

# **Instructional Program Review 2019/20 UPDATE**

**Dance**

**Created on: 07/30/2019 10:26:00 AM PST  
Last Modified: 01/31/2020 10:31:02 AM PST**

# Table of Contents

<b>General Information</b>	<b>1</b>
<b>2019/20 Instructional Program Review</b>	<b>2</b>
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	4
Goal Status Report (REQUIRED)	8
<b>Request Forms</b>	<b>16</b>
Classified Position, BARC and Faculty Position Request	16
<b>Reviewers</b>	<b>17</b>
Liaison's Review	17
Manager's Review	17
<b>Appendix</b>	<b>18</b>

## General Information (Instructional Program Review 2019/20 UPDATE)

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## 2019/20 Instructional Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer
  - Blythe Barton
  - Donna Flournoy
- Name of Liaison
  - Ian Kay
- Department Chair
  - Ed Helscher
- Name of Manager/Service Area Supervisor
  - Ryan Shumaker
- Is this a CTE program?
  - Yes

#### Faculty Professional Developments:

##### Donna Flournoy

- Conference Presentation: Dance & Movement Workshop
- Conference Participation: The International Association of Blacks in Dance
- San Diego Civic Dance: Guest Teacher/Choreographer
- Mira Mesa High School Outreach Representation
- Mentored and led performance of student choreography at Mesa College Commencement 2019

##### Blythe Barton

- Commissioned Movement Consultant: The Old Globe Theatre
- Blythe Barton Dance company performance: Mixed Sundries
- San Diego Dance Theater: Workshop Teacher/Choreographer
- Coronado School of the Arts: Workshop Teacher/Choreographer
- San Diego SCPA: Master Class and Juries Evaluator
- PGK Dance Project: Guest Edjudicator

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### Goal 2018/2019

##### Increase Program Visibility

Increase Dance Program visibility on campus, in other academic institutions, and in the San Diego community

**Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1

**Promotion of Dance Degree and Certificates**

Promotion of AA Degree in Dance and Certificates of Achievement in Commercial Dance and Choreography

**Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2

**Increase transferability of dance technique and dance academic courses****Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 4.1, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 6.2

**Increase dance class enrollment****Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,  
**CTE 2018/19:** Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 8

**Remodel Dance costume and equipment storage space**

Obtain funding to remodel costume and equipment storage space. Additional/replacement storage , hanging closet space, and shelving. Follow up with allocated funding and implement organizational elements

**Mapping**

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 6.1

**Smart classroom technology**

To obtain funding to obtain and permanently install smart classroom technology. Updated sound equipment. Video recording capacity

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.2

### Campus Performing Arts Complex

To complete all projects and proposals in the pursuit of the design, funding and construction of a new Performing Arts Complex on the Mesa College Campus.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2

### Close Equity Gaps

Strategies to develop teaching techniques and learning environments to be mindful of cultural differences.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### Goal 2018/2019

Goal

#### Goal: Increase Program Visibility

Increase Dance Program visibility on campus, in other academic institutions, and in the San Diego community

#### Action: Increase Program Visibility

**Describe the actions needed to achieve this objective:** Increase performance opportunities for students, on campus and in community  
Continue to build cohort of dedicated dance students

**Who will be responsible for overseeing the completion of this objective:** Tenure/TT Faculty

<b>Provide a timeline for the actions:</b>	Spring 2020 - Implement new exposure opportunities Fall 2020 - Continue with current visibility and seek new opportunities for engagement
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Track student enrollment numbers, particularly those for new students and retention of current students
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	ESU for T/TT and adjunct faculty

**Goal: Promotion of Dance Degree and Certificates**

Promotion of AA Degree in Dance and Certificates of Achievement in Commercial Dance and Choreography

**Action: Promote Degree and Certificates**

<b>Describe the actions needed to achieve this objective:</b>	Inform counseling faculty and staff of Dance pathways Recruit at high school level Promote opportunities to current student base
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty
<b>Provide a timeline for the actions:</b>	Beginning of semester Student Recruitment/Information meetings Mid-semester promotion of Graduation Timeline
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Tracking of declared students and graduation student awards
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	

