



Fullerton College

Self-study for Dance Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Dance Department Program at Fullerton College offers an AA Degree in Dance, which provides students with a comprehensive education in dance technique, choreography, performance, and dance history, designed to be completed in approximately two years. In addition, students may pursue the Dance Teaching Certificate consecutively with the AA Degree, which emphasizes teaching skills for those planning to work as dance instructors upon graduation. Students in the program have multiple pathways after completion: they may transfer to UC or CSU dance programs or pursue careers as performers, choreographers, or instructors. The program supports Fullerton College's mission by advancing student learning and achievement and developing clear pathways for students from diverse communities. Through a combination of rigorous coursework, performance opportunities, and mentorship, students receive guidance from professional staff who are active in the dance field, ensuring a supportive and inclusive environment. The program prepares students to become successful learners, responsible leaders, and engaged community members, whether

they continue their education in higher studies or enter the professional dance workforce.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The Dance Department's student population reflects a rich diversity of backgrounds. The majority of students identify as Latina/o/x/e, representing 59% of the department. White students make up 12%, followed by Asian students at 11%. Black or African American students account for 7%, while students identifying with two or more races represent 8%. A smaller percentage of students identify as American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander. Additionally, 3% of students are categorized as Unknown. It is important to note that African American students in dance are at 7%, which exceeds the College wide population of African American students at 3%.

The student groups that are underrepresented in the Dance Department are American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students. Enrollment for American Indian or Alaska Native students increased slightly from 0 in 2020–2021 to 1 in 2024–2025. Similarly, enrollment for Native Hawaiian or Other Pacific Islander students grew modestly from 2 in 2021–2022 to 5 in 2024–2025. Unknown students decreased from 4% in 2021 to 2% in 2024–2025. Unknown students decreased from 4% in 2021 to 2% in 2024–2025.

The demographic profile of the Dance Department has remained consistent over the past four years. However, the overall student headcount has increased significantly—from 617 students in the 2020–2021 academic year to 1,002 students in 2024–2025.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Over the past five years, enrollment trends in the Dance Department have shown significant growth and shifts in student interest and participation. The overall headcount has increased from 617 students in 2020–2021 to 1,002 students in 2024–2025, and enrollments have

increased from 752 to 1,252. In addition to this growth, there has been an increase in students enrolling in online dance lecture courses, reflecting a growing demand for flexible learning options. Danc 100 - Dance Appreciation has increased from 167 enrollments to 413; Danc 120- Dance History has increased from 184 enrollments to 233; and Danc 210 - Multicultural Dance in the U.S. Today has increased from 116 enrollments to 167. In addition, students taking the Danc 140-143 - Ballet has increased from 52 enrollments to 96.

Enrollment patterns also indicate strong interest in certain course areas. Hip Hop has shown notable growth, with more students expressing interest in additional levels and course offerings. Likewise, there continues to be steady enrollment in technique and performance-based courses, although scheduling remains an important factor. For example, dance rehearsal classes offered at the same time tend not to fill, suggesting the need to strategically stagger offerings to maximize participation, particularly for the spring semester.

Evening classes continue to draw interest from students who work or attend other classes during the day, and there is increasing participation from both dance majors and the general student population. Summer enrollment has also been steady, with 10 students participating in the Summer Dance Intensive program. Additionally, a small but consistent number of students have chosen to audit dance classes, showing continued community engagement and interest in advancing to higher-level courses. Overall, the department's enrollment trends demonstrate growth, diversification, and a need for ongoing scheduling adjustments to meet student demand.

Over the past five years, enrollment trends in the Dance Program have remained relatively stable, though we have seen consistent participation in performance-based classes such as Dance Production. According to instructor Valerie Cabag, an average of 10–15 students audit the Dance Production class each semester. This course is repeatable up to three times, and many students who audit have already reached the maximum number of enrollments allowed. Because Dance Production is a performance-based course, these students still wish to participate in the Fullerton College Dance Concert, which motivates them to audit the class even after exceeding the repeat limit. Similarly, other performance-based classes within the program experience the same pattern, with students auditing in order to continue performing in the bi-annual dance concert. This consistent interest and dedication from students demonstrate a strong commitment to the performance opportunities provided by the Dance Department, even if official enrollment numbers do not fully capture the level of student engagement and participation. This pattern suggests that the program maintains strong appeal and engagement among students, even if official enrollment numbers remain steady rather than increasing. Additionally, the stable enrollment may reflect the department's

established reputation, consistent course offerings, and the strong sense of community within the Dance Program.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

The Dance Department monitors and modifies course offerings by scheduling classes on a variety of days and times to best meet students' needs. In addition, lecture-based courses are offered online to provide greater flexibility and accommodate the diverse schedules of our students. The department continually evaluates student feedback and enrollment patterns to identify areas for improvement. Currently, efforts are underway to add more evening classes to better serve students who work during the day, ensuring that all students have equitable access to the department's course offerings.

