

Administrative Response to Program Review

Dance Program

April 2017

On April 14, 2017, the Dance SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Dance program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

Noteworthy Efforts or Achievements

- An engaging program review presentation that demonstrated the commitment of our faculty present at the review to program and student success. The inclusion of student testimonials and performance in the program review was especially poignant and reflected the importance of Dance curricula in promoting student retention and success.
- Recent attempts to engage in additional recruitment efforts, including creation of a social media page and more established connections with local dance artists and presenters.
- Work towards creating an articulation agreement with the University of Oregon's Dance Program.
- Alignment of program objectives with the Professional Teaching Standards for Dance Arts (National Dance Education Organization).
- Enhanced and robust collaboration across disciplines, including Theater Arts and Music.
- Use of SAC-specific evaluation questions to inform decision-making.
- Surveying of dance students to inform programming.
- Intentional design of coursework to create a sense of belonging for students, thereby likely enhancing student retention and success.

Observations and Recommendations

The Program Review presentation came across as primarily or exclusively from a Sylvania perspective. We acknowledge the challenges that SACs with only one full-time faculty face and appreciate efforts that have been made to engage part-time faculty in SAC-related efforts across the district. However, it was reported to the Rock Creek Dean of Instruction that the Faculty Department Chair and part-time faculty for Dance were not consulted about the program review and were not invited.

Again, we acknowledge the challenges that SACs with only one full-time faculty face and appreciate efforts that have been made to engage part-time faculty in SAC-related efforts across the district. However, responding to a lack of SAC involvement by pulling dance from other campuses is not an option as this centralizes a decision around the needs of instructors instead of the needs of students. We are committed to maintaining Dance offerings throughout the district and see robust enrollments beyond Sylvania indicating student need/interest in Dance programming throughout the district. Further, the bond also allowed for dance facilities to be built out on at least one other campus (RC), showing structural commitment to Dance programming.

When facing challenges involving part-time faculty on other campuses, we ask that the full-time faculty and associated Faculty Department Chair and Division Dean reach out to their respective Faculty Department Chair(s) and Division Dean(s) to request support and outline a strategy for enhanced collaboration. Our expectation is that the SAC chair, with support from the SAC liaison, will meaningfully involve all members of the SAC to the best of their ability.

We also encourage the SAC to consider equity considerations in choice of programming. Hip Hop, and other forms of Dance are important to offer across the district along with Ballet and Modern. From an equity and inclusion standpoint, while it is important to consider how our offerings support the transfer process for our students, we also need to balance this with an understanding of how excluding classes that exist within the cultural context (e.g. Hip Hop) may risk marginalizing our students of color and the communities that see themselves in our dance programs and limit the potential for cross-cultural exposure for all students.

Beyond these recommendations, we believe that the Dance SAC has shown a commitment to evolving the Dance program and a strong investment in student success. We are pleased with the many advancements this SAC has made since the last program review and urge you to continue to keep up the great work.

Administrative Response to Resource Needs/Recommendations

1. Re-establish the Dance Appreciation Course.

Your stated rationale for re-establishing the Dance Appreciation course is noted and appreciated. Please work with campus Division Deans and Faculty Department Chairs to determine the feasibility of offering this course in the future.

2. Lowering the class capacity for dance from 30 to 20.

Class size is determined by a process described in 26.24 of the Faculty Contract. The SAC puts its recommendations in writing (as in the Program Review) and then the SAC and SAC liaison attempt to reach consensus on any changes. The DOIs support the SAC and SAC liaison engaging in this good faith dialogic process. Please work with your SAC liaison to begin this process.

3. Distill the dance program to PCC Sylvania campus where students can immerse in creative culture and collaborate amidst other art forms.

As explained below, we are committed to maintaining Dance offerings throughout the college. Sylvania leadership is open to discussing the option of offering more of the advanced classes at Sylvania. If you'd like to discuss this in more detail, please work with your Division Dean to arrange for a meeting with the Campus President and DOI.

4. Create more/increase regularly occurring performance opportunities in collaboration between Dance and other VAPAD Faculty at the PCC Sylvania Campus. More specifically, Music and Theatre in an effort to prepare students to enter the PCC Musical which currently happens every other year.

We are in full support of developing opportunities for interdisciplinary collaborations. Please work with your Division Dean to develop a plan to enhance such collaboration.

5. Revise degree transfer credit schedule as outlined on PCC Dance Webpage to reflect current course offerings.

Ensuring that web-page content is up-to-date is critical to ensuring that students understand how to navigate program offerings. We are in full support of your efforts to ensure that the web-page is accurate and current. Please work with the IT web team to arrange for updates.

6. Continue collaboration with the Portland dance community at large.

We appreciate your active efforts to increase collaboration with the Portland dance community and are eager to hear more about your methods for continuing this collaboration.

7. Increase marketing for dance classes to access not only PCC students, but also students at PSU and the Portland community at large.

This appears to be a wise recommendation, especially in a time of unstable enrollment. Please work with your Division Dean to actualize a plan and consider consulting Community Relations managers on the respective campuses for brainstorming around marketing strategies and approaches.

