

# Dance BFA

## Choreographic Proficiency

### Goal Description:

BFA candidates will create a completed choreographic work with a clear intent that they are capable of articulating and defending their artistic choices.

**Providing Department:** Dance BFA

**Progress:** Ongoing

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### Demonstrates Ability To Articulate And Defend Choreographic Choices

##### Learning Objective Description:

Students will develop an ability to articulate and defend their artistic choices in the creation of a completed choreographic work.

#### RELATED ITEM LEVEL 2

#### Choreography - Senior Showcase

##### Indicator Description:

Students will develop a fully produced group work as part of the capstone course "Senior Showcase" that demonstrates choreographic effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_ChoreographicRubric](#)

##### Criterion Description:

Criterion Description: 100% of the students will be judged to have at least “satisfactory” proficiency in “Senior Showcase” with 50% judged to have “excellent” proficiency.

##### Findings Description:

Attached is the data sheet outlining students' choreographic accomplishments as it relates to the rubric. Findings are as follows:

##### Overall Evaluation

All criteria have been met. 100% of students judged "satisfactory" proficiency in "Senior Showcase" with 57% judged to have "excellent" proficiency.

##### Categories

Movement Generation - Average Score 2.48/3

Structure & Creativity - Average Score 2.39/3

Clarity of Intent - Average Score 2.39/3

Innovation & Risk - Average Score 2.35/3

Critical Analysis - Average Score 2.48/3

Average Score - 12.09/15

##### Contextualize

When comparing the two choreographic assignments, sophomore gate and senior showcase, a couple of data points support student growth.

##### Average Score

Sophomore Gate - 12.03

Senior Showcase - 12.09

Increase - .06

##### Students Judged Excellent

Sophomore Gate - 33%

Senior Showcase - 57%  
Increase - 24%

Attached Files

 [BFA\\_Data\\_SeniorShowcase.xlsx](#)

#### RELATED ITEM LEVEL 3

### **Choreography Teacher Orientation**

#### **Action Description:**

Criterion indicators for choreography have been met. This is somewhat surprising considering the impact Covid had on instruction in 20/21 and the recent instability in our choreography instructor rotation (retirement/resign). As we have made two new tenure-track hires (fall 2022) that will be teaching in the choreography rotation, it will be imperative that we have an orientation at beginning of each semester to ensure curriculum thoughtfully scaffolds and addresses all choreography content and rubric categories.

#### RELATED ITEM LEVEL 2

### **Choreography - Sophomore Gate**

#### **Indicator Description:**

Students will develop a solo in their Sophomore year for evaluation by the faculty that demonstrates choreographic effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_ChoreographicRubric](#)

#### **Criterion Description:**

90% of the students will be judged to have at least “satisfactory” proficiency in choreography with 30% judged to have “excellent” proficiency.

#### **Findings Description:**

Attached is the Data sheet outlining students' choreographic accomplishments as it relates to the rubric. Findings are as follows:

#### **Overall Evaluation**

All criteria have been met. 100% of students judged "satisfactory" proficiency in "Sophomore Gate" with 33% judged to have "excellent" proficiency.

#### **Categories**

Movement Generation - Average Score 2.30/3

Structure & Creativity - Average Score 2.36/3

Clarity of Intent - Average Score 2.56/3

Innovation & Risk - Average Score 2.36/3

Critical Analysis - Average Score 2.46/3

Average Score - 12.03/15

Attached Files

 [BFA\\_Data\\_Sophomore Gate.xlsx](#)

#### RELATED ITEM LEVEL 3

### **Choreography Teacher Orientation**

#### **Action Description:**

Criterion indicators for choreography have been met. This is somewhat surprising considering the impact Covid had on instruction in 20/21 and the recent instability in our choreography instructor rotation (retirement/resign). As we have made two new tenure-track hires (fall 2022) that will be teaching in the choreography rotation, it will be imperative that we have an orientation at beginning of each semester to ensure curriculum thoughtfully scaffolds and addresses all choreography content and rubric categories.

## RELATED ITEM LEVEL 1

### **Demonstrates Proficient Use Of Choreographic Tools**

#### **Learning Objective Description:**

Students will implement choreographic tools to show an understanding of movement invention, structure/form, and meaning making in a completed works group and individual.

## RELATED ITEM LEVEL 2

### **Choreography - Senior Showcase**

#### **Indicator Description:**

Students will develop a fully produced group work as part of the capstone course "Senior Showcase" that demonstrates choreographic effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_ChoreographicRubric](#)

#### **Criterion Description:**

Criterion Description: 100% of the students will be judged to have at least “satisfactory” proficiency in “Senior Showcase” with 50% judged to have “excellent” proficiency.

