

SAN DIEGO  
MESA COLLEGE



# Program Review

Summary and Reflections with Unit Goals, Action Plans,  
and Updates

Instructional Program - Dance (DANC)

### Executive Summary

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**Describe the successes and challenges your unit has faced since the last comprehensive review.**

Successes:

Highest level of spring 2023 transferring students in dance

- 5 students to CSU Long Beach Dance

- 1 student to SDSU Dance

- 1 student to CSU Long Beach Dance Minor

Return to in-person education enhanced by distance education experiences

All dance technique courses are presented in a hybrid format to be utilize studio technical practice and online theoretical learning

3 Digital Concerts ("See attachments below for links to the concerts and program information)

- Successful execution of rehearsing, filming, presenting dance film.

  - Fall 2021 Digital Concert

    - Concert Program Information

  - Spring 2021 Digital Concert

    - Concert Program Information

  - Fall 2020 Digital Concert

    - Concert Program Information

3 Performances at Mesa College Apolliad Theatre

- Increasing student performance course enrollment

  - Spring 23: 55 enrolled

  - Fall 22: 35 enrolled

  - Spring 22: 21 enrolled

- Audience attendance

  - Spring 23: 535 online sales

  - Fall 22: 328 online sales

  - Spring 22: 235 online sales

Increased awareness of dance awards for students

- Tracking of Dance majors

CLOs updated

- Course Learning Outcomes consolidated and revised to reflect teaching content

- Cohesive pattern of assessment established

Challenges

Low enrollment \*But now on an upward trend

- Fall 19: 383

- Spring 20: 445

- Fall 20: 253

- Spring 21: 232

- Fall 21: 204

- Spring 22: 254

- Fall 22: 222

- Spring 23: 314

Distance education

- Dance studio classes do not transfer well to online education, while retaining a high vigorous level of training

## Summary and Reflection

Certificates not aligning with student completion

Current certificate curriculum does not align with current student completion efforts  
Learning and career trends have shifted

Multi-level courses

Students need increasingly leveled dance training to best elevate their pathway  
High-level courses to challenge experienced dancers and those on pathway for award or transfer  
Low-level courses needed for introducing new students to dance and fulfilling activity credit for

**If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.**

**If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.**

Lack of department leadership funding has created challenges for programmatic growth. Chair representation for dance would allow elevated conversations for programmatic growth and college-wide expansion.

**If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.**

Reviewed & Accurate

**Related Documents for Charts and Graphs**

[Concert Links.pdf](#)

**Executive Summary Complete**

Yes

## Data Reflection

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**Trends observed in program/service area's data.**

Enrollment:

Trending down headed into pandemic (affected by repeatability restrictions, trends away from dance activities)  
Maintained through distance education - ease of asynchronous classes  
Low in return to campus - building now in 3rd semester of in-person dancing

DANC181 - History of Dance is online 8 week and filling with general population students

F19: 16

Sp20: 22

F20: 48 (two sections)

Sp21: 54 (two sections)

Su21: 30

F21: 44 (two sections)

Sp22: 57 (two sections)

Su22: 29

F22: 23

Sp23: 50 (two sections)

Su23: 35

Hip Hop (once very popular) suffered from lack of consistent faculty - growing now with new faculty

F19: 54

Sp20: 71

F20: 26

Sp21: 20

F21: 14

Sp22: 9

F22: 13

## Summary and Reflection

Sp23: 26 - new faculty

Growth in ballet classes - enrolling general population in beginning levels

F19: 48 (two sections)

Sp20: 57 (two sections)

F20: 45 (two sections)

Sp21: 36 (two sections)

F21: 17

Sp22: 32

F22: 23

Sp23: 52 (two sections, leveled for first time)

Completion / Transfer

Low levels of completion for awards

Trending increased with visibility of student pathways and focused completion support

6 dance transfer students spring 2023

Certificates of Achievement low participation, but allowing for Veterans to participate with GI bill

Recent funding has created opportunities for dance specialties in k-12 education and credentials

This will result in greater career opportunities for students if appropriate learning pathways are established.

Award Designations and Completions

Fall 19

Commercial Dance Cert: 0

Choreography Cert: 1

Dance AA: 28

Liberal Arts and Sciences, Dance AA: 1

Dance Performance Cert: 2

\*Total pathway designated: 32

19/20 Awards

Dance AA: 1

Fall 20

Commercial Dance Cert: 0

Choreography Cert: 1

Dance AA: 30

Liberal Arts and Sciences, Dance AA: 2

Dance Performance Cert: 1

\*Total pathway designated: 34

20/21 Awards

Choreography Cert: 1

Dance AA: 4

Fall 21

Commercial Dance Cert: 0

Choreography Cert: 1

Dance AA: 24

Dance Performance Cert: 1

\*Total pathway designated: 26

21/22 Awards

Choreography Cert: 1

Dance AA: 1

Labor Market

Recent changes in state legislation has made it more challenging to place students in temporary 'gig economy'

## Summary and Reflection

performance positions

Performing Arts are growing in the return from pandemic

**Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)**

Gender Gap

Fewer men in classes

Lower success rates for men

Enrollment mimics Mesa general trends

Equity gap for Latinx students.