**Goal: Increase transferability of dance technique and dance academic courses**

**Action: Increase Transferability**

<b>Describe the actions needed to achieve this objective:</b>	Engagement with potential transfer institutions Advocate for transferability of courses
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty
<b>Provide a timeline for the actions:</b>	Spring 2020- Students become familiar with Pathways Fall 2020 - Connect with potential transfer institutions
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Track number of students transferring to institutions Create an alumni survey as a barometer for their success
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Support of travel and conference engagement at potential transfer institutions

**Goal: Increase dance class enrollment**

**Action: Increase Enrollment**

<b>Describe the actions needed to achieve this objective:</b>	Increase on campus marketing Increase high school recruitment
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty
<b>Provide a timeline for the actions:</b>	Fall 2020 - Digital marketing Spring 2020 - High School outreach
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Use Mesa College Dashboard metrics to track class offerings and growth
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Faculty Recruitment ESU



**Goal: Remodel Dance costume and equipment storage space**

Obtain funding to remodel costume and equipment storage space. Additional/replacement storage , hanging closet space, and shelving.

<b>Action: Dance Storage</b>	
<b>Describe the actions needed to achieve this objective:</b>	Funding source for storage space. Plan for costume organizing.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty
<b>Provide a timeline for the actions:</b>	Spring 2020 - Acquire and organize storage and shelving units.
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Confirmed completion of storage units Visual safety assessment of storage closets
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	

**Goal: Campus Performing Arts Complex**

To complete all projects and proposals in the pursuit of the design, funding and construction of a new Performing Arts Complex on the Mesa College Campus.

<b>Action: Advocacy for Performing Arts Complex</b>	
<b>Describe the actions needed to achieve this objective:</b>	District Board approval for new bond measure. Performing Arts Committee Discussion Advocacy at levels of Dean, Vice President, President
<b>Who will be responsible for overseeing the completion of this objective:</b>	District Board Support of Chancellor, College President, College Vice Presidents and Instructional Dean. Department Support Performing Arts Committee Support
<b>Provide a timeline for the actions:</b>	Unknown because of need for District Board approval.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

On going discussion and education of the benefits of Performing Arts Complex  
Research into other institutional successes of creating dance performing spaces

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

**Goal: Close Equity Gaps**

Strategies to develop teaching techniques and learning environments to be mindful of cultural differences.

**Action: Equity Gap Awareness**

**Describe the actions needed to achieve this objective:**

Develop workshops to define equity, gather and interpret data, develop strategies to support cultural awareness.

Bring outside groups that will allow students to become more aware of different cultures such as the Ballet Folklorico-La Joya de Mexico.

**Who will be responsible for overseeing the completion of this objective:**

School of Exercise Science, Health, Dance and Athletics

**Provide a timeline for the actions:**

First workshops planned for spring of 2020. Cultural awareness performances planned for end of fall 2019 and spring of 2020.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Workshops and Cultural Awareness performances completed.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

None at this time.

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

## Goal 2018/2019

### Goal

#### Goal: Increase Program Visibility

Increase Dance Program visibility on campus, in other academic institutions, and in the San Diego community

#### Action: Increase Program Visibility

**Describe the actions needed to achieve this objective:**

Increase performance opportunities for students, on campus and in community  
Continue to build cohort of dedicated dance students

**Who will be responsible for overseeing the completion of this objective:**

Tenure/TT Faculty

**Provide a timeline for the actions:**

Spring 2020 - Implement new exposure opportunities Fall 2020 - Continue with current visibility and seek new opportunities for engagement

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Track student enrollment numbers, particularly those for new students and retention of current students

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

ESU for T/TT and adjunct faculty

#### Status for Increase Program Visibility

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

Planned meetings with Dance majors to discuss transfer opportunities and strategies to make the program more visible in San Diego. Develop social media presence within the dance community.