#### **Findings Description:**

Attached is the data sheet outlining students' choreographic accomplishments as it relates to the rubric. Findings are as follows:

#### **Overall Evaluation**

All criteria have been met. 100% of students judged "satisfactory" proficiency in "Senior Showcase" with 57% judged to have "excellent" proficiency.

#### **Categories**

Movement Generation - Average Score 2.48/3

Structure & Creativity - Average Score 2.39/3

Clarity of Intent - Average Score 2.39/3

Innovation & Risk - Average Score 2.35/3

Critical Analysis - Average Score 2.48/3

Average Score - 12.09/15

#### **Contextualize**

When comparing the two choreographic assignments, sophomore gate and senior showcase, a couple of data points support student growth.

#### **Average Score**

Sophomore Gate - 12.03

Senior Showcase - 12.09

Increase - .06

#### **Students Judged Excellent**

Sophomore Gate - 33%

Senior Showcase - 57%

Increase - 24%

Attached Files

 [BFA\\_Data\\_SeniorShowcase.xlsx](#)

## RELATED ITEM LEVEL 3

### **Choreography Teacher Orientation**

#### **Action Description:**

Criterion indicators for choreography have been met. This is somewhat surprising considering the impact Covid had on instruction in 20/21 and the recent instability in our choreography instructor rotation (retirement/resign). As we have made two new tenure-track hires (fall 2022)

that will be teaching in the choreography rotation, it will be imperative that we have an orientation at beginning of each semester to ensure curriculum thoughtfully scaffolds and addresses all choreography content and rubric categories.

#### RELATED ITEM LEVEL 2

### **Choreography - Sophomore Gate**

#### **Indicator Description:**

Students will develop a solo in their Sophomore year for evaluation by the faculty that demonstrates choreographic effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_ChoreographicRubric](#)

#### **Criterion Description:**

90% of the students will be judged to have at least “satisfactory” proficiency in choreography with 30% judged to have “excellent” proficiency.

#### **Findings Description:**

Attached is the Data sheet outlining students' choreographic accomplishments as it relates to the rubric. Findings are as follows:

#### **Overall Evaluation**

All criteria have been met. 100% of students judged "satisfactory" proficiency in "Sophomore Gate" with 33% judged to have "excellent" proficiency.

#### **Categories**

Movement Generation - Average Score 2.30/3

Structure & Creativity - Average Score 2.36/3

Clarity of Intent - Average Score 2.56/3

Innovation & Risk - Average Score 2.36/3

Critical Analysis - Average Score 2.46/3

Average Score - 12.03/15

Attached Files

 [BFA\\_Data Sophmore Gate.xlsx](#)

#### RELATED ITEM LEVEL 3

### **Choreography Teacher Orientation**

#### **Action Description:**

Criterion indicators for choreography have been met. This is somewhat surprising considering the impact Covid had on instruction in 20/21 and the recent instability in our choreography instructor rotation (retirement/resign). As we have made two new tenure-track hires (fall 2022) that will be teaching in the choreography rotation, it will be imperative that we have an orientation at beginning of each semester to ensure curriculum thoughtfully scaffolds and addresses all choreography content and rubric categories.

## **Dance Technique Proficiency**

#### **Goal Description:**

Dance BFA candidates will demonstrate artistry and proficiency, and professionalism in dance technique.

**Providing Department:** Dance BFA

**Progress:** Ongoing

## RELATED ITEMS/ELEMENTS

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### RELATED ITEM LEVEL 1

#### **Demonstrates Artistry In Dance Technique**

##### **Learning Objective Description:**

BFA candidates will demonstrate artistry in dance technique with an understanding of movement clarity, musicality, dynamics, performance intent, and risk taking.

### RELATED ITEM LEVEL 2

#### **Dance Technique - Senior Showcase**

##### **Indicator Description:**

Students will perform a solo in their Senior year for evaluation by the faculty that demonstrates effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_DanceTechniqueRubric](#)

##### **Criterion Description:**

Criterion Description: 100% of the students will be judged to have at least “satisfactory” proficiency in dance technique with 50% judged to have “excellent” proficiency.

##### **Findings Description:**

Attached is Data sheet outlining students' technique accomplishments as it relates to the rubric.