As the department coordinator, I use my experience to make decisions about which classes should be offered each semester. I also review the seat count for each class to monitor enrollment trends and ensure that course offerings align with student demand. Moving forward, the Dance Department plans to take a more data-driven approach to monitoring and modifying course scheduling to better meet student needs. This process will include experimenting with different class times and days, reviewing which classes are cancelled, and gathering student feedback to determine the most accommodating schedule options. It is important to note that some cancellations occur in courses that do not have multiple levels available. In these cases, students who wish to continue taking the class often choose to audit, though audits do not count toward official seat counts and, at times, audit paperwork can be delayed. This situation highlights the need for ongoing evaluation, flexible scheduling and creating additional levels for various classes to ensure all students have access to the classes they want and need.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Over the past five years, the Dance Department has maintained strong student achievement rates. The overall course success rate for classes taught in the department is 72%, which is well above the Institutional Set Standard (ISS) of 62%. Of the 29 classes offered, 28 are above the ISS, and 14 of those classes exceed the Aspirational Set Standard of 80%. Only one class,

Danc 140 - Introduction to Ballet, meets the ISS benchmark at 62% (class name pending). These consistent success rates reflect the department's commitment to providing high-quality instruction, student engagement opportunities, and strong academic and performance support. From 2021-2025, 10 students have earned AA Degrees in Dance. The breakdown for degrees is 7 Latina/o/x/e students, 2 for White students, and 1 for Asian students. Furthermore, 3 students have transferred after earning the AA Degree in Dance, and for 3 students there are no transfer records after earning the AA Degree in Dance. Finally, various students have been hired to teach and choreograph for the Huei Dance Performing Arts/Company.

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Yes, there are student groups within the Dance Department whose success rates fall below the institution-set standard of 62% or are lower than other student groups. Specifically, Black or African American students have a success rate of 54%, which is below the institutional-set Standard. However, it is important to note that in 2020-2021 the success rate was only 27%, which means we have been closing the gap. Native Hawaiian or Other Pacific Islander students have a success rate of 40%. These lower success rates may be influenced by a variety of factors, including external responsibilities such as work or family commitments, limited access to support resources, or barriers related to equity and representation. The department recognizes these disparities and is committed to implementing strategies to improve outcomes for all students, such as increased academic support, mentorship opportunities, and culturally responsive teaching practices.

Several factors may help explain why some student groups have success rates below the institutional-set standard. Overall, students often face challenges balancing work schedules, family responsibilities, and financial pressures, which can affect their academic performance and consistency in attending classes. Additionally, health and mental wellness challenges can impact focus, motivation, and participation. Some students also experience a lack of support at home or limited access to academic and emotional support resources, making it more difficult to persist and succeed. These combined factors contribute to the lower success rates observed among certain student groups within the Dance Department.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

The breakdown for degrees in the Dance Program are 7 for Latina/o/x/e students, 2 for White students, and 1 for Asian students.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Currently, students in the Dance Program are not completing their degrees within the expected time frame. On average, it takes dance students 5.3 years to graduate. Data indicate that seven degrees were earned within 3–5 years, while three degrees took six or more years to complete. These figures suggest that while students are persisting, many are extending their time to degree completion beyond the traditional two-year timeframe. Several factors may contribute to this extended timeline, including students attending part-time, balancing work and family responsibilities, or taking dance courses primarily for enrichment rather than degree completion. Additionally, limited awareness of the Dance AA degree pathway and inconsistent course sequencing may also play a role

To address these issues, the department is exploring and implementing strategies to increase student awareness, improve scheduling, and strengthen advising. Current and proposed efforts include:

1. Clearer Degree Pathway Communication

1. Develop and distribute a Dance Program Degree Map that outlines the recommended two-year sequence for completing the AA degree.
2. Post the map on the department website and include it in printed brochures and student orientation materials.

2. Enhanced Academic Advising and Counseling Collaboration

- o 1. Partner more closely with Counseling and the Fine Arts Division to ensure that students are regularly advised about the Dance AA degree requirements and transfer options.
- o 2. Encourage students to declare the dance major early and meet with a counselor each semester to stay on track.

3. Improved Course Scheduling and Sequencing

- o 1. Offer key major courses, such as Dance Composition, Dance Repertory, and Dance Ensemble, on a consistent rotation to support predictable planning for students.

- o 2. Ensure that day and evening class options are available to better serve students with work or family obligations.

4. Marketing and Outreach Efforts

- o 1. Increase visibility of the Dance AA degree through department promotional materials, social media, and performances to attract students who are interested in pursuing a degree, not just taking individual classes.
- o 2. Include degree pathway information in High School Dance Day and Summer Dance Concert outreach efforts.

5. Student Engagement and Retention Initiatives

- o 1. Create opportunities such as a Dance Student Cohort Program or Club to build community and peer accountability among dance majors.
- o 2. Continue offering guest choreographers, touring ensemble opportunities, and participation in ACDA conferences to motivate students to remain engaged and persist toward completion.

