

DANCE PROGRAM SELF STUDY REPORT

Section 1: Statement of Purpose

The purpose of the Dance Program is to provide students with the first two years of college education offering them a solid, diverse and comprehensive training program in dance. The Dance Program also seeks to prepare students for jobs in the dance field through real experiences on the stage and in the classroom while maintaining an atmosphere of openness and inclusiveness.

Section 2: Vision Summary

The dance field has traditionally been, by its own nature, a collaborative one. Dance productions throughout history have been a testimony of the collaborative efforts by artists from different areas. Musicians, visual artists, poets and designers have been collaborating with dancers and choreographers to create a body of works that make up our dance culture. In today's world it is time, once again, for the dance field to open itself up to embrace yet a wider number of collaborators that are emerging from diverse sectors of our culture and from changes and developments in the field of new technologies (videographers, filmmakers, digital authors, etc.). If dance is to remain a vital part of our culture, this openness toward cultural diversity and the contributions of these new collaborators are essential.

It is of great importance for the future of the Dance Program at ACC to take into consideration this multifaceted aspect of today's dance.

In order to establish a more wholesome and inclusive vision and a truly collaborative approach of instruction, the ACC dance program strives to:

- Increase course offerings and constantly update the curriculum to include the latest developments in new technologies and the dance field. Naturally this means the acquisition of another dance studio since the current one is being used all the time.
- Offer interdisciplinary courses and activities that explore the collaborative nature of the arts.
- Continue to create performances, especially interdisciplinary collaborations as a way to expand audiences, enrich the quality of life in the Austin community and deepen the understanding of dance as an art form.
- Provide students with job related opportunities.

Section 3: Identification of Strengths, Weaknesses, Opportunities and Threats

Team Members:

Kathy Dunn Hamrick, Dance Professional, Dunn Hamrick Dance Company, Austin, TX

Debra McAddo, Student

Darla Johnson, Dance Program Adjunct Faculty

Shelby Brammer, Full Time Faculty, Drama Program

Jose Bustamante, Full Time Faculty, Dance Program, Chair of Dance Program Review

STRENGTHS

Faculty

A strong faculty made up of qualified instructors with experience in the professional field is reported as one of the great assets of the Dance Program. Along with their teaching, every single member of both adjunct and full time faculty (only one full time) maintains a direct connection with the dance field. They are either professional dancers or choreographers that direct a dance company and produce artistic work locally and have established themselves as an integral part of the Austin's art landscape. The team believes that the Dance Program's faculty is grounded by a direct and extended experience of dance, and that this kind of instructors are capable of guiding the students in a manner that is tuned in with the needs of the artistic world outside the college environment.

Curriculum

The ACC Dance Program offers courses in technique, improvisation, composition and performance. The team found the curriculum to be very complete, versatile and well balanced, providing information both for the body and the mind. The Dance Degree provides an excellent starting point for students wanting to go into the dance field and it is also organized so that more experienced dancers can continue their growth and development. With a strong base in modern dance, the Program aims to produce and nurture artists with individual voices. The Program's emphasis is in the creative component of dance, fostering exploration and self-discovery.

Performance Opportunities (productions)

Another strength of the Dance Program is the dance productions that offer performance opportunities to the students. The Program produces a dance concert every semester named "Choreographer's Showcase". These productions are presented in the Main Theatre at the Rio Grande Campus and are supervised and directed by faculty. The students present their works in a professional setting with full production values. This opportunity is of great importance for a dancer's training since through the act of performing is how the acquired knowledge is integrated and shared with an audience. This is an invaluable opportunity for growth.

From a wider perspective the Dance Program productions help develop dance audiences for Austin and connect the student work with the community.

Studio, Class Size and Low Cost

This combined set of strengths is related to the good quality of the dance studio, the small class size and the low cost of the courses. The team believes that these aspects are very attractive to students, have a great positive impact on the quality of instruction and that the low costs make dance accessible to a wider number of students.

Scholarships

Both the Dance and Drama Programs at ACC offer scholarships to outstanding students on a semester basis. The proceeds from ticket sales are what fund the scholarships. The Dance and Drama Scholarship Committee reviews applications for scholarships and select the recipients at the end of each semester. These scholarships pay for the student's tuitions fees and books. The review committee feels this is an excellent way to support, promote and encourage the development of outstanding students.