Findings are as follows:

#### **Overall Evaluation**

100% of students judged "satisfactory" proficiency in "Senior Showcase" with 52% judged to have "excellent" proficiency. The weakest areas of evaluation for seniors are:

Alignment - Average Score 2.34/3

Mechanical Efficiency - Average Score 2.39/3

Dynamics - Average Score 2.39/3

#### **Contextualize**

When comparing the two technique assessments, sophomore gate and senior showcase, a couple of data points support student growth during their tenure at Sam.

#### **Average Score**

Sophomore Gate - 23.79

Senior Showcase - 25.26

Increase - 1.47

#### **Students Judged Excellent**

Sophomore Gate - 38%

Senior Showcase - 52%

Increase - 14%

Attached Files

 [BFA\\_Data\\_SeniorShowcaseTechnique.xlsx](#)

### RELATED ITEM LEVEL 3

#### **Dance Technique Policy**

##### **Action Description:**

During the 2021/2022 learning cycle we returned to our normal technique structure. But in a faculty conversation, we noted that students are struggling with attendance, whether that be for covid, mental health, or some other challenge. Much of the formality of dance classes was altered

or lost during Covid to allow for student/faculty safety. As we move forward, we will need to fully implement and execute our attendance policy once again. This begins with making the policy clear at the beginning of each semester during our major's meetings and making sure it is on all technique syllabi.

#### RELATED ITEM LEVEL 3

### Dance Technique Showings

#### Action Description:

Covid/Hybrid learning has impacted student development in technique classes, specifically in the sophomore class. This is evident by the lower percentage of students meeting the criterion for successful and excellent achievement. The sophomore class experienced their freshman year with hybrid learning in pods. Due to considerable less in-person contact with technique instructors during the 2020/2021 cycle, we are seeing some areas that need to be developed. To address this, the faculty will Implement department technique showings at the end of each semester. This will allow the entire faculty to assess the student body collectively each semester and identify weak areas that need to be addressed the following semester.

#### RELATED ITEM LEVEL 2

### Dance Technique - Sophomore Gate

#### Indicator Description:

Students will perform a dance technique class in their Sophomore year for evaluation by the faculty that demonstrates effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_DanceTechniqueRubric](#)

#### Criterion Description:

90% of the students will be judged to have at least “satisfactory” proficiency in dance technique with 30% judged to have “excellent” proficiency.

#### Findings Description:

Attached is Data sheet outlining students' technique accomplishments as it relates to the rubric. Findings are as follows:

#### Overall Evaluation

86% of students judged "satisfactory" proficiency in "Sophomore Gate," falling just short of our criterion of 90%.

38% of students judged to have "excellent" proficiency exceeding our mark of 30%.

The weakest areas of evaluation for sophomores are:

Clarity - Average Score 1.97/3

Mechanical Efficiency - Average Score 2.03/3

Alignment - Average Score 2.14/3

Attached Files

 [BFA\\_Data\\_SophomoreTechnique.xlsx](#)

#### RELATED ITEM LEVEL 3

### Dance Technique Policy

#### Action Description:



During the 2021/2022 learning cycle we returned to our normal technique structure. But in a faculty conversation, we noted that students are struggling with attendance, whether that be for covid, mental health, or some other challenge. Much of the formality of dance classes was altered or lost during Covid to allow for student/faculty safety. As we move forward, we will need to fully implement and execute our attendance policy once again. This begins with making the policy clear at the beginning of each semester during our major's meetings and making sure it is on all technique syllabi.

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#### RELATED ITEM LEVEL 1

##### **Demonstrates Professionalism In Dance Technique**

##### **Learning Objective Description:**

BFA Candidates will demonstrate professional demeanor in dance technique.

#### RELATED ITEM LEVEL 2

##### **Dance Technique - Senior Showcase**

##### **Indicator Description:**

Students will perform a solo in their Senior year for evaluation by the faculty that demonstrates effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_DanceTechniqueRubric](#)

##### **Criterion Description:**

Criterion Description: 100% of the students will be judged to have at least “satisfactory” proficiency in dance technique with 50% judged to have “excellent” proficiency.

##### **Findings Description:**

Attached is Data sheet outlining students' technique accomplishments as it relates to the rubric. Findings are as follows:

##### **Overall Evaluation**

100% of students judged "satisfactory" proficiency in "Senior Showcase" with 52% judged to have "excellent" proficiency. The weakest areas of evaluation for seniors are:

Alignment - Average Score 2.34/3

Mechanical Efficiency - Average Score 2.39/3

Dynamics - Average Score 2.39/3

Contextualize

When comparing the two technique assessments, sophomore gate and senior showcase, a couple of data points support student growth during their tenure at Sam.