#### Goal: Promotion of Dance Degree and Certificates

Promotion of AA Degree in Dance and Certificates of Achievement in Commercial Dance and Choreography

**Action: Promote Degree and Certificates**

<b>Describe the actions needed to achieve this objective:</b>	Inform counseling faculty and staff of Dance pathways Recruit at high school level Promote opportunities to current student base
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty
<b>Provide a timeline for the actions:</b>	Beginning of semester Student Recruitment/Information meetings Mid-semester promotion of Graduation Timeline
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Tracking of declared students and graduation student awards
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	

**Status for Promote Degree and Certificates**

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	Pathway mapping completed. Have made outreach to high schools with three area high schools with the desire to increase the number of high school outreaches. *Update F19: Continued with High School Dance tour days. Engaging Helix High School, SD SCPA, Scripps Ranch, Mira Mesa High School with specific targeting. Will expand high school connections.

**Goal: Increase transferability of dance technique and dance academic courses**

**Action: Increase Transferability**

<b>Describe the actions needed to achieve this</b>	Engagement with potential transfer institutions Advocate for transferability of courses
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<b>objective:</b>	
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty
<b>Provide a timeline for the actions:</b>	Spring 2020- Students become familiar with Pathways Fall 2020 - Connect with potential transfer institutions
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Track number of students transferring to institutions Create an alumni survey as a barometer for their success
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Support of travel and conference engagement at potential transfer institutions

Status for Increase Transferability

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	Pathway mapping completed. Have completed outreach to Long Beach, San Jose, Chapman and Irvine. Will continue to reach out to additional universities. Reviewing courses to insure that they will transfer. *Update F19: Creating a resource folder of all CA state schools for easy research for transfer students. Hosted college transfer day to discuss potential schools with current dance students.

**Goal: Increase dance class enrollment**

<b>Action:</b> Increase Enrollment	
<b>Describe the actions needed to achieve this objective:</b>	Increase on campus marketing Increase high school recruitment
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty

<b>Provide a timeline for the actions:</b>	Fall 2020 - Digital marketing Spring 2020 - High School outreach
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Use Mesa College Dashboard metrics to track class offerings and growth
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Faculty Recruitment ESU

Status for Increase Enrollment

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	<p>Have established plan to reach out to area high schools. Desire to create more social media presence. Have improved campus collaborations with Drama, Art and Music departments.</p> <p>Also working with our sister college, San Diego City, to develop plans to increase student enrollment and success.</p> <p>*Update F19: Dance faculty as co-chair of new Fine and Performing Arts Committee. Increasing high school engagement.</p>

**Goal: Remodel Dance costume and equipment storage space**

Obtain funding to remodel costume and equipment storage space. Additional/replacement storage , hanging closet space, and shelving.

**Action: Dance Storage**

<b>Describe the actions needed to achieve this objective:</b>	Funding source for storage space. Plan for costume organizing.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Tenure/TT Faculty
<b>Provide a timeline for the actions:</b>	Spring 2020 - Acquire and organize storage and shelving units.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Confirmed completion of storage units  
Visual safety assessment of storage closets

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Status for Dance Storage

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

Quotes obtained and now need to get approval from funding source; BARC, Perkins, or Strong Workforce.  
\*Update F19: Continuing to work with funding sources to secure approved vender and shelf items. Readjusting order details to fit new vender requirements.

**Goal: Campus Performing Arts Complex**

To complete all projects and proposals in the pursuit of the design, funding and construction of a new Performing Arts Complex on the Mesa College Campus.

**Action: Advocacy for Performing Arts Complex**

**Describe the actions needed to achieve this objective:**

District Board approval for new bond measure.  
Performing Arts Committee Discussion  
Advocacy at levels of Dean, Vice President, President

**Who will be responsible for overseeing the completion of this objective:**

District Board  
Support of Chancellor, College President, College Vice Presidents and Instructional Dean.  
Department Support  
Performing Arts Committee Support

**Provide a timeline for the actions:**

Unknown because of need for District Board approval.

**Describe the assessment plan you will use to know if**

On going discussion and education of the benefits of Performing Arts Complex  
Research into other institutional successes of creating dance performing spaces

**the objective was achieved and effective:**

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Status for Advocacy for Performing Arts Complex

**Current Status:** Not Implemented

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

District will need to plan for bond measure to allow for new buildings on campus. No time line for the measure has been formulated.  
\*Update F19: In conversation with Dramatic Arts regarding theater space needs on Mesa College campus.