WEAKNESSES

Studio – Space Availability

Although the quality of the dance studio is good, space availability is one of the great weaknesses of the program. The dance Program operates with only one studio at the Rio Grande Campus. Due to the very nature of dance, space is of utmost importance. The curriculum design and scheduling of the dance courses is governed by the availability of the dance studio throughout the day. The duration of the courses is planned so that the Program can fit its offerings. Instead of assigning the correct duration (contact time) for a class, the classes are given only the time that would make it possible for the Program to include and schedule all of its courses, leaving barely no time for practice and rehearsals. This has created a situation in which most of the courses are only one credit hour meeting only twice a week for an hour and fifteen minutes. This has affected both the transferability of courses and the possibility of reaching and extending the student's potential through more consistent and regular training sessions. It is important to notice that an activity like dance requires constant practice and that body training is, or should be, an everyday activity. Further more the creative and compositional aspects of dance are also learned and expressed in space and a certain amount of exploration in space is necessary. In addition, the need for rehearsal space and studio time for the development of student projects places an extra demand on the current studio situation. Needless to say the studio is very busy all day even when a mere glance to the printed schedule might suggest that there are some available spots.

Small Program Syndrome

The general observation is that the Dance Program has suffered from a lack of administrative support and that due to its status of small program, its importance is somehow forgotten.

In regards to faculty the sentiment from some of the team members was that there is not enough full-time faculty in the Dance Program and that because of this the connection among faculty is dispersed.

Theatre Facilities

The review committee foresees a need to improve the theatre facilities. An update of equipment and renovation would not only be beneficial to the Dance Program, but to the general ACC community and visiting productions as well. Problems concerning

lack of space for costume changes, lighting equipment, masking, scene shop and storage in general should also be addressed.

Course Transferability

The committee feels that due to the lack of additional space, dance courses have been adjusted to be only one credit hour and that this condition makes those courses less transferable. The Dance Program has made some recommendations to the curriculum committee and is waiting approval for some of the suggested changes. It is important to note that these changes are not ideal but the Dance Program expects to increase the transferability of some of its courses.

OPPORTUNITIES

Networking

The artistic climate in Austin is an excellent condition for establishing a network with other dance-oriented institutions. The opportunity for establishing connections with other dance companies, artists in the community, partnerships with high school programs, local schools and other ACC campuses is perceived as one of the great opportunities to the Dance Program. This could also allow the Dance Program to explore the availability of studio space and other resources outside of ACC and provide students with additional performance opportunities, internships and contact with professionals in the dance field.

These new relationships could have a great impact in the educational and production areas of the Dance Program.

Collaboration and Exchange

Since one of the most valuable aspects of education is hands-on training and experience, the review committee considers that the Dance Program should actively encourage collaborations that promote internships, apprenticeships and work-study opportunities for students in both the teaching and performing areas. Exchange activities are considered to stimulate and expand the creative process. The presence of guest instructors, speakers, guided seminars, etc. is also essential input in an integral education approach.

Collaborations with Drama, Creative Writing, Art, Music and Photography would enhance the quality of our productions, expand our expectations of dance and the arts and integrate artistic expressions from different disciplines.

Performance opportunities at other venues and college festivals would extend our presence in the community and the national college scene, attract future students and establish our program as a Mecca for dance.

THREATS

State of the Arts

From a big picture perspective, the review committee feels that perhaps the most “threatening” set of threats the Dance Program faces are: the lack of understanding about the arts; the idea that art has devalued; a sense of cultural indifference to what the arts experience in a commercially oriented world; and a growing emphasis on technology vs. art.

Lack of Internal Support

The review committee perceives a bipolar trend in the administration leadership regarding small programs like the Dance Program. On one hand the administration seems to be interested in the growth of smaller programs and the increase in the use of instructional technologies. On the other hand the problems of such programs like the need for appropriate or additional space and properly equipped facilities, which would actually produce the expected growth, gets overlooked.

World Affairs and Economy

The economic atmosphere, lack of jobs in the arts, education funding in general and budgetary cuts are of great concern for the Dance Program.

