# Program Review

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

## Instructional Program - Dance (DANC)

## Executive Summary

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

Highest level of spring 2023 transfering 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

### Summary and Reflection

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

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

**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

## Summary and Reflection

F21: 14
Sp22: 9
F22: 13
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

## Summary and Reflection

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' 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%

### Summary and Reflection

Jazz
African American/Black - 0%
Asian - 15.8%
Filipino - 0%
Latinx - 36.8%
White - 31.6%
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

**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.

## Summary and Reflection

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.

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**

### Summary and Reflection

**Practice Reflection Complete**
Yes

## Mid-Cycle Updates

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

**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.**
no

**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.**
Ticket Sales for Semesterly Concert: (pre sale only)
328 fall 2022

## Summary and Reflection

535 spring 2023
363 fall 2023
362 spring 2024
353 fall 2024
407 spring 2025
495 fall 2025 *Very full audiences. Friday night completely sold out

Headcount increase
F25 = 255
S25 = 239
F24 = 237
S24 = 223
F23 = 215
S23 = 205

The Dance program experienced the cancellation of three specific Fall classes (Improvisation, Hip Hop, and Ballet) due to a last-minute enrollment culture among students. Although these essential program courses were cancelled at the start of the semester, students quickly realized the need for timely registration and have shown increased commitment to enrolling early/on time for future terms. All cancelled courses are currently scheduled to run during the Spring 2026 semester. To help ensure strong enrollment, additional marketing efforts are currently being implemented.

We successfully implemented advanced training opportunities for our experienced dancers through specialized Friday sessions. These sessions provided high-level training with guest artists and advanced faculty, effectively preparing students for the vigorous expectations found in transfer and professional dance programs.

The Dance program is included in the HH Bond improvement projects. Extensive preparatory work has been done, including detailed communication with the design and build teams. These conversations have also included preliminary long-term planning regarding a future shift of the Dance program from the current Exercise Science School into the School of Arts and Languages. These discussions are currently in their initial stages.

The Mesa Intern Impactships have provided significant support to the Dance department. One intern is focused on social media, graphic design, and marketing, while the other is dedicated to storage and costume management. Plans to secure additional interns are currently in progress.

We are creating and expanding both in-reach and outreach opportunities for our students. This includes hosting successful high school dance days where high school dance programs come to campus for a half-day of dance class and college student experience. Our second annual Free Day of Dance was a major success, attracting more than one hundred students. This event also provided a crucial preview opportunity to invite guest choreographers to work with our regular college students and generate performance opportunities for them

Our current students and alumni are increasingly participating in local professional events, significantly raising the profile of the Mesa Dance program. Notable activities include participation in the San Diego Dance Theater Summer Workshop, where our faculty member Donna Flournoy served as a guest instructor. Students also participated in the San Diego Dance Theater Trolley Dances, which offered a professional performance opportunity. Students performed with the Origin Hip Hop Crew at a Padres baseball game. We also continue to facilitate student tours to transfer universities, with a particular focus on CSU Long Beach.

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.**
Degree and Certificate completion remains low, but general dance interest and course enrollment is increasing. In spring 26, Pilates will return to campus for the first time since pandemic and enrollment is already successfully high.

**Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.**
Improvement Strategies:
At Mesa Dance, showing up is the key to succeeding. We are shifting our focus toward building an environment that promotes student persistence, minimizes barriers to attendance, and ensures every dancer reaches course completion.

## Summary and Reflection

1. Engagement & Retention
- Faculty are engaging in ongoing discussions to develop department-wide retention plans and community-building initiatives.
- Comparing success rates across different sections (time of day, instructor, and style) to identify which variables most impact engagement and repeat enrollment.
- Developing more robust communication strategies to keep students active throughout the entire semester (announcement, posters, social media, social events)

2. Instructional & Curriculum
- Increasing the number of opportunities for students to demonstrate competency (multiple points during course, not just middle and end). Offering a mix of written and physical assessments.
- Aligning CLO language more deliberately with course content.
- Exploring new courses to build specific skills: technology, pedagogy, business, fundamental level movement.

3. Support for Student Diversity in Skill Levels
- Addressing the challenge of teaching multiple skill levels in one room by planning more rigorous assessments for advanced students and utilizing teaching assistants for beginners.

4. Participation Expectation Clarification Changes
- Providing students with a more realistic explanation of time commitments and rehearsal opportunities at the start of the course.

**Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.**
The Dance program is actively continuing its efforts to seek external funding through grants. We have applied once again for the Innovation Grant. The purpose of this year's grant application is to specifically support Black/African American dance students and artists and provide essential resources for our students involved in technical dance training for ballet, modern, and jazz.

Beyond the Innovation Grant, our department is also supported by the Women's Studies Committee. This collaboration is focused on funding the performance opportunity for students during Women's History Month, collaborating with Mesa Fashion, Music, and Fine Art.

**YEAR 5 Updates (2026 - 2027)**
**Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.**

**Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.**

**Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. 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 5.**

# 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:

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

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Increase Visibility on campus - performance, collaborations, tours, presentations<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Submission Date**: 01/30/2025<br>**Action Plan Update**: Free Day of Dance<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

# Unit Goals, Action Plans, and Updates

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

## 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:

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

student success (✓)

- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Pathways to UC, CSU, SDSU<br>a. Dance Education Track Development<br>b. Outreach/Inreach<br>c. Transfer information<br><br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Submission Date**: 01/30/2025<br>**Action Plan Update**: Asked for and created a UCSD dance visit day for potential transfers.<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active<br>**Action Plan:** Check points for students at all points of completion landmarks<br>a. Create consistency and accountability for pathway progress<br><br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Submission Date**: 01/30/2025<br>**Action Plan Update**: Collecting dance major contacts. Scheduling one-on-one counseling. Scheduling 'major only' events and support<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |

## 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:

- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)

# Unit Goals, Action Plans, and Updates

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Pathways and Partnerships - Objective 1:** Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services. (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **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 (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

| Action Plans | Updates |
|---|---|
| **Action Plan Status:** Active<br>**Action Plan:** Curriculum development collaboration<br>a. Create regular meeting times<br>b. Create Taskforce action items<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Submission Date**: 01/30/2025<br>**Action Plan Update**: semesterly meetings - ongoing, recorded and shared<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active<br>**Action Plan:** Artistry elevation and sharing<br>a. Share professional development and professional accomplishments<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | **Submission Date**: 01/30/2025<br>**Action Plan Update**: Discussion of creating career panels for student engagement<br>**Update Year**: 2024 - 2025<br>**Action Plan Progress**: On Track |
| **Action Plan Status:** Active<br>**Action Plan:** Seek incentives that encourage participation<br>a. Grant funding<br>b. ESU / reassigned time<br>**Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023 | |