6. Curriculum Review and Flexibility

- o 1. Evaluate whether course prerequisites or sequencing can be adjusted to provide more flexibility for part-time students.
- o 2. Explore the possibility of creating stackable certificates (e.g., Performance, Choreography, Dance Production) that lead toward the AA degree and recognize milestones along the way.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Dance Program defines its Course Student Learning Outcomes (CSLOs) and

Program Student Learning Outcomes (PSLOs) through collaboration among full-time and adjunct faculty. The CSLOs are designed to align with the broader PSLOs and the college's institutional learning outcomes, ensuring that students gain both technical proficiency and critical understanding of dance as an art form and cultural expression. Faculty review and revise CSLOs regularly to maintain relevance with current dance practices, industry standards, and transfer expectations.

CSLOs in the Dance Program assess students' ability to:

- 1. Identify different forms of dance including ballet, modern, jazz, tap, and ethnic styles.**
- 2. Compare and contrast key components of each of the studied dance forms.**
- 3. Interpret the work of influential choreographers.**
- 4. Analyze and critique live professional or collegiate dance performances.**

Assessment is conducted through a combination of performance evaluations, written assignments, reflective journals, and concert critiques. Rubrics are used to maintain consistency across sections, and assessment data are collected and reviewed during department meetings at the end of each semester.

At the program level (PSLOs), data from individual course assessments are aggregated and analyzed to identify patterns in student learning across the curriculum. For example, if multiple classes show lower achievement in analytical or written components, faculty discuss strategies to strengthen critical thinking and writing within the dance context. This process allows the program to connect course-level learning directly to overall program goals.

Use of CSLO/PSLO Data to Inform Improvement Efforts

The results of CSLO and PSLO assessments are actively used to inform course and program improvements. Based on assessment findings, the Dance Program has:

- Revised curriculum to better scaffold learning between introductory and advanced

technique courses.

- Incorporated more opportunities for written reflection and critique to enhance students' analytical skills in interpreting choreography and live performance.
- Enhanced exposure to diverse dance forms by integrating ethnic and culturally specific dance units earlier in the curriculum.
- Increased collaboration among faculty through peer observation and shared assessment rubrics to ensure alignment and consistency in grading and learning expectations.

Assessment outcomes are also used to inform professional development needs and to guide planning for new course offerings, community outreach, and performance opportunities that support student success and engagement.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

N/A or data not available

Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

There has not been a substantial change to the Dance Department curriculum since the last program review. However, we have designated a full-time faculty, Erin Landry, as the dance department person to work with the division rep on curriculum for the Dance Department. Our goal is to create additional levels to various courses, for example, beginning, intermediate and advanced levels. Doing so will help our students continue to work on the emerging trends in dance and to continue their growth as a dance artist. In addition, creating various levels of courses will allow various levels to be co-taught. This is not an ideal situation, however, without the levels certain classes are cancelled due to low enrollment. Our plan is to add beginning, intermediate, and advanced levels to the following classes.

Jazz Dance, Tap Dance, Social Dance, Ballet Folklorico, Flamenco Dance, Hip Hop, Dance

Production, Dance Repertory, Dance Ensemble, Conditioning for Dance, and Commercial Dance.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Students in the Dance Department have multiple opportunities to apply and deepen their knowledge and skills through experiential learning activities. Each year, students have the opportunity to perform on the main stage three times in fully produced dance concerts that incorporate lighting design, props, costumes, and makeup, giving them real-world performance experience. They are the bi-annual Dance Concert and the Summer Dance Intensive. In addition to these mainstage productions, students participate in two student directed Informal Dance showings throughout the year, which allow them to share works in progress and receive feedback in a supportive environment. Students also have opportunities to perform in off-campus events, festivals and invitationals, expanding their exposure to diverse audiences and professional settings. Furthermore, they can audition to attend national dance conferences, such as the American College Dance Association (ACDA) where they gain valuable insight into dance in academia and higher education on a national level. These hands-on and performance-based experiences are intentionally embedded in the program to help students develop both artistic and professional skills essential for success in the field of dance.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Several factors influence the Dance Program, including institutional policies and external circumstances. One of the primary impacts comes from class cancellations due to low enrollment, which can affect students' ability to complete requirements for the AA Degree in Dance or the Dance Teaching Certificate in a timely manner. In these situations, the department has occasionally approved course substitutions to ensure students can still meet degree requirements and graduate.