Small Program

As a small program with only one full time instructor, the review committee feels there is inconsistent communication between faculty and lack of communication between the college and the community.

The possibility of decreased enrollment, caused by not enough degree-seeking students, limits on transferability and competition from other schools and private dance classes were also among the concerns.

Section 4: Summary Analysis of the Core Indicators of Effectiveness

NEED

Community Need

Austin is perceived as a center for the performing arts. There are numerous opportunities for artists to present their work in a variety of venues. The city of Austin supports the Opera, the Ballet, the Symphony and a wide range of dance and theatre groups that are recognized for their innovative and high quality contributions to the cultural landscape of the city. There seems to be so much activity in the cultural arena that there is a lack of performance spaces and although there are efforts in place to build future facilities for the performing arts, the emergence of these spaces cannot keep up with the current artistic growth. This is one of the indicators of why Austin is thought of to be a “land of opportunity”.

Austin is also a magnet for the development of multimedia and computer technologies. More and more we witness artistic productions that rely heavily in these technologies and artists that incorporate them in their process of artistic creation.

Dance in Austin is definitely alive and kicking. There is a diverse and numerous dance companies that hold regular seasons and that also offer services in the educational and fitness arena.

A number of dance artists teach dance classes for the general public, for children at schools and for disadvantage citizens. Others have gained recognition as excellent teachers in the realm of fitness training. Their refined knowledge of the body and their capacity of integration of different training systems have proved them to be of great value.

The student population in the Dance Program, made up of young students and community members of all ages, is diverse and growing and the review committee feels this is a reflection of its need in the community.

Enrollment Trends

Year	Combined Sections	Enrollments	Contact Hours
1997	25	254	12,800
1998	27	286	14,464
1999	31	350	17,584
2000	32	324	14,832
2001	31	336	16,992

From 1997 through 2001 the combined sections increased by 6 or 24%, the enrollments increased by 82 or 36% and the contact hours increased by 4,192 or 32%.

Outcomes

The number of degrees conferred between July 1, 1997 and June 30, 1998 was 1, between July 1, 1998 and June 30, 1999 was 1, between July 1, 1999 and June 30, 2000 was 2 and between July 1, 2000 and June 30, 2001 was 1.

The available data shows that for 1999-2000 one out of two graduates was employed with no additional education and one was not found.

The graduation rate in the Dance Program is limited due to the fact that most of the students that choose to take dance courses don't come into the program with the intention of completing the requirements of the two-year degree. They either will transfer to another institution before completion of the degree or will take courses for personal enrichment or to learn specific dance skills. Also the Dance Program has a lot of students that return semester after semester to keep up with their dance training and to keep developing their dance skills as their work and life schedules allow. Given these circumstances the outcome data may be of minor significance overall. The fact that the enrollment figures show an increasing trend speaks for the interest and enthusiasm of the student population and it is proof that the Dance Program is attending also to the needs in the community.

COST

Budget Analysis

The modest budget of approximately 6,000 for departmental expenses (without faculty salaries) is wisely spent to produce 2-3 dance productions a year. These productions provide the students with an opportunity to display their works in a fully produced and professionally run dance concert at the main theatre of the Rio Grande campus semester after semester. The program's budget pays for the expertise of lighting and costume designers; dance adjunct faculty stipends, marketing materials, supplies, etc for the successful completion of these productions. Ticket revenue from these productions is used to support drama and dance scholarships (between 300.00 and 500.00) that are granted to exceptional students at the end of each semester.

Comparative Program Costs

Although in the final analysis (cost study report) the college's cost to run the program is approximately 50,000 per year, the review committee believes that the program's cost is justified within the context of the college's mission. Considering that all the dance courses have a class limit of 12 students (because the size of the dance studio) and that the dance program mostly uses a single space (the dance studio) at a single campus (RGC), the review committee feels the Dance Program's ability to raise larger revenues is undermined.

PROGRAM EFFECTIVENESS

Students Achievement

Course Completion Rates

The grade distribution data for the three years listed in the handbook, 1999, 2000 and 2001, and the partial year, 2002, fall within a reasonable range of the average grade distribution data from the college's general student population.