**Goal: Close Equity Gaps**

Strategies to develop teaching techniques and learning environments to be mindful of cultural differences.

**Action: Equity Gap Awareness**

**Describe the actions needed to achieve this objective:**

Develop workshops to define equity, gather and interpret data, develop strategies to support cultural awareness.  
Bring outside groups that will allow students to become more aware of different cultures such as the Ballet Folklorico-La Joya de Mexico.

**Who will be responsible for overseeing the completion of this objective:**

School of Exercise Science, Health, Dance and Athletics

**Provide a timeline for the actions:**

First workshops planned for spring of 2020. Cultural awareness performances planned for end of fall 2019 and spring of 2020.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Workshops and Cultural Awareness performances completed.

**List resources needed to achieve this objective and**

None at this time.



**associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Status for Equity Gap Awareness

**Current Status:** In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

\*Update F19: Seek and connect with equity minded guest speakers. FPAC hosting arts lecture series will host 3 of San Diego's top dance advocates. Lynn Susholtz (LGBTQ), Zaquia Mahler Salinas (LatinX), Toni Robin (LGBTQ)

## Request Forms

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**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

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### LIAISON'S REVIEW

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Instructional Program Manager's Review 2019/20 UPDATE

# Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream  
**Participating Area:** Dance

## **(REQUIRED) Program name**

Dance

## **(REQUIRED) Are you on target with your assessment schedule?**

Mesa Dance has been progressing smoothly with course and program assessment. We have created and are following a clear 5 year outline to ensure that assessments will be completed in a timely manner. Each semester, we discuss the best method of course assessment, create a plan for implementation, execute assessment in assigned classes, and then reflect and analyze the results.

In the spring of 2019, Ballet and Tap dance classes were assessed through a targeted online survey. For the first time, our survey directly related to established course outcomes for professional development and for critical thinking. In the fall of 2019, we are continuing to hone the survey assessment to most clearly reflect our student successes. This semester's survey is most directly reflective of our course leveling. Most of our class offerings contain several course levels, A and B or B, C, and D. Several courses even include all levels, A, B, C, and D. Our new survey assessment system will clearly address each of these levels, targeting appropriate course outcomes for professional development as well as critical thinking.

In future semesters, we are working to create more concrete methods of assessment. This may include, written test material, movement performance exams, execution of choreography, dance creation, cooperative and collaborative assignments, and essay writing.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

For the past two years, our survey assessments have show strong success with our dance students.

In spring of 2019, 47 of our ballet students self assessed at competent or mastering at a range of 56-77% for all professional development skills and at 78-89% competent or mastering for all critical thinking skill areas. In similar assessments, 16 tap students responded with 87-93% competent or mastering for professional development and show same range for critical thinking skills.

One surprising result was in ballet, the majority of students responded as competent, where as in tap, the majority responded as mastering their professional development and critical thinking skills.

**(REQUIRED) Based on your assessments, what resource needs have you identified?**

The areas of resource needs we have identified are a result of student assessment, student conversations, and faculty discussions.

On campus performance space. Access to a Mesa Theater for dance would increase:

1. student engagement in performance opportunities
2. student engagement in technical theater career opportunities
3. visibility of dance performances to student, faculty, and staff
4. equity for students traveling to the theater (bus or long traffic)
5. equity for student employment due to increased skills in theater familiarity

Designated studio rehearsal time for students would increase:

1. student initiation and responsibility for self practice
2. engagement of non-dance students to enroll in dance classes for self-play and experimentation
3. confidence of student movement assessments (midterms and finals) by increasing practice time
4. collaboration for group choreography and performance
5. performance skills for concert rehearsals

**Please provide any other comments.**

*No answer specified*

# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream  
Participating Area: Dance

## Program Name

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**(REQUIRED)** Type your program name.

Dance

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

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**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

In regards to course success equity in relation to race, there is a rotating pattern of success which indicates no clear trend, but instead fluctuating success levels reflective of current students.