Additionally, the program remains mindful of policies and initiatives that promote student safety and inclusion, particularly for Hispanic students and those from immigrant or mixed-status families. The college supports efforts to provide accurate information and implement clear, lawful, and compassionate protocols that align with both federal and state regulations,

especially concerning interactions with U.S. Immigration and Customs Enforcement (ICE). These measures help protect students' rights, foster trust within the school community, and ensure that all students can pursue their education in a safe and supportive environment.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The Dance Department has a highly diverse faculty, representing a wide range of ethnicities, backgrounds, and languages. In 2024–2025, the department's faculty demographics included Asian (14%), Black or African American (21%), Hispanic/Latino (29%), Two or More Races (7%), and White (29%). This diversity among faculty members reflects the inclusive and multicultural environment of the program and aligns closely with the diversity of the student population. In 2024–2025, Latina/o/x/e students represented 59% of total enrollments (592 seats), followed by White students at 12% (121 seats), Asian students at 11% (114 seats), and Black or African American students at 7% (68 seats). The faculty's broad representation helps ensure that students see themselves reflected in their instructors, fostering an equitable and supportive learning environment that celebrates cultural and artistic diversity.

The Faculty Headcount since fall 2020 has grown from 8 to 16, the number includes 2 full-time faculty. The OIE data indicates that in 2020-2021 adjunct faculty were at 44%, and for 2024-2025 were at 62% and full-time faculty at only 38%.

The CRN count for the Dance Department has increased from 37 CRN to 56 CRN. The CRN number for Full-Time faculty increased from 20 CRN to 28 CRN, and the number for Part-Time faculty increased from 17 CRN to 30 CRN.

The FTEF for the Dance Department increased from 7.0 to 12.5 between fall 2020 and spring 2025. The FTEF for Full-Time faculty increased from 4.1 FTEF to 5.4 FTEF, and Part-Time faculty increased from 2.9 FTEF to 7.1 FTEF.

In the Faculty Headcount, CRN and FTEF data it is evident that Part-Time faculty teach the majority of classes in the program. This is justification to hire another Full-Time Instructor for the Dance Department. The Dance Department had a Full-Time faculty member retire in May 2021 after 40 years of service. The Dance Program is requesting that this position be replaced.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since fall 2021, the Dance Department has experienced positive staffing changes that have strengthened its ability to achieve its strategic action plans. A significant development was the hiring of a new full-time dance instructor in 2023. The addition of this faculty member has been instrumental in supporting the department's professional responsibilities, including program review, curriculum development, and participation in campus committees. This expanded Full-Time faculty presence has enhanced the department's capacity for collaboration, planning, and long-term program improvement. In addition, the department continues to hire highly qualified adjunct dance instructors, many of whom hold master's degrees in dance and are active professionals in the field. These adjunct faculty members bring extensive experience as performers, choreographers, and educators. Many are also connected to local high schools, operate their own studios or dance companies, or teach at other higher education institutions. Their professional expertise enriches the learning experience for students and strengthens the department's ties to the broader dance community. Overall, these staffing changes have had a significant positive impact on the Dance Department's ability to fulfill its strategic action plans by expanding instructional expertise, supporting academic excellence, and promoting stronger engagement across both campus and community networks.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

The Dance Department faculty engage in regular discussions focused on promoting equitable grading practices, flexible attendance and late work policies, and other strategies designed to support student success. These conversations take place during scheduled department meetings, which are held throughout each semester both in person, via Zoom, and on the phone to ensure full participation from all faculty members, including adjunct instructors. During these meetings, faculty share strategies for improving student achievement and closing equity gaps. Topics commonly discussed include implementing equitable grading practices, increasing communication with students through weekly announcements and email reminders about upcoming assignments, and developing approaches to accept late work without penalty when appropriate. Faculty also explore ways to incorporate extra credit opportunities to help students strengthen their grades and stay engaged throughout the

semester. In addition, full-time faculty who teach lecture courses model best practices for online instruction by responding to student emails within 24 hours and maintaining consistent communication to support learning and accountability. Through these ongoing collaborative discussions, the Dance Department continues to refine its instructional approaches to ensure that all students—regardless of background or circumstance—have equitable opportunities for success.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

The Dance Department has worked collaboratively to address issues related to equitable grading, attendance, late work, and extra credit policies, and these discussions have led to meaningful changes in instructional practices. Faculty have collectively implemented strategies such as accepting late work with flexibility, providing weekly announcements and reminders about due dates, and offering extra credit opportunities to encourage continued student engagement and improve success rates. These efforts have resulted in greater student achievement and higher course completion rates. While these conversations have been highly productive, coordinating meetings among all faculty can be challenging due to the department's large number of adjunct instructors—currently eleven—with varying teaching schedules across multiple institutions. To address this, the department has utilized Zoom meetings and email communications to maintain collaboration and consistency in implementing equitable practices. Overall, these discussions have strengthened the department's shared commitment to student equity and success by promoting more inclusive, responsive, and supportive classroom policies across all dance courses.

