

2022-23 Program Review - DANCE

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

Program Information & Executive Summary

Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes:</p> <ul style="list-style-type: none">● Highest level of spring 2023 transferring students in dance<ul style="list-style-type: none">○ 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<ul style="list-style-type: none">○ All dance technique courses are presented in a hybrid format to be utilize studio technical practice and online theoretical learning● 3 Digital Concerts<ul style="list-style-type: none">○ Successful execution of rehearsing, filming, presenting dance film.○ Fall 2021 Digital Concert<ul style="list-style-type: none">■ Concert Program Information○ Spring 2021 Digital Concert<ul style="list-style-type: none">■ Concert Program Information○ Fall 2020 Digital Concert<ul style="list-style-type: none">■ Concert Program Information● 3 Performances at Mesa College Apolliad Theatre<ul style="list-style-type: none">○ Increasing student performance course enrollment<ul style="list-style-type: none">■ Spring 23: 55 enrolled■ Fall 22: 35 enrolled■ Spring 22: 21 enrolled○ Audience attendance<ul style="list-style-type: none">■ Spring 23: 535 online sales■ Fall 22: 328 online sales■ Spring 22: 235 online sales● Increased awareness of dance awards for students<ul style="list-style-type: none">○ Tracking of Dance majors● CLOs updated<ul style="list-style-type: none">○ Course Learning Outcomes consolidated and revised to reflect teaching content○ Cohesive pattern of assessment established

		<p>Challenges</p> <ul style="list-style-type: none"> ● Low enrollment *But now on an upward trend <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Dance studio classes do not transfer well to online education, while retaining a high vigorous level of training ● Certificates not aligning with student completion <ul style="list-style-type: none"> ○ Current certificate curriculum does not align with current student completion efforts ○ Learning and career trends have shifted ● Multi-level courses <ul style="list-style-type: none"> ○ 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
<p>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.</p>	<p>Optional</p>	

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	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.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support

Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit</p>	<p>Enrollment:</p> <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ 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)

outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work

- 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
 - 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**

		<ul style="list-style-type: none"> ● 21/22 Awards <ul style="list-style-type: none"> ○ Choreography Cert: 1 ○ Dance AA: 1 <p>Labor Market</p> <ul style="list-style-type: none"> ● 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
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>Gender Gap</p> <ul style="list-style-type: none"> ● Fewer men in classes ● Lower success rates for men <p>Enrollment mimics Mesa general trends</p> <p>Equity gap for Latinx students.</p> <ul style="list-style-type: none"> ● ALL Terms (Su16-F22) <ul style="list-style-type: none"> ○ 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. <p>Enrollment by Style of Dance (22/33)</p> <ul style="list-style-type: none"> ● 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%

		<ul style="list-style-type: none"> ● Modern <ul style="list-style-type: none"> ○ African American/Black - 3% ○ Asian - 6.1% ○ Filipino - 0% ○ Latinx - 45.5% ○ White - 39.4% ● Tap <ul style="list-style-type: none"> ○ African American/Black - 0% ○ Asian - 0% ○ Filipino - 6.3% ○ Latinx - 37.1% ○ White - 50%
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may be helpful in supporting this section.</p>	<ul style="list-style-type: none"> ● Department meeting DEAI Discussion guide <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

Practice Reflection

Prompt	Guidance	Program Response
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>Collaboration among dance styles</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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. <p>Splitting levels of ballet</p> <ul style="list-style-type: none"> ● 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. <p>Performance opportunities at all levels</p> <ul style="list-style-type: none"> ● 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. <p>Diversity of faculty</p> <ul style="list-style-type: none"> ● Students are able to see themselves reflected in instructors. ● Dance Faculty diversity distribution <ul style="list-style-type: none"> ○ Contract Faculty <ul style="list-style-type: none"> ■ 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?

Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.

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

		<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.s
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Unit Goals and Action Plans

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Increase Enrollment Goal 2: Increase Award Completion Goal 3: Increase Adjunct Faculty engagement

<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1: Increase Enrollment</p> <ul style="list-style-type: none"> SO: Pathways and Partnerships: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. SO: Pathways and Partnerships: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers. SO: Pathways and Partnerships: Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers. <p>Goal 2: Increase Award Completion</p> <ul style="list-style-type: none"> SO: Completion: Develop pathways that provide students with clarity about degree, certificate, and transfer requirement SO: Completion: Develop cross-functional teams that support student success and include integrated career and transfer counseling. <p>Goal 3: Increase Adjunct Faculty engagement</p> <ul style="list-style-type: none"> SO: Community: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing. SO: Community: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.
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<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1: Increase Enrollment</p> <ol style="list-style-type: none"> 1. Increase Visibility on campus - performance, collaborations, tours, presentations 2. School collaborations - in reach / outreach <ol style="list-style-type: none"> a. Madison High School b. Kearny Mesa High School <p>Goal 2: Increase Award Completion</p> <ol style="list-style-type: none"> 1. Pathways to UC, CSU, SDSU <ol style="list-style-type: none"> a. Dance Education Track Development b. Outreach/Inreach c. Transfer information 2. Check points for students at all points of completion landmarks <ol style="list-style-type: none"> a. Create consistency and accountability for pathway progress <p>Goal 3: Increase Adjunct Faculty engagement</p> <ol style="list-style-type: none"> 1. Curriculum development collaboration <ol style="list-style-type: none"> a. Create regular meeting times b. Create Taskforce action items 2. Artistry elevation and sharing <ol style="list-style-type: none"> a. Share professional development and professional accomplishments 3. Seek incentives that encourage participation <ol style="list-style-type: none"> a. Grant funding b. ESU / reassigned time
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>

Lead Writer and Manager Information

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