Fall 2014

- African American: 63%
- Asian: 75%
- Filipino: 80%
- Latinx: 68%
- White: 67%

Fall 2015

- African American: 63%
- Asian: 89%
- Filipino: 77%
- Latinx: 73%
- White: 76%

Fall 2016

- African American: 61%
- Asian: 86%
- Filipino: 82%
- Latinx: 67%
- White: 70%

Fall 2017

- African American: 93%
- Asian: 71%
- Filipino: 83%
- Latinx: 65%
- White: 78%

Fall 2018

- African American: 68%
- Asian: 81%
- Filipino: 69%
- Latinx: 69%
- White: 71%

Due to the nature of dance of often being seen as an extra-curricular activity, many of our students do not complete the full 16 week course. There is significant attrition after midterms and then another wave of withdrawals at about the 13/14 week period. This loss of student attendance is the largest contributor to students being unsuccessful at a course. Those who do complete our courses often achieve higher than average grades (A's and B's) due to their diligence and commitment to academic, physical, and personal success.

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

Our equity gaps, seem to persist only in their continued fluctuation between ethnic groups. One gap that continues is in gender. Female students are continually performing at lower success rates than male counterparts.

- Fall 14: Female 69%. Male 76%.
- Fall 15: Female 73%. Male 77%.
- Fall 16: Female 63%. Male 79%.
- Fall 17: Female 71%. Male 78%.
- Fall 18: Female 71%. Male 72%.

This trend is reflective of the vastly greater number of females enrolled in our dance program than males. Dance tends to attract a female clientele, due to engrained stereotypes of the dancing male body. To continually combat these stereotypes and enrollment discrepancies, Mesa dance contributes the following:

1. Male Faculty
2. Male guest teachers and choreographers - William Crowley (Martha Graham Technique Modern Dance), Nelson Neal (Dance History presentation on Hemsley Winfield-forefather of African American modern Dance)



3. Multiple dance styles, including hip hop and ballroom/latin
4. Encouragement to male dancers
5. Conversations of inclusion
6. Teaching historical trends for male and female dominance in dance
7. Conversations addressing LGBTQ issues that relate to male and female dancers

These efforts are directed at male enrollment and perhaps we need to address female success rates as well. There is also a continual thought that dance courses are "Easy A's" yet our courses require strong commitment, perseverance, persistence, and participation to acquire a passing grade. Each of our instructors (male and female) clearly emphasizes that each student must put in the work in order to see the grade reward at the end of the semester.

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

Our student/faculty relationship are the most significant part of our equity efforts. At the beginning of each semester, our faculty meet to discuss the months ahead and team build solutions for student success. A continual topic in these meetings to how to lift up all students to high achievement levels in the dance studio. Some of our specific efforts include:

- Hosting guest speaker Nelson Neal, an expert on Hemsley Winfield, an early and little known African American contributor to Modern Dance
- Bringing in diverse guest choreographers, Sara Celaya (Latinx Alumni), Christopher Huggins (African American Male)
- Diverse dance faculty: 1 Latinx, 1 African American, 3 Pacific Islander/Asian, 3 White
- Structured conversations about race and gender in dance today and in dance history
- Emphasis on non-white influenced concert dance forms in studio technique and dance history: Jazz, Hip Hop
- Encouragement of student's self story telling through dance and written narrative
- One on one mentoring for students with greater physical, mental, and academic challenges
- Providing extracurricular opportunities for dance students - Life Arts Fest sharing of student choreography with six local community colleges
- Maintain and grow alumni relations - Fall 2019 two alumni choreographers returned to Mesa to set work on our students and mentor them through transfer and career opportunities
- Hosted summer dance workshop - Finest City Dance Camp with nationally renowned hip hop artists, available to students and community dancers

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

We continue to address the needs of the dance program, most notably low enrollment and campus visibility. Both of these elements play directly into equity factors. By creating programs that attract and hold new dancing students and new dance audiences we will broaden the scope of the dance program and will engage a larger and more invested population.