#### **Average Score**

Sophomore Gate - 23.79

Senior Showcase - 25.26

Increase - 1.47

#### **Students Judged Excellent**

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Increase - 14%

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 [BFA Data SeniorShowcaseTechnique.xlsx](#)

#### **RELATED ITEM LEVEL 3**

##### **Dance Technique Policy**

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#### **RELATED ITEM LEVEL 3**

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#### **RELATED ITEM LEVEL 2**

##### **Dance Technique - Sophomore Gate**

###### **Indicator Description:**

Students will perform a dance technique class in their Sophomore year for evaluation by the faculty that demonstrates effectiveness as shown in the attached rubric.

#### **Attached Files**

 [BFA DanceTechniqueRubric](#)

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Findings are as follows:



## Overall Evaluation

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#### Dance Technique Policy

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Covid/Hybrid learning has impacted student development in technique classes, specifically in the sophomore class. This is evident by the lower percentage of students meeting the criterion for successful and excellent achievement. The sophomore class experienced their freshman year with hybrid learning in pods. Due to considerable less in-person contact with technique instructors during the 2020/2021 cycle, we are seeing some areas that need to be developed. To address this, the faculty will Implement department technique showings at the end of each semester. This will allow the entire faculty to assess the student body collectively each semester and identify weak areas that need to be addressed the following semester.

### RELATED ITEM LEVEL 1

#### Demonstrates Proficient Use Of Body Mechanics in Dance Technique

##### Learning Objective Description:

BFA candidates will demonstrate dance technique with clear body mechanics, specifically alignment, range of motion, and mechanical efficiency.

### RELATED ITEM LEVEL 2

#### Dance Technique - Senior Showcase

##### Indicator Description:

Students will perform a solo in their Senior year for evaluation by the faculty that demonstrates effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_DanceTechniqueRubric](#)

**Criterion Description:**

Criterion Description: 100% of the students will be judged to have at least “satisfactory” proficiency in dance technique with 50% judged to have “excellent” proficiency.

**Findings Description:**

Attached is Data sheet outlining students' technique accomplishments as it relates to the rubric. Findings are as follows:

**Overall Evaluation**

100% of students judged "satisfactory" proficiency in "Senior Showcase" with 52% judged to have "excellent" proficiency. The weakest areas of evaluation for seniors are:

Alignment - Average Score 2.34/3

Mechanical Efficiency - Average Score 2.39/3

Dynamics - Average Score 2.39/3

**Contextualize**

When comparing the two technique assessments, sophomore gate and senior showcase, a couple of data points support student growth during their tenure at Sam.

**Average Score**

Sophomore Gate - 23.79

Senior Showcase - 25.26

Increase - 1.47

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the faculty will Implement department technique showings at the end of each semester. This will allow the entire faculty to assess the student body collectively each semester and identify weak areas that need to be addressed the following semester.

#### RELATED ITEM LEVEL 2

### Dance Technique - Sophomore Gate

#### Indicator Description:

Students will perform a dance technique class in their Sophomore year for evaluation by the faculty that demonstrates effectiveness as shown in the attached rubric.

Attached Files

 [BFA\\_DanceTechniqueRubric](#)

#### Criterion Description:

90% of the students will be judged to have at least “satisfactory” proficiency in dance technique with 30% judged to have “excellent” proficiency.

#### Findings Description:

Attached is Data sheet outlining students' technique accomplishments as it relates to the rubric.

Findings are as follows:

#### Overall Evaluation

86% of students judged "satisfactory" proficiency in "Sophomore Gate," falling just short of our criterion of 90%.

38% of students judged to have "excellent" proficiency exceeding our mark of 30%.

The weakest areas of evaluation for sophomores are:

Clarity - Average Score 1.97/3

Mechanical Efficiency - Average Score 2.03/3

Alignment - Average Score 2.14/3

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#### RELATED ITEM LEVEL 3

### Dance Technique Policy

#### Action Description:

During the 2021/2022 learning cycle we returned to our normal technique structure. But in a faculty conversation, we noted that students are struggling with attendance, whether that be for covid, mental health, or some other challenge. Much of the formality of dance classes was altered or lost during Covid to allow for student/faculty safety. As we move forward, we will need to fully implement and execute our attendance policy once again. This begins with making the policy clear at the beginning of each semester during our major's meetings and making sure it is on all technique syllabi.