8. Foster more involvement from PT dance faculty to create a more robust experience and comradery between dance faculty.

As noted above, we recognize the challenges involved engaging PT faculty across a district and are fully supportive of this recommendation. Please consider reaching out to faculty in other disciplines to gain insight and ideas around how to create a community within a department that spans multiple campuses and how to engage PT faculty in that community.

9. Increase the length of the Dance Improvisation class from 1 hour, 20 minutes to 1 hour, 50 minutes in length to allow more time for in-depth reflective practices and classroom discussion.

Please work with your Faculty Department Chair and Division Dean to examine course length options. Should a curricular revision be necessary to meet this change, please consult with the Curriculum Office.

10. Re-establish the Dance Appreciation Course, and work with PCC administration to allow the course to be co-offered as Arts and Letters course satisfying for degree requirements.

We are in support of exploring the option of obtaining approval to add this list to the General Education list for Arts & Letters. Because General Education is under current review and likely revision, we recommend that Dance faculty remain actively engaged in workshops or other meetings relating to the requirements for inclusion on the General Education Arts & Letters list. It is true that that may take several years, and if the SAC wishes to have the course included sooner, we suggest that you look at the current requirements and prepare to make the case to the Curriculum Committee. Please contact the Curriculum Office if you difficulty accessing the Gen Ed request page in Courseleaf, or if you have questions about the process.

11. We would like support in working with PE at Sylvania to streamline studio scheduling in such a way that provides the dance classes more of a voice and preference to time slots. We believe that streamlined scheduling of dance classes will make taking dance classes more accessible to students, thus increase enrollment.

We encourage collaborations to enhance room utilization and scheduling practices. Please work with your Division Dean and Faculty Department Chair to set up a meeting with the PE Division Dean, Faculty Department Chair, and Campus Scheduling Coordinator.

12. Currently, most students are signing up for dance classes under the “D (Dance)” listing as opposed to “PE”. However, we pose the question- can students still receive PE Credit through dance, without being signed up through PE?

If the course is listed as equivalent to a PE course, it does count for a PE degree/cert requirement. This is *currently* the case for all Dance classes which are equivalent to a PE class; a student who enrolls in the Dance version will fulfill any requirement that is met by the equivalent PE class (for example, the health/wellness requirement of the AAOT and AS degrees).

However, this would **no longer** be the case if the SAC were to "split" the Dance and PE offerings, such that they were no longer equivalent. A student choosing to enroll in a PE class would receive credit towards their AAOT/AS health/wellness requirement; a student choosing to enroll in the (formerly but no longer equivalent) Dance version of that class would not. It would also change the way that repeat forgiveness rules do (and do not) apply for students who take a Dance class and then take the (formerly equivalent) similar PE class, or vice versa.

There are significant impacts on current students in implementing a change of this magnitude, as well as possible enrollment consequences for the SAC. It is strongly recommended that the SAC consult with the Registrar and Curriculum Director to discuss these impacts prior to making a final decision on this issue, as well as to carefully plan the implementation of it (should the decision be made to go forward) so as to minimize negative impacts on students.

13. At present, the main SAC involvement comes from faculty already housed at the PCC Sylvania campus, still with involvement from most PT faculty almost non-existent. As an outsider coming in, I (Sara Parker) witness the downfalls of this, and the impact it has on the role of the dance program at PCC. In an effort to foster more involvement from PT dance faculty, I believe the majority of dance classes for dance credit should take place at the PCC Sylvania campus, a theater and performing arts hub. In this way, the Dance SAC would be comprised of FT and PT Faculty at PCC Sylvania leaving dance faculty at other campuses to be absorbed by their respective PE programs.

Please see comments above in “Observations and Recommendations” and in #3.

14. New sprung marley dance floor and/or a cleaning system for the studio space that creates a safer surface for students to dance on. With the potential of a remodel for the HT building at the Sylvania campus, we would need the dance flooring to have proper sprung, Marley flooring. Ideally, this room would also have nice lighting, a strong sound system, and cubbies for students to put their personal belongings.

At Sylvania, as we prepare for the possible HT Building remodel, we encourage you to bring these requests to your Division Dean to be communicated to the architects as designs are constructed for new spaces. On other campuses, requests for space needs can be discussed with the campus Division Dean and Dean of Instruction.

15. Increase marketing.

As mentioned above, please work with your Division Dean to actualize these plans and consider consultation with Community Relations managers on the respective campuses for brainstorming around marketing strategies and approaches.

Closing

In closing, we want to again thank the Dance faculty and staff for sharing the results of your program review with us. We are pleased with your success in developing a rigorous dance program. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Karen Paez, on behalf of the Deans of Instruction and Dean of Academic Affairs.

Kendra Cawley, Dean of Academic Affairs

Al McQuarters, Interim Dean of Instruction Southeast Campus

Karen Paez, Interim Dean of Instruction Sylvania Campus

Cheryl Scott, Dean of Instruction Rock Creek Campus

Kurt Simonds, Dean of Instruction Cascade Campus