3. What additional areas of professional development could help your faculty and staff engage in this work?

Additional areas of professional development that could support the Dance Department faculty and staff in advancing equitable practices and improving student outcomes include training focused on student degree and certificate completion strategies. One potential initiative would be to invite a counselor to attend a department meeting to provide guidance on how faculty can better encourage and support students in pursuing and completing their AA Degree in Dance or Dance Teaching Certificate. Professional development related to equitable grading and culturally responsive teaching—such as participation in Puente or similar campus equity initiatives—would also be valuable. These opportunities could help faculty further refine classroom practices to ensure fairness and inclusivity in grading, feedback, and student engagement. In addition, the department plans to gather input from all faculty members to identify what types of professional development they feel would most

benefit their teaching and support their students. This collaborative approach will help ensure that future professional growth opportunities are relevant, meaningful, and aligned with both faculty needs and departmental goals.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

The Dance Department has made significant progress on many of its Strategic Action Plans (SAPs) identified in the previous program review cycle. Each goal has contributed to strengthening the quality of instruction, student performance opportunities, and community engagement. Below is a summary of progress on each initiative:

1. Funding for the Dance Concert

1. The department continues to secure funding and resources for the bi-annual Fullerton College Faculty Dance Concerts. Funding has supported lighting design, stage management, costumes, guest choreographers, videography, live streaming, and publicity. Efforts are ongoing to expand funding sources to cover travel and registration costs for the American College Dance Association (ACDA) conference to enhance student and faculty participation in regional and national events.

1. Replace Curtain in Room 1230

1. The curtain in Studio 1230 has been replaced.

3. New Sound System for Rooms 1230 and 1209S

1. Studio 1209S has been outfitted with a new sound system
2. Studio 1230 has been outfitted with a new sound system

4. Cubby Storage for Dance Studio 1209S

1. A Cubby storage has been installed in Dance Studio 1209S

5. Music Accompanist for Dance Classes - No Funds Allocated

The department continues to advocate for funding to hire live accompanists for ballet, modern, and Afro-Caribbean classes. Live music remains an essential component of professional dance training. Accompanists also enhance rehearsals and performances for the Faculty Dance Concerts when funding permits.

6. Overhead Lighting in 1209S - No Funds Allocated

The lighting in Studio 1209S has been identified for replacement to improve visibility and safety. This project remains pending and is part of the department's facilities improvement request list.

7. New Floor for 1209S

1. The Floor in Dance Studio 1209S has been replaced.

8. New Workstation for 1209S

1. A new workstation has been installed in 1209S

9. Two Cheer Mats for Studios 1230 and 1209S

1. The cheer mats have been purchased.

10. Instructional Supplies for Both Studios - No Funds Allocated

The department continues to maintain and replenish essential instructional supplies, including foam rollers, yoga mats, yoga blocks, resistance bands, dumbbells, Bosu trainers, Pilates balls, and core sliders. These items support conditioning, injury prevention, and student wellness.

11. Touring Dance Ensemble - No Funds Allocated

The department continues to explore opportunities to develop a Touring Dance Ensemble to represent Fullerton College in community events, schools, and regional festivals. While this program is still in the planning stages, it aligns with outreach and community engagement goals.

12. Guest Choreographers - No Funds Allocated

The department consistently invites guest choreographers for bi-annual dance concerts and ACDA conference adjudications. These collaborations expose students to diverse professional practices and artistic perspectives, strengthening the department's reputation and student experience.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Although the department received various program review allocations, the program was not providing funding for the following:

Music Accompanist for Dance Classes - No Funds Allocated

Overhead Lighting in 1209S - No Funds Allocated

Instructional Supplies for Both Studios - No Funds Allocated

Touring Dance Ensemble - No Funds Allocated

Guest Choreographers - No Funds Allocated

For example, the lack of funding for the Touring Dance Ensemble has impacted our outreach and community engagement efforts. It is beneficial to the department to have a touring dance company that can represent the department and college in community events, schools, and regional festivals.

Outreach and Recruitment Plan

Short Description:

Develop and produce a Dance Department promotional video highlighting the program's diverse course offerings, performances, and student success stories. • Design and distribute brochures to promote the Dance Department to prospective students, local high schools, and community organizations. • Continue hosting the annual High School Dance Day, an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton College. • The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. • Expand marketing efforts through digital and print platforms to increase awareness of program opportunities and attract a broader student population.

Measurable Outcomes:

The expected result is an increase in additional enrollments.

College Goals:

1.5 Outreach strategies for prospective students/family

SAP Phase:

In Progress

Resource Requests

Outreach and Recruitment Plan - Dance Department Promotional Video

Enhancement:

Develop and produce a Dance Department promotional video highlighting the program's diverse course offerings, performances, and student success stories. • Design and distribute brochures to promote the Dance Department to prospective students, local high schools, and community organizations. • Continue hosting the annual High School Dance Day, an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton College. • The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. • Expand marketing efforts through digital and print platforms to increase awareness of program opportunities and attract a broader student population.

