

**Department of Performing Arts
Dance Program's Response to Review Team Report**

April 27, 2015

To: Dr. Madonne Miner,
Dean of the Telitha E. Lindquist College of Arts and Humanities

First, the Dance faculty would like to express ~~our~~ gratitude to the Review Team members who so graciously gave of their time. We appreciate their insights and efforts and value their comments.

Below is a response to the Program Review Team Evaluation conducted January 2015. The Review Team's comments are in italics.

Standard A- MISSION STATEMENT

The Dance Program's mission statement is clear. It is in alignment with both the program's own learning outcomes and the mission of the university. It does a good job of articulating the program's focus on developing creativity and skills in critical thinking, communication and collaboration with the goal of preparing its students for the evolving job market and to be engaged, contributing members of their communities.

We are pleased that our revisions of the Dance mission statement are clear and properly align with the university's mission statement.

Standard B-CURRICULUM

The Dance Program curriculum is strong and consistent in its offerings with other dance programs in the region of comparable size. In the interest of increasing retention and boosting their numbers we think perhaps the program, with the help of the administration, could benefit by looking into the possibility of creating a two-year certificate and/or Associate Degree. This would fall in line with the goal of the Board of Regents of the Utah System of Higher Education to have 66% of Utahans—men and women ages 25-64—earn a postsecondary degree or certificate by the year 2020.

We agree that investigation into a two-year certificate and/or Associate's Degree could benefit our students and the program. Curriculum revisions are ongoing. Included in our five-year plan for curriculum are revisions to maintain parity with Utah State Office of Education (USOE) requirements for Dance Education Secondary Certification as well as support for the USOE Secondary Dance Endorsement.

Standard C- STUDENT LEARNING OUTCOMES AND ASSESSMENT

We applaud the faculty's work in identifying four clear learning outcomes, which they have articulated on all syllabi: that their students should be proficient in Technique and Performance, Theory and Criticism, Creative Process, and Meaning/Self Discovery. We think assessment of student progress will be the next challenging task because

dance is not an inherently quantifiable field. We recommend that they look for more ways to translate student progress into quantifiable measures without compromising the qualitative nature of dance.

We agree that assessment is an ongoing procedure. We discuss and revise assessment strategies on a regular basis, and will be investigating the National Dance Education Organization's recent development of dance evaluations for national standards as well as recruiting input from colleagues at similar institutions. We look forward to crafting and implementing more quantifiable measures during our five-year plan.

Standard D- ADVISING

All three of the fulltime faculty are sharing the responsibility for advising by each focusing on a particular group of students within their program: Dance and Dance Education majors, Dance and Dance Teaching Minors, and Dance Honors. They are also drawing on the expertise of the College of Arts and Humanities' academic advisor for help on general education requirements. This is a system they put in place after their last review and it seems to be working well.

We will continue advising in the current format.

Standard E- FACULTY

The faculty is the great strength of this program. The fulltime members are careful to integrate the adjuncts thoroughly into the program so that all teachers are aware of the learning outcomes that are their collective goals. At this time, however, the faculty has a huge hole. They have recently lost the help of the design technical faculty in the theater department. This has crippled the dance program's ability to carry out a central function of their program: to train their students for performance. We think it would be wise for the dance program faculty to articulate a long-term strategic plan. This would help them to outline their needs and be more persuasive in their arguments for additional support and faculty lines, by enabling them to tie the additional support to their curricular goals and plans for growth.

We appreciate the recognition of our efforts, and agree that a long-term strategic plan must be created to address the loss of technical support of Orchesis Dance Theatre fall and spring, Choreography II showings and participation in American College Dance Association regional meeting. This action plan must include budgetary attention and curriculum revisions to assist in the hiring of technical support. This will address the technical-design side of dance students' education.

Standard F- SUPPORT (STAFF, ADMINISTRATION, FACILITIES, EQUIPMENT, AND LIBRARY)

The department's administrative assistant and budget specialist noted that they especially enjoy working with the dance program faculty in part because they rarely ask for help. The evaluation committee recommends that the Department of Performing Arts consider selecting one of the dance faculty to an administrative

position in the department, perhaps as department chair or assistant to the chair. Because the dance program is the smallest of the three programs housed in the Department of Performing Arts it is easy for its voice to be lost and perhaps for the needs of the larger programs to take precedence. The Committee recommends the dance program look into levying course fees to help pay for equipment needs. The library support is good.

We acknowledge the recommendation that the Department of Performing Arts consider a Dance faculty member in a position of Department Chair or Vice-Chair. The Dance Area is faced with being a smaller voting block than the other two areas within the department. The action plan will once again include Dance faculty members making themselves available for an open position that may include Chair, Vice-Chair or Assistant to the Chair upon the next election cycle.

We agree that investigation into additional course fees is appropriate, but want to make sure careful consideration is given to students and the burden they carry financially for their education, as well as to the needs of the Dance Area to provide for their best educational experience.

Standard G- RELATIONSHIP WITH EXTERNAL COMMUNITIES

Community outreach is another great strength of the dance program. Their student Moving Company does numerous performances in the schools in a multicounty area, providing a great service to its audiences and valuable experience to the company's members. The dance faculty is also unusually enterprising about generating interdisciplinary projects with other faculty on campus and with community entities.

We are pleased that our community outreach efforts are recognized and greatly value our relationship with area schools and organizations and will continue to support and highlight collaborative projects both on and off campus.

Standard H-RESULTS OF PREVIOUS PROGRAM REVIEWS

It is important to note that this program review is the first that is for the dance program alone. The previous review was for the entire performing arts department. However, the dance program has actively tackled recommendations from the previous review. They have followed the request that they spread out the workload of advising and internal administration, and are now sharing both duties evenly among the three-fulltime faculty members. And they have wholeheartedly taken on the recommendation that the department pursue more interdisciplinary collaborations. In fact, they appear to have taken the lead in this area.

We appreciate the recognition of our efforts in implementing the recommendations from the previous program review. We are committed to a student-centered approach to the practice of dance as a performing art, and constantly look for ways to make our program more relevant and vibrant.

Sincerely,

Joanne L. Lawrence, Amanda Sowerby, and Erik Stern

Dance Program faculty