Grade Distribution from Fall 1999 to Spring 2002 by Semester

	A	B	C	D	F	W	Total
Fall 1999	86	17	7	0	2	32	145
Spring 2000	71	14	7	4	1	31	129
Summer 2000	26	12	2	1	0	9	50
Fall 2000	57	27	12	0	3	36	137
Spring 2001	52	21	8	0	0	43	125
Summer 2001	48	8	2	1	0	13	72
Fall 2001	63	25	10	0	1	34	134

Spring 2002	89	19	3	0	0	38	150
----------------	----	----	---	---	---	----	-----

Program Completion

Please refer to the **Outcomes** section under **NEED**

Student Retention

Retention Rates

The available data shows an average of 2-4% over the average ACC withdrawal rate of 22.5%. Spring of 2001 is at 12% over the ACC average rate.

The only consistent pattern of withdrawal is among the classes that involve an extra effort from the students in order to prepare for the dance productions. This makes perfect sense if one takes into consideration that extra rehearsal time is often necessary and that sometimes students that sign up for these classes misunderstand the course descriptions or can not fully interpret them because they have never attended a class that involved a commitment to a group. This is an important aspect for courses like Dance Performance Workshop or Dance Composition in which the class follows the model of a group that is responsible for putting together a production. If an individual does not commit as fully as the group requires, the group creates pressure and sometimes the individual chooses to abandon the course after they fully understand what it really takes in order to succeed in the course.

The committee feels that the fact that most of the dance courses are one credit hour might be a factor that could influence the student's decision to withdrawal from a dance course.

Student Outcomes

Transfer of Graduates

In the most recent study, ACC students had a transfer rate 0.7% lower than all others statewide, with 33.9% of its students transferring to other colleges or four-year universities. For the year 2000 the Drama Program's transfer rate was 44%, so it was 10% above the accepted norms for the school. Dance Program students transfer to The University of Texas at Austin (11%), Southwest Texas State University (11%), Texas Tech University (3%), Texas Woman's University (3%) and other Texas University (6%).

GPA of Transfer Students

No data is available.

Access

Course Availability

In the last three years the Dance Program has been consistently offering 12-13 sections in the fall semester, 13 in the spring semester and 7 during the summer. These limits are

mainly imposed by the limitation of having only one dance studio. The offerings are only at the Rio Grande campus for the same reason. The class offerings are very well distributed between morning (5 courses), afternoon (4 courses) and evening (4 courses). The data shows a consistent 22-35% of Hispanics, 4-10% African-American and 2-6% Asian and an average of 93% female students taking dance courses.

Barrier to Students

The review committee was not aware of any physical barriers to students attending courses. The possibility that since dance has culturally been perceived as a feminine art, perhaps questioning the masculinity of the male dancer and carrying this “stigma” throughout history, might be a kind of psychological barrier to male students. Also the preconception of some parents not fully validating dance studies as “serious” might be thought of as a social barrier.

Course Demand

At the beginning of each semester most of the courses offered are consistently full. The first week of classes is always very difficult to find an opening in the dance courses the program offers. However, the program experiences some dropping of students from some courses during the first two weeks. The review committee believes that this is due to the fact that some of these students decide whether the course is to their liking or not first and then whether they feel they can deal with the level they are in and whether they think they can sustain the physical intensity of the workout. This might explain why in the data for number of full sections only an average of 4 to 6 sections show as full.

The Dance Programs experiences cancelled classes very rarely. An exception to this would be the Anatomy for Dancers course that is very specialized and specific for dancers. The class is only offered in the spring semester and the program has experienced a cancellation of this course from time to time when there is not enough dance majors in one semester in order to fill the class.

A review of the data in the Access section of the program handbook lists the number of sections taught by location and the number of sections cancelled. This information is listed in the chart below.

Term	RGC	Cancelled	Full
Fall 1999	12	0	6
Spring 2000	13	0	4
Summer 2000	7	1	1
Fall 2000	12	0	6
Spring 2001	12	1	5
Summer 2001	7	0	3
Fall 2001	13	0	1
Spring 2002	14	1	4

As can be seen, the Dance program has a fairly low number of cancelled classes each semester and very close to 50% of full courses. The Dance Program coordinator believes that this data reflects full classes after the 12th day of class. It is his perception that the Dance Program has a higher percent of full classes at the end of registration.