An on-campus theater will increase access as mentioned above. Greater funding support to bring in notable guest teachers and choreographers will continue to increase exposure of our students to "real world" successes and create a web of communication and connectivity with Mesa Dance and employment opportunities.

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**

The dance program has great support of our Latinx students that clearly aligns with the HSI identity of Mesa College.

- We offer Latin dance courses each semester
- We highlight Hispanic contributors through out dance history: Jose Limon, Alicia Alonso, Katherine Dunham, many b-boy contributors in hip hop originations
- We encourage to choreograph and tell their own stories through movement
- We support cross-border commuters with personal "check-ins" and conversations of travels complications

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

The areas of resource needs we have identified are a result of student assessment, student conversations, and faculty discussions. These address all of our students' needs and will especially provide a platform of equity for those who do not have regular access to professional dance theater or extra curricular rehearsal space.

On campus performance space. Access to a Mesa Theater for dance would increase:

1. student engagement in performance opportunities
2. student engagement in technical theater career opportunities
3. visibility of dance performances to student, faculty, and staff
4. equity for students traveling to the theater (bus or long traffic)
5. equity for student employment due to increased skills in theater familiarity

Designated studio rehearsal time for students would increase:

1. student initiation and responsibility for self practice
2. engagement of non-dance students to enroll in dance classes for self-play and experimentation
3. confidence of student movement assessments (midterms and finals) by increasing practice time
4. collaboration for group choreography and performance
5. performance skills for concert rehearsals

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

The need of a new theater is address directly in a goal, yet there are many precursory steps that must occur for this to move forward, namely with approval of the Board of Directors. However, there are continued ongoing conversations with in the performing arts (dance, drama, music) and with school leadership.

The need for rehearsal/practice time is addressed in conversation and through the generosity of adjunct office hours. This is most directly addressed through the goals of increased enrollment and campus visibility. The more supported our dance program is in terms of enrollment, visibility, and engagement, the stronger our program and the more filled our studios will be.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

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**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

In last year's Program Review overview, many areas of focus were recorded. Please see below for analysis of each area.

1) Increase Dance Program visibility on campus, in other academic institutions, and in the San Diego community

How developed:

- Fine and Performing Arts Council
- Targeted discussions with Dramatic Arts for performance venue and collaboration
- Increased requests for dancer performance and dance support at campus events
- Great momentum toward creating cheer/song team and correlating curriculum
- Visix and aframe marketing
- Second Performance in San Diego Fringe
- Live Arts Fest collaboration with 5 other local community colleges

Next steps

- Maintain current diligence while establishing new patterns for engagement and connectivity

2) Promotion of NEW AA Degree in Dance and Certificates of Achievement in Commercial Dance and Choreography

How developed:

- Dance Majors meeting
- engaging new group of dedicated dancers
- creation and refinement of pathways folders and dance program information
- Major Fair and Welcome Week Participation

- Dance Transfers meeting

Next steps

- establish transfer resource folder
- establish personal connections with likely transfer institutions

3) Increase transferability of dance technique and dance academic courses

In progress - in research stage

4) Increase class enrollment

How developed:

- taking steps for increased visibility
- engaging a new group of dance majors
- creating feeling of cohort for those who wish to become dedicated students of dance
- continue to offer diverse course offering and support equity of students

Next steps

- develop strategies for direct high school recruitment

5) Costume Storage

How developed:

- detailed work with vender specification and item constraints

Next steps

- follow up with funding and receive storage solutions
- install storage racks and organize closet space

6) Smart Classroom Technology

How developed:

- detailed work with vender specification and item constraints

Next steps

- follow up with funding and receive technology items that have been approved (video camera and portable speakers)

7) Campus Performing Arts Complex

How developed:

- in conversation with City College, Mesa College Dramatic Arts, Dance Program leadership for theater solutions

Next steps

- seek advise of Chairs, Deans, and appropriate Vice Presidents to create an ad hoc committee for concept exploration

8) Create lifelong dance advocates

How developed:

- mentoring new group of dancers to grow their dance passions and commitment to moving arts

Next steps

- emphasize pathways for success, while at the same time instilling basic skills for dance, academic, and life achievements