-ALL Terms (Su16-F22)

3.4% success gap representing 67 students.

Retention rates are with college average, but success rates show a gap.

-When disaggregated by term this equity gap is not consistent and often disappears for Latinx students.

Enrollment by Style of Dance (22/33)

Ballet - 52 (two sections)

Hip Hop - 26

Jazz - 13

Modern - 34

Ballroom - 18

Tap - 15

Pilates (online) - 41

Diversity shifts based on type of dance style.

Full Program Diversity (21/22)

African American/Black - 6.8%

Asian - 8.1%

Filipino - 4.9%

Latinx - 38.4%

White - 28.7%

Multi-Ethnicity - 4.6%

Diversity by Style of Dance (21/22)

Ballet

African American/Black - 2.4%

Asian - 7.1%

Filipino - 4.8%

Latinx - 38.1%

White - 40.5%

Hip Hop

African American/Black - 8.7%

Asian - 8.7%

Filipino - 0%

Latinx - 60.9%

White - 8.7%

Jazz

African American/Black - 0%

Asian - 15.8%

Filipino - 0%

Latinx - 36.8%

White - 31.6%

## Summary and Reflection

### Modern

African American/Black - 3%  
Asian - 6.1%  
Filipino - 0%  
Latinx - 45.5%  
White - 39.4%

### Tap

African American/Black - 0%  
Asian - 0%  
Filipino - 6.3%  
Latinx - 37.1%  
White - 50%

## Related Documents for Charts and Graphs

### Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

Department meeting DEAI Discussion guide

- Discussion regarding current diversity strengths and areas of growth
- Focus on Culture and Delivery of Instruction
- Our conversations in Fall22 are just the beginning. Much more investigation is needed and then support for implementing change.

Faculty Inquiry Group - Reinventing Dance Technique Assessments

- Dance Faculty met to create cohesive support for students in dance courses. We created entrance and exit surveys to
  - 1) get to know our students better and better tailor educational approaches throughout the course,
  - 2) seek suggestions for continuing course evolution through student feedback and teacher interactions.
- Semester Start: Tell Me About Yourself - FIG fall 2022
- Semester END: Reflection - FIG fall 2022
- Most beneficial was engagement of adjunct teachers and creating space for conversations surrounding student successes and similarly themed challenges.

Course Learning Outcomes

- CLO for all dance courses were streamlined to be cohesive for individual subject matter and programmatically
  - Ex. All ballet classes now function through a single comprehensive set of CLO
  - Ex. Language is connected across all dance styles. Ballet and Hip Hop have similar wording in addressing their specific stylistic nuances.

### Data Reflection Complete

Yes

## Practice Reflection

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### Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

Collaboration among dance styles

- Program wide events that mix dance styles have show to be very successful
  - Celebrating Women's Voices through Dance: 50 students performed in 15 dances. All levels. All styles.
  - Also collaboration with fashion and music programs
- Festival of Colors. Modern, ballet, and Jazz students perform in the Mesa Quad. Campus wide exposure and engagement with Cultural Unity Week.

Splitting levels of ballet

Over enrollment of Ballet in January 2023 allowed creation of a second ballet section. Beginning and Intermediate students were divided among two studios. Dance instruction could be tailored to each leveling of students to engage most productively for personal growth and pathway trajectory.

## Summary and Reflection

Performance opportunities at all levels

Performance auditions are for placement only. All dancers are encouraged to perform. Choreography is set at appropriate levels for first time and seasoned performers. Audience members are able to witness student success with examples of trajectory for growth.

Diversity of faculty

Students are able to see themselves reflected in instructors.

Dance Faculty diversity distribution

Contract Faculty

African/American - 1

White - 1

Adjunct Faculty

White - 1

Asian - 2

Guest Choreographers

Latinx - 1

African/American - 1

White - 1

Diversity is lacking in gender. Only one of the above is a man.

Hip Hop Grant

-Successful awarded \$1,500 grant for Hip Hop Dance Guest Artists through San Diego Mesa Foundation.

-Students were able to increase exposure to successful hip hop artists and shown career options.

-Four unique styles of hip hop choreography were included in the spring 2023 dance concert. Performers and audience members were wowed and inspired by the power and diversity of performance. Students who specialize in hip hop were able to dance in multiple pieces and elevate their study of this dance form.

### **What other factors (internal or external) might also impact the above data trends and equity gaps?**

Cultural Trends

-The public has shifted away from dance training. Availability of free training online has diluted the motivation for regular and high level studio training options. Social media platforms have replaced in-person training with non-technical learning of choreographic phrases with a lack of dance technique.

-Students are shouldering more financial responsibility and unable to fully focus on education and dance technical training with continual dance practice.

On campus student presence

-With fewer students on campus, there is significantly less foot traffic in and around dance studios. Many students pair an exercise/dance course with academic offerings in their schedule. With so many academic online courses available (and successful) students are less likely to fill scheduling breaks with activities.