Marketing

The Dance Program generates its own publicity materials, posters, ads and PSAs that are geared towards promoting the semester dance productions. Also in conjunction with the other departments under the Arts and Humanities division it participates in "The Spring Festival of Fine Arts". This festival is a several month series of activities and events designed to promote the Arts and Humanities division, to stimulate discussion and provide direct experiences of the arts to the students.

The Dance Program does not currently have a web page.

Curriculum

Course Texts Up-to-Date

The course textbooks are up-to-date and the textbook inventory list by course is up-dated and maintained regularly.

Learning Outcomes

About 75% of the courses have clear and concise learning outcomes that are contained in the class syllabi. The Dance Program expects that by spring 2003 all the courses will incorporate the learning outcomes in the syllabi.

Catalog Content

The Catalog content is current and complete. The Dance Program is currently making changes to the curriculum. These changes are to take place in the fall 2003. In the present only about 25% of the courses comply with the common numbering system. Once the current review of the degree and curriculum changes take place, all the courses will comply with the common numbering system.

Instructional Resources

A great number of dance courses rely on videotapes as instructional aids. The faculty selects new videos each year to be added to our current library of videos. Also the dance productions are video taped and put on reserve at media services for the students and an archival tape is kept and catalogued.

Course Syllabi

Copies from faculty's syllabi are regularly filed and reviewed. All syllabi comply with the suggested standards established by the college.

Technology

Technology Assessment

Most of the dance courses are about direct experience of the body in motion. The instruction focuses primarily on the integration and development of physical skills that require constant practice and supervision. New technologies have had a very small impact in this area; therefore the Dance Program relies very little on this new mode of instruction.

The review committee agreed that there are two dance courses, Dance History and Anatomy for Dancers that could incorporate some aspect of the distance-learning mode of instruction. Another area that the Dance Program would like to develop is the use and incorporation of video techniques and computer animation and their relationship with compositional aspects of dance making. There seems to be excitement and interest from some members of the community to explore the impact that the use of video/computer animation can have in the art of dance making. The Dance Program would like to support this future initiative involving technology.

Equipment Assessment

The Dance Program relies on sound, VCR/TV monitor and music CD's as direct aids in teaching. The equipment available is currently in good condition. Most dance schools provide live accompaniment but the Dance Program has never been able to afford it. Currently, the responsibility of acquiring/purchasing music to use in class (music CD's) relies on the faculty. Recently, the Dance Program started to buy CD's whenever there is a slight surplus in the budget. This 'new' CD library is in its infancy. The Dance Program plans to continue to develop this library so it becomes an integral part of teaching. The review committee agrees that the most critical aspect of lack or deficient equipment is related to the condition of the equipment in the theatre.

Faculty

Faculty Credentials

There is only one full-time faculty and 9 eligible adjunct faculty. All faculty in the Dance Program meet the SACS criteria. Three adjunct faculty currently teaching meet the SACS standards by exception based on their outstanding professional background in the dance field.

Number of Faculty Adequate to Teach Courses

Up until the year 2000 adjunct faculty taught all courses. Since year 2000 the full-time faculty vs. part-time faculty teaching ratio for combined sections is 25% and 30% for taught contact hours. This ratio is under the college average ratio of 42%.

Faculty Professional Development

A great number of faculty in the Dance Program are working artist in the dance field. Most of them are professional dancers in Austin's dance scene or direct their own dance companies. They are diligent about looking for their own discipline specific professional development activities. These activities include master classes, conferences, community service in boards and producing their own work. The Dance Program coordinator reviews and approves their proposals and grants them a set number of hours for professional

development. Most adjunct faculty also attend ACC workshops for professional development hours and comply with the administrative rule regarding this subject.

Teaching Effectiveness

The student evaluations of instruction for the Dance Program place faculty within the acceptable range as determined by the Faculty Evaluation Office. An effort is made to follow through with some of the student comments and recommendations in order to improve perceived deficiencies in faculty.

