

SAN DIEGO
MESA COLLEGE



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 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

Summary and Reflection

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

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

Summary and Reflection

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

Summary and Reflection

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' 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%

Summary and Reflection

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%

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%

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.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Summary and Reflection

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.

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.

Summary and Reflection

-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

Are there any edits or updates to the Executive Summary above?

no

Are there any edits or updates to the Data Reflection above?

no

Are there any edits or updates to the Practice Reflection above?

no

Summary and Reflection

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: X
- Community - Objective 5: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 4: X
- Scholarship - Objective 3: X

Action Plans	Action Plan Update
Action Plan Status: Active Action Plan: Increase Visibility on campus - performance, collaborations, tours, presentations Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	
Action Plan Status: Active Action Plan: School collaborations - in reach / outreach a. Madison High School b. Kearny Mesa High School Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026	

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

Summary and Reflection

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

- Community - Objective 2: X
- Community - Objective 5: X
- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 4: X
- Pathways and Partnerships - Objective 5: X
- Scholarship - Objective 2: X
- Scholarship - Objective 4: X
- Scholarship - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active Action Plan: Pathways to UC, CSU, SDSU a. Dance Education Track Development b. Outreach/Inreach c. Transfer information</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active Action Plan: Check points for students at all points of completion landmarks a. Create consistency and accountability for pathway progress</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</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)

Summary and Reflection

- Community - Objective 3: X
- Community - Objective 4: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Scholarship - Objective 1: X
- Scholarship - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Curriculum development collaboration</p> <p>a. Create regular meeting times</p> <p>b. Create Taskforce action items</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Artistry elevation and sharing</p> <p>a. Share professional development and professional accomplishments</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Seek incentives that encourage participation</p> <p>a. Grant funding</p> <p>b. ESU / reassigned time</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	