-Dance on Mesa Quad

-Festival of Colors - celebration of dance, dramatic arts, poetry. Ballet, Modern, Jazz students

-Reflect, Restore, & Unite Week - modern dance students and bootcamp EXSC students collaborate with a movement session. Exploring spatial awareness and trust through dance.

Creating internal dance community

-Mesa Dance is more deliberately providing social interaction and support for students. Space and time for students to engage informally create bonds and a culture of dance appreciation and success.

### **Related Documents for Charts and Graphs**

### **Practice Reflection Complete**

Yes

## Mid-Cycle Updates

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### **YEAR 2 Updates (2023 - 2024)**

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**

no

## Summary and Reflection

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.**

no

**Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.**

no

### YEAR 3 Updates (2024 - 2025)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.**

Increasing Enrollment:

Fall 22: 222

Spring 23: 314

Fall 23: 309 (+ 113)

Spring 24: 328 (+ 14)

Fall 24: 359 (+ 50)

Enrollment efforts:

- Free Day of Dance at Mesa. 100 community participants
- High School Dance Days
- Faculty Community Outreach/In-reach
- Campus visibility

Inclusion:

- Fall 2023 Stage Concert. Vast diversity in representation of age, experience, and dance styles

Impact of approved funding items:

- Dance floor and new rolling storage rack elevate
- Floor mats for barefoot safety

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.**

Main update is in regards to increased enrollment for dance. Evening hip hop class enrollment has increased and held steady under new faculty. Spring 2025 is increasing class offering with a daytime hip hop.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.**

No longer have leveled ballet class. All dance sections are A-D, this is a disservice to providing direct instruction to any level.

Dance continues to maintain high level of visibility on campus. Increased participation and audience viewing for semester concerts. 'Sold out' studio showcases.

### YEAR 4 Updates (2025 - 2026)

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**

## Summary and Reflection

# Unit Goals, Action Plans, and Updates

## Goal 1: Increase Enrollment

**Unit Goal:** Goal 1: Increase Enrollment

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (X)

| Action Plans  | Action Plan Update  |
|---|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Increase Visibility on campus - performance, collaborations, tours, presentations</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>                           | <p><b>Submission Date:</b> 01/30/2025</p> <p><b>Action Plan Update:</b> Free Day of Dance</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>   |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> School collaborations - in reach / outreach</p> <p>a. Madison High School</p> <p>b. Kearny Mesa High School</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 01/30/2025</p> <p><b>Action Plan Update:</b> High School Dance Day - Working with local VAPA coordinator to bring hs students to campus.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p> |

# Unit Goals, Action Plans, and Updates

## Goal 2: Increase Award Completion

**Unit Goal:** Goal 2: Increase Award Completion

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (X)
- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (X)
- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (X)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (X)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (X)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (X)

| Action Plans   | Action Plan Update  |
|--|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Pathways to UC, CSU, SDSU</p> <ol style="list-style-type: none"> <li>a. Dance Education Track Development</li> <li>b. Outreach/Inreach</li> <li>c. Transfer information</li> </ol> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 01/30/2025</p> <p><b>Action Plan Update:</b> Asked for and created a UCSD dance visit day for potential transfers.</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p> |

## Unit Goals, Action Plans, and Updates

| Action Plans   | Action Plan Update  |
|--|---|
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Check points for students at all points of completion landmarks</p> <p>a. Create consistency and accountability for pathway progress</p> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 01/30/2025</p> <p><b>Action Plan Update:</b> Collecting dance major contacts. Scheduling one-on-one counseling. Scheduling 'major only' events and support</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p> |

### Goal 3: Increase Adjunct Faculty engagement

**Unit Goal:** Goal 3: Increase Adjunct Faculty engagement

**Goal Status:** Active

**Beginning Year:** 2022 - 2023

**Projected Completion Year:** 2025 - 2026

#### Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (X)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (X)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (X)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (X)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (X)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (X)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (X)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (X)

| Action Plans                             | Action Plan Update   |
|--|--|
| <p><b>Action Plan Status:</b> Active</p> | <p><b>Submission Date:</b> 01/30/2025</p> <p><b>Action Plan Update:</b> semesterly meetings - ongoing, recorded and shared</p> |

## Unit Goals, Action Plans, and Updates

| Action Plans  | Action Plan Update  |
|---|---|
| <p><b>Action Plan:</b> Curriculum development collaboration</p> <ul style="list-style-type: none"> <li>a. Create regular meeting times</li> <li>b. Create Taskforce action items</li> </ul> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>                             | <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p>   |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Artistry elevation and sharing</p> <ul style="list-style-type: none"> <li>a. Share professional development and professional accomplishments</li> </ul> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p> | <p><b>Submission Date:</b> 01/30/2025</p> <p><b>Action Plan Update:</b> Discussion of creating career panels for student engagement</p> <p><b>Update Year:</b> 2024 - 2025</p> <p><b>Action Plan Progress:</b> On Track</p> |
| <p><b>Action Plan Status:</b> Active</p> <p><b>Action Plan:</b> Seek incentives that encourage participation</p> <ul style="list-style-type: none"> <li>a. Grant funding</li> <li>b. ESU / reassigned time</li> </ul> <p><b>Action Plan Cycle:</b> 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>   |   |