The Dance Program invites special guests to lecture on specific dance topics and give 'master classes'. These classes are announced internally and all students within the program are encouraged to attend and are asked for comments and feedback.

Diversity

Students Diversity

Data regarding the demographics of the Dance Program is organized in the chart below.

Semester	Average Age	White	Black/ Non-Hispanic	Hispanic	Asian	Am Indian/ Alaska Native	Non-res. Alien	Other	Female	Male	Total
Fall 1999	24.3	92	4	35	8	1	2	1	134	9	143
Spring 2000	25.1	95	3	23	3	1	4	0	120	9	129
Summer 2000	25.7	37	1	10	2	0	0	1	47	4	51
Fall 2000	23.1	98	7	26	3	2	0	1	126	11	137
Spring 2001	22.1	91	6	21	3	0	0	6	117	10	127
Summer 2001	23.4	50	3	11	5	0	0	3	64	8	72
Fall 2001	23.2	90	9	22	5	2	0	6	122	12	134
Spring 2002	21.4	97	9	37	4	5	0	8	140	20	160
Total	Average student age: 23.5	650	42	185	33	11	6	26	870	83	953
Percent		68.20	4.40	19.41	3.46	1.15	0.62	2.72	91.3	8.7	

Student Satisfaction

Course Evaluations

The dance program coordinator checks the student evaluations and comments. This data shows that the students overwhelmingly would recommend the courses offered. All faculty are evaluated at the very good or excellent level.

Section 5: Institutional Effectiveness Measures

The Dance Program's Institutional Effectiveness Measures for the past two years were established and entered into the OIE Assessment Database. The dance program coordinator was new to this process and he discovered that these entries were not of the type that the ACC Institutional Effectiveness Program was looking for. Recognizing that

new assessment plans are needed, the Dance Program has designed a new plan to be implemented in the fall of 2003 when the new curriculum changes will take place.

The overall plan goals are:

1. - Assessment of courses over a period of two to three years. Since this assessment is necessary and has never been done for the Dance Program, it seems logical that this kind of effectiveness assessment would serve as a starting point once the new curriculum is in place (Fall 2003).

Outcome #1: Effectiveness of the targeted course

Intended Outcome:

At the end of each semester 70% of the students in a dance technique targeted course will demonstrate a 70% or greater level of proficiency.

Assessment Criteria. At the end of the semester the students in the target course will respond a test (exit exam) in which they will demonstrate understanding, knowledge and embodiment of the learning outcomes for the targeted courses. The assessment criteria will be based on the learning outcomes specified in the syllabus of each course.

Methodology

The Dance Program faculty will design a test that will measure the student's level of understanding, knowledge, skill proficiency and embodiment of the learning outcomes established for the targeted course (in syllabus). The test will have a written component and a practical component. For the practical component the instructor from the class will conduct an assessment of the student's development towards the end of the semester commenting on the acquisition of skills and improvements in bodily indicators like flexibility, coordination, strength and embodiment of the dance movement vocabulary relevant to the targeted course. The results of the test will be compiled and analyzed. The results will be documented and compared with other sections of the same targeted courses and will be filed to be used when future comparisons of the effectiveness assessment take place.

2. -Transferability assessments of the new courses. With the new curriculum, the Dance Program plans to assess the transferability of the courses that are worth two semester credit hours (SCH) in comparison to those that are worth one semester credit hour.

Outcome #2: transferability of 2 SCH courses vs. 1 SCH courses

Intended Outcome

The transferability of 2 SCH courses should increase by 40-50% over 1 SCH courses.

Assessment Criteria

An analysis of data from student that transfer to other colleges and universities will be used as the primary criteria for assessment.

Methodology

If past data regarding transferability from other colleges and universities is available, a comparison between 1 SCH and 2 SCH courses will be made. This data will establish the transferability rate of a particular course. If past information is not available, a current transferability rate will be established for the 2 SCH courses from data that will be generated starting in the spring of 2004. The starting date of spring 2004 is the soonest that a student could transfer under the new curriculum.

Section 6: Recommendations

Facilities

- Acquire new dance studio.

Curriculum

- Update curriculum in response to new student demands and new developments in the field.
- Create interdisciplinary courses.
- Incorporate alternative dance training method.