Personnel-Related:

Resource Category:

Other

Quantity:

1

Unit Cost:

\$4,000.00

TotalCost:

\$4,000.00

Outreach and Recruitment Plan - Dance Department Brochures

Enhancement:

Develop and produce a Dance Department promotional video highlighting the program's diverse course offerings, performances, and student success stories. • Design and distribute brochures to promote the Dance Department to prospective students, local high schools, and community organizations. • Continue hosting the annual High School Dance Day, an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton College. • The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. • Expand marketing efforts through digital and print platforms to increase awareness of program opportunities and attract a broader student population.

Personnel-Related:

Resource Category:

Supplies

Quantity:

1

Unit Cost:

\$2,500.00

TotalCost:

\$2,500.00

High School Dance Day - Lunch

Enhancement:

Continue hosting the annual High School Dance Day, an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton College.

Personnel-Related:

Resource Category:

Other

Quantity:

1

Unit Cost:

\$1,500.00

TotalCost:

\$1,500.00

Outreach and Recruitment Plan - High School Dance Day Swag

Enhancement:

Swag for students attending the annual High School Dance Day, an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton College.

Personnel-Related:

Resource Category:

Supplies

Quantity:

1

Unit Cost:

\$800.00

TotalCost:

\$800.00

Outreach and Recruitment Plan - High School Dance Day Shirts

Enhancement:

Give shirts to High School students who attend High School Dance Day, which is an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton Colleg

Personnel-Related:

Resource Category:

Other

Quantity:

125

Unit Cost:

\$20.00

TotalCost:

\$2,500.00

Outreach and Recruitment - Dance Day Director**Enhancement:**

The High School Dance Day, is an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton College.

Personnel-Related:**Resource Category:**

Adjunct Faculty

Quantity:

1

Unit Cost:

\$1,980.00

TotalCost:

\$1,980.00

Outreach and Recruitment - Dance Instructors for High School Dance Day**Enhancement:**

The High School Dance Day, is an outreach event that invites local high school students to experience workshops, meet faculty, and learn about pathways to study dance at Fullerton College.

Personnel-Related:**Resource Category:**

Non-Faculty Personnel

Quantity:

4

Unit Cost:

\$105.00

TotalCost:

\$420.00

Outreach and Recruitment - Costumes

Enhancement:

The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. This event is an opportunity for High School Students to earn college credits during this intensive program, and to have expose to Fullerton College.

Personnel-Related:

Resource Category:

Supplies

Quantity:

90

Unit Cost:

\$30.00

TotalCost:

\$2,700.00

Outreach and Recruitment - High School Summer Intensive - Costumes

Enhancement:

The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. This event is an opportunity for High School Students to earn college credits during this intensive program, and to have expose to Fullerton College.

Personnel-Related:

Resource Category:

Supplies

Quantity:

90

Unit Cost:

\$30.00

TotalCost:

\$2,700.00

Outreach and Recruitment - High School Summer Intensive - Stage Manager

Enhancement:

The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. This event is an opportunity for High

School Students to earn college credits during this intensive program, and to have expose to Fullerton College.

Personnel-Related:

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$750.00

TotalCost:

\$750.00

Outreach and Recruitment - High School Summer Intensive - Assistant Stage Manager

Enhancement:

The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. This event is an opportunity for High School Students to earn college credits during this intensive program, and to have expose to Fullerton College.

Personnel-Related:

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$600.00

TotalCost:

\$600.00

Outreach and Recruitment - High School Summer Intensive - House Manager

Enhancement:

The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. This event is an opportunity for High School Students to earn college credits during this intensive program, and to have expose to Fullerton College.

Personnel-Related:

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$200.00

TotalCost:

\$200.00

Outreach and Recruitment - High School Summer Intensive - Photographer

Enhancement:

The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. This event is an opportunity for High School Students to earn college credits during this intensive program, and to have expose to Fullerton College.

Personnel-Related:

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$1,200.00

TotalCost:

\$1,200.00

Outreach and Recruitment - High School Summer Intensive - Videographer

Enhancement:

The High School Summer Dance Intensive and Summer Dance Concert each year to showcase student talent and strengthen community engagement. This event is an opportunity for High School Students to earn college credits during this intensive program, and to have expose to Fullerton College.

Personnel-Related:

Resource Category:

Adjunct Faculty

Quantity:

1

Unit Cost:

~~\$1,000.00~~
~~Total Cost:~~
\$1,000.00

Fullerton College Dance Concert

Short Description:

Bi-Annual Dance Concert is an event that showcases the talent of student, faculty and guest artist. This event strengthens community engagement and showcases the diversity of our department. The Dance Department has the responsibility of hiring a lighting designer, stage manager, and assistant stage manager for each concert. In addition, students who are in the concert pay all costs for the costumes and props for each. We are requesting funds for the following bi-annual expenses. It is important to note that the concerts are an important marketing tool for and to help promote the Dance Department as well as Fullerton College.

Measurable Outcomes:

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person. This goal coincides with the college goal of

College Goals:

1.5 Outreach strategies for prospective students/family

SAP Phase:

In Progress

Resource Requests

Fullerton College Dance Concert - Lighting Equipment and Stage Supplies

Enhancement:

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person.

