - c) Movement for Actors / Intro to Dance
- 5) We could use an additional Social or Swing Dance course at night
 - a) Professional Development funds to train one of our faculty would be very helpful!
 - b) The Social and Tap Dance instructors both here and at CSM will be needing their shoes filled in the not-too distant future.

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Faculty Position (permanent)

Resource Name

Adj. Faculty for Additional Classes *(this resource request applies to multiple goals)

Resource Description

Need the following classes funded:

- Summer DANC 400 section *
- Tap *
- (Online/in person) Hip Hop **
- Online Belly Dance (curriculum in progress) *
- Contemporary Modern *
- Online Ballet *
- Swing/ Social Dance *
- Fall Musical Theater *

*We have instructor on staff / in the pool

**Need to find an instructor

Funds Type – Mark all that apply.

Recurring Cost

Goals & Resource Requests

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

*Facilitates student graduation within 2yrs, diversifies course offerings, recruits students, brings program offerings to current industry and collegiate standards.

Cost

80,000

Level of need, with 1 being the most pressing

1

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Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

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Resource Description

Student Assistant position helps with communications, costume ordering, ASSC liaison, PR, social media, stage management

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Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Work experience for the student, who supports faculty and peers in the production class via communication (eg: answering questions and giving schedule updates via a student chat system), project management tasks, additional recruitment and public relations, social media updates, stage management and costume ordering assistance, and student connection to local high schools makes the student's contributions more valuable.

Cost

3,500

Level of need, with 1 being the most pressing

2

FOR ADMINISTRATIVE USE ONLY

Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Guest Choreographers *(this request applies to multiple Goals)

Resource Description

Guest Choreographers for authentic, diverse choreography in the dance show

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Goals & Resource Requests

Students will find it easier to complete their production core requirements within 2 years if they have opportunities every semester to do so.

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Cost

4,000

Level of need, with 1 being the most pressing

1

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Resource Request

Division Name

Kinesiology, Athletics, and Dance (KAD)

Year of Request

2024 - 2025

Resource Type

Student, Aides, Hourly, or Temporary Workers

Resource Name

Dance Learning Community *(this request applies to multiple Goals)

Resource Description

Release Time to support coordination of a learning community

Funds Type – Mark all that apply.

Recurring Cost

Briefly explain how this request helps to advance the goals and priorities of your program, the College, the District, and/or the California Community College Chancellor's Office.

Dance Learning Community *(this request applies to multiple Goals)

Many students who end up becoming dance majors arrive at Skyline College without a decided major, because they've been told that "dance" isn't a serious career path; but even more often because the style of dance they do (culturally centered community and traditional dances, hip hop, etc.) have been excluded from academia and so students don't expect to be able to continue doing them as a collegiate degree. Consequently, FT faculty already spend many hours with these students, educating them on career pathways, advising them on courses to enroll in, and explaining how their pursuit of dance at college can help them to decolonize dance education for future generations.

We attend performances as field trips, support study groups and create a sense of community, volunteering for cross-campus performances and activities.

Formalizing this community would be a way to de-colonize our perception of the arts - particularly the styles of dance that have been culturally ignored - and supporting students in graduating quickly by validating their strengths.

Cost

9,000

Level of need, with 1 being the most pressing

1

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Goals & Resource Requests