Recruitment and Community Visibility

- Create a web page
- Increase performance opportunities
- Participate in College Dance Festivals
- Form student company

Faculty and Staff

- Hire a full-time faculty to assist and maintain the growth of the program
- Increase stipends to adjunct faculty involved in recruitment and community visibility activities (from previous recommendation).

Section 7: Action Plans

Facilities

Acquire new dance studio.

Get a second dance studio to be able to grow and develop the Dance Program.

Year	Action	Target Date	Responsible
1	Research and identify possible spaces for another dance studio. Study possibilities and seek administration approval	Fall 03 and Spring 04	Dept. Chair, Dean and Administration
2	Conduct feasibility study. Identify	Fall 2004	Department Chair

	space and/or establish partnership for use of studio space		
	Oversee the remodeling of the new space	Spring 2005	Department Chair
3	Begin using new dance studio	Fall 2005	Department Chair

Curriculum

In order to keep up with new developments in the field, incorporate new technologies for dance and provide students with job related experiences, the Dance Program plans to constantly update its curriculum.

Year	Action	Target Date	Responsible
1	Identify areas of interest from students for job related experiences and research possible partnerships with Austin organizations	Fall 03	Dept. Chair and Faculty
	Offer an Academic Cooperative course (in new curriculum) targeting student interests.	Spring 04	Department Chair
2	Identify student's interest in new technologies (digital video, computer animation, electronic music, etc) through a series of surveys.	Fall 04	Department Chair and Faculty
3	Explore the possibilities of offering interdisciplinary courses between Dance, RTF and Music Programs that address student's interests.	Spring 2005	Department Chairs of Dance RTF and Music
	Present proposal to the curriculum committee for approval	Fall 2005	Department Chair
4	Offer the new course(s)	Spring 2006 and Fall 2006	Department Chair

Recruitment and Community Visibility

The Dance Program plans to increase its visibility by continuing to produce high quality performance and looking for other performance opportunities in the Austin area. It is the intent of the Dance Program with support from the administration to participate in a number of College Dance Festivals. Through the support of these activities, The Dance Program ultimate goal is the creation of a student dance company that would represent

ACC both locally and nationally while dramatically increasing its marketing and recruiting possibilities.

Year	Action	Target Date	Responsible
1	Create and maintain web page. Research and identify alternative venues for performances and establish structured relationships with other dance companies in Austin.	Fall 03 and Spring 2004	Dept. Chair and Faculty
2	Apply for participation in the college festivals.	Fall 2004	Department Chair
	Participate in College Dance Festival.	Spring 2005	Department Chair and Faculty
3	Engage the ACC administration in discussions for feasibility to form a student dance company	Fall 2005	Department Chair and Dean
	Present proposal for student company	Spring 2006	Department Chair
4	Form student company	Fall 2006	Department Chair and Faculty

Faculty and Staff

Hire a full-time faculty to assist and maintain the growth of the program and increase stipends to adjunct faculty involved in recruitment and community visibility activities (from previous plan).

Year	Action	Target Date	Responsible
1	Submit justifications for full-time position and stipends.	Fall 03	Dept. Chair and Dean
	Based on Administration response, create job descriptions and postings. Interview applicants. Start stipends to adjunct faculty involved.	Spring 04	Department Chair
2	Provide orientation to new employee and conduct observations and evaluations.	Fall 04	Department Chair
3	Compare/evaluate growth of program with this hire to prior data. Assess effectiveness of recruitment and community visibility activities by adjunct faculty that received stipends.	Fall 05	Department Chair

Section 8: Comments

It should be noted that many of the recommendations in this review rely on the internal approval by the college administration. The program coordinator and adjunct faculty can take the first steps of all the recommendations but the Dance Program has to abide by the decisions of the ACC administration. The recommendations that do not rely as heavily on the ACC administration will be pursued according to the timeline estimations.

The Dance Program review committee feels that the Dance Program's recommendations for the curriculum changes to take effect in the fall of 2003 will place the program in the next level of its development. It is of utmost importance that the acquisition of another dance studio is seriously considered. Simply stated, the Dance Program will not be able to grow without this essential element. After all, the classroom for dance students is the dance studio.

Dean's Comments