Personnel-Related:

Resource Category:

Supplies

Quantity:

2

Unit Cost:

\$1,000.00

Total Cost:

\$2,000.00

Fullerton College Dance Concert - Concert Publicity and Programs

Enhancement:

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person.

Personnel-Related:

Resource Category:

Supplies

Quantity:

2

Unit Cost:

\$2,500.00

Total Cost:

\$5,000.00

Fullerton College Dance Concert - Costumes

Enhancement:

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person. \$3,000 per show.

Personnel-Related:

Resource Category:

Equipment

Quantity:

2

Unit Cost:

\$3,000.00

Total Cost:

\$6,000.00

Fullerton College Dance Concert - Props

Enhancement:

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person. \$500 per show

Personnel-Related:

Resource Category:

Adjunct Faculty

Quantity:

2

Unit Cost:

\$500.00

TotalCost:

\$1,000.00

Fullerton College Dance Concert - Assistant Artistic Director

Enhancement:

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person.

Personnel-Related:

Resource Category:

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$500.00

Total Cost:

\$1,000.00

Fullerton College Dance Concert - Lighting Designer**Enhancement:**

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person.

Personnel-Related:**Resource Category:**

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$2,500.00

Total Cost:

\$5,000.00

Fullerton College Dance Concert - Stage Manager**Enhancement:**

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and

guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person.

Personnel-Related:

Resource Category:

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$750.00

TotalCost:

\$1,500.00

Fullerton College Dance Concert - Assistant Stage Manager

Enhancement:

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person.

Personnel-Related:

Resource Category:

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$600.00

Total Cost:

\$1,200.00

Fullerton College Dance Concert - Photographer & Videographer**Enhancement:**

This additional resource allocation specifically enhances the Dance Department's services, activities, and processes. By investing in the bi-annual dance concert as an outreach tool, it allows visiting students and the community the opportunity to feel welcomed in a supportive and inclusive environment. It gives them the opportunity to see the works of teachers, students, and guest artist. The concert increases student enrollments and engagement. Furthermore, the funding will enhance our program services, activities, processes and will continue to improve student learning and achievement. The funding will encourage creative and original thinking and instruct students on how to analyze dance movement, apply corrections and to share original ideas, providing an environment in which performance, choreography and dance technique are integrated. The combination of these elements will prepare students for a dance career as a performer, choreographer, dance educator or dance business person.

Personnel-Related:**Resource Category:**

Non-Faculty Personnel

Quantity:

2

Unit Cost:

\$3,000.00

Total Cost:

\$6,000.00

Student Enrichment and Professional Development - ACDA**Short Description:**

Continue to support student participation in the American College Dance Association (ACDA) Conference, providing opportunities for students to perform, take master classes, and connect with peers and professionals in higher education dance programs. The American College Dance Association's has 13 regions nationally and the Dance Department has given all students an opportunity to attend the conference starting spring 2006 until present. The only interruption in

attending an ACDA conference was in spring of 2021 which was due to the covid pandemic. The American College Dance Association's conference is a prestigious dance conference that allows exchanges between local and national community colleges and universities. With regional and national divisions, the College students are afforded the opportunity to meet and learn from other dance students and perform in various adjudicated and non-adjudicated concerts. The college students are immersed in master classes with celebrated professors and skilled professionals over several days. This allows students to become completely engaged in dance and build relationships in their extended community, it strengthens bonds between the Fullerton College students and pushes them to explore all aspects of dance. Additionally, students have the opportunity to perform and learn from renowned teachers on a national level. This exchange broadens their experience and understanding of the possibilities within dance.

Measurable Outcomes:

The measurable outcome will be creating an atmosphere where students can experience personal and professional growth. As well as, being challenged to ask questions that further inquiry, research and experimentation in the art of dance.

College Goals:

3.4 Increase collaboration with universities

SAP Phase:

In Progress

Resource Requests

Student Enrichment and Professional Development - ACDA - registration fees

Enhancement:

Continue to support student participation in the American College Dance Association (ACDA) Conference, providing opportunities for students to perform, take master classes, and connect with peers and professionals in higher education dance programs. The American College Dance Association's has 13 regions nationally. The American College Dance Association's conference is a prestigious dance conference that allows exchanges between local and national community colleges and universities. With regional and national divisions, the College students are afforded the opportunity to meet and learn from other dance students and perform in various adjudicated and non-adjudicated concerts. The college students are immersed in master classes with celebrated professors and skilled professionals over several days. This allows students to become completely engaged in dance and build relationships in their extended community, it strengthens bonds between the Fullerton College students and pushes them to explore all aspects of dance. Additionally, students have the opportunity to perform and learn from renowned teachers on a national level. This exchange broadens their experience and understanding of the possibilities within dance.

Personnel-Related:

Resource Category:

Other

Quantity:

18

Unit Cost:

\$160.00

TotalCost:

\$2,880.00

Student Enrichment and Professional Development - ACDA adjudication fees

Enhancement:

Continue to support student participation in the American College Dance Association (ACDA) Conference, providing opportunities for students to perform, take master classes, and connect with peers and professionals in higher education dance programs. The American College Dance Association's has 13 regions nationally. The American College Dance Association's conference is a prestigious dance conference that allows exchanges between local and national community colleges and universities. With regional and national divisions, the College students are afforded the opportunity to meet and learn from other dance students and perform in various adjudicated and non-adjudicated concerts. The college students are immersed in master classes with celebrated professors and skilled professionals over several days. This allows students to become completely engaged in dance and build relationships in their extended community, it strengthens bonds between the Fullerton College students and pushes them to explore all aspects of dance. Additionally, students have the opportunity to perform and learn from renowned teachers on a national level. This exchange broadens their experience and understanding of the possibilities within dance.

Personnel-Related:

Resource Category:

Adjunct Faculty

Quantity:

2

Unit Cost:

\$150.00

TotalCost:

\$300.00

Student Enrichment and Professional Development - ACDA - Hotel Accomodations

Enhancement:

This additional resource allocation will enhance our program's activities and to continue to improve student learning and achievement. Participation in the American College Dance Association (ACDA) Conference, provides opportunities for students to perform, take master classes, and connect with peers and professionals in higher education dance programs on a national level. Continue to support student participation in the American College Dance Association (ACDA) Conference, providing opportunities for students to perform, take master classes, and connect with peers and professionals in higher education dance programs.

Personnel-Related:

Resource Category:

Other

Quantity:

7

Unit Cost:

\$1,250.00

Total Cost:

\$8,750.00

Student Enrichment and Professional Development - ACDA - Per Diem

Enhancement:

This additional resource allocation will enhance our program's activities and to continue to improve student learning and achievement. Participation in the American College Dance Association (ACDA) Conference, provides opportunities for students to perform, take master classes, and connect with peers and professionals in higher education dance programs on a national level.

Personnel-Related:

Resource Category:

Other

Quantity:

90

Unit Cost:

\$64.00

Total Cost:
\$5,760.00

Facility Enhancement - Improve the Black Box Theater (Room 1230)

Short Description:

Improve the Black Box Theater (Room 1230) by installing curtains to cover mirrors and two walls and adding basic stage lighting. These updates will create a more professional performance and rehearsal environment, allowing students to gain valuable production experience. It is important to note that this space is used for the student bi-annual directed Informal Dance Showing.

Measurable Outcomes:

Improve the Black Box Theater (Room 1230) by installing curtains to cover mirrors and two walls and adding basic stage lighting. These updates will create a more professional performance and rehearsal environment, allowing students to gain valuable production experience.

College Goals:

1.5 Outreach strategies for prospective students/family

SAP Phase:

In Progress

Resource Requests

Facility Enhancement - Improve the Black Box Theater (Room 1230)

Enhancement:

These updates will create a more professional performance and rehearsal environment, allowing students to gain valuable production experience. This bi-annual show is performed in the dance studio 1230, as a result it is important to have a theatre curtains in the dance studio to create a black box performance space with will contribute to student success and to the production value of the show.

Personnel-Related:

Resource Category:

Equipment

Quantity:

6

Unit Cost:

\$3,500.00

TotalCost:

\$21,000.00

Dance Department T-shirts for current dance students

Short Description:

Have shirts designed and printed with the FC Dance Department Logo. These shirts can be given to exceptional current dance students, those who perform in the Faculty Dance Concert, and current students. This is great marketing for our program and College as students wear the shirts when not at school.

Measurable Outcomes:

This will enhance the program by the fact that the students will have a sense of belonging and mattering while wearing a department shirt from the College. This will promote the Dance Department and bring more enrollments to the program.

College Goals:

1.5 Outreach strategies for prospective students/family

SAP Phase:

In Progress

Resource Requests

Dance Department T-shirts for current dance students

Enhancement:

Have shirts designed and printed with the FC Dance Department Logo. These shirts can be given to exceptional current dance students, those who perform in the Faculty Dance Concert, and current students. This is great marketing for our program and College as students wear the shirts when not at school. This will enhance the program because the students will have a sense of belonging and mattering while wearing a department shirt from the College. This will promote the Dance Department and bring more enrollments to the program.

Personnel-Related:**Resource Category:**

Supplies

Quantity:

200

Unit Cost:

\$20.00

TotalCost:

\$4,000.00

Resource Requests

Replacement of Dance Studio Floor - Room 1230

Enhancement:

The studio floor is severely damaged and is a safety hazard for students and could result in potential liability issues for the College. Larry Lara, the Director of Physical Plant/Facilities, is aware of the urgent need to have the floor replaced.

Personnel-Related:

no

Resource Category:

Facilities

Quantity:

1

Unit Cost:

\$400,000.00

TotalCost:

\$400,000.00