#### RELATED ITEM LEVEL 3

### Dance Technique Showings

#### Action Description:

Covid/Hybrid learning has impacted student development in technique classes, specifically in the sophomore class. This is evident by the lower percentage of students meeting the criterion for successful and excellent achievement. The sophomore class experienced their freshman year with hybrid learning in pods. Due to considerable less in-person contact with technique instructors during the 2020/2021 cycle, we are seeing some areas that need to be developed. To address this, the faculty will Implement department technique showings at the end of each semester. This will allow the entire faculty to assess the student body collectively each semester and identify weak areas that need to be addressed the following semester.

## Writing Proficiency in Dance

### Goal Description:

BFA candidates will demonstrate the ability to communicate and support their ideas through writing.

**Providing Department:** Dance BFA

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

##### **Demonstrates Critical Analysis**

##### **Learning Objective Description:**

BFA students will demonstrate critical thinking and analytical skills through dance writing.

#### RELATED ITEM LEVEL 2

##### **Writing Sample - Criticism & Analysis (Senior)**

##### **Indicator Description:**

The Dance Department has created a Writing Assessment Committee composed of three faculty members. The goal of the committee is to determine if its existing writing program, defined by current policy as a required minimum of six hours of discipline-specific writing enhanced courses, can be verified as effective in continuing and improving the quality of student writing. The findings of the Writing Assessment Committee now serve as the data collection for Anthology.

Two capture points will be used to ascertain student growth in writing: the first paper from Dance History (Junior level course) and the final paper from **Criticism & Analysis (Senior level course)**. These writing samples will be evaluated by the Writing Assessment Committee using the Dance BFA writing rubric.

Attached Files

 [BFA\\_WritingEvaluationRubric](#)

##### **Criterion Description:**

100% of the students will be judged "proficient" in writing with 33% judged “excellent.”

##### **Findings Description:**

##### **Overall Evaluation**

100% of students were judged "proficient" in the Criticism & Analysis paper with 50% deemed to be "excellent." Below is a brief synopsis of the findings with complete data attached in the Microsoft Excel file.

## Point Structure

Emerging = 1 point; Proficient = 2 points; Excellent = 3 points

## Dance History Paper Category Findings

Writing Content = Proficient - Average Score 2.63

Writing Quality = Proficient - Average Score 2.33

Methodology & Organization = Proficient - Average Score 2.65

Writer's Voice = Proficient - Average Score 2.48

Writer's Specificity = Proficient - Average Score 2.73

Overall Score = 12.47/15

## Contextualize

When comparing the two papers, the writing enhanced committee found growth across the board. The level of writing was more mature and the students' showed a greater command of dance language. Also notable, all students increased their overall score on their second paper.

Average Score

Dance History - 11.77

Criticism & Analysis - 12.81

Increase - 1.04

Students Judged Excellent

Dance History - 33%

Criticism & Analysis - 50%

Increase - 17%

Attached Files

 [BFA\\_Data\\_Crit&Analysis22.xlsx](#)

RELATED ITEM LEVEL 3

## Solidify Writing Faculty and Assessment Committee

### Action Description:

In the last year, we have lost two of our writing faculty and assessment committee members. We just replaced one of these hires with a tenure-track search. In an ideal world, we need to make one more tenure hire that teaches writing, specifically Dance History. Our goal this next year is to make a case for that position. Additionally, we will orient our new tenure track hire (instructor of Criticism and Analysis) to the writing enhanced committee duties. The Chair of the department will stand in as the third evaluator in the interim.

RELATED ITEM LEVEL 2

## Writing Sample - Dance History (Junior)

### Indicator Description:

The Dance Department has created a Writing Assessment Committee composed of three faculty members. The goal of the committee is to determine if its existing writing program, defined by current policy as a required minimum of six hours of discipline-specific writing enhanced courses, can be verified as effective in continuing and improving the quality of student writing. The findings of the Writing Assessment Committee now serve as the data collection for Campus Labs.



Two capture points will be used to ascertain student growth in writing: **the first paper from Dance History (Junior level course)** and the final paper from Criticism & Analysis (Senior level course). These writing samples will be evaluated by the Writing Assessment Committee using the Dance BFA writing rubric.

Attached Files

 [BFA\\_WritingEvaluationRubric](#)

#### **Criterion Description:**

75% of the students will be judged "Proficient" in writing with 25% judged "excellent."

#### **Findings Description:**

##### **Overall Evaluation**

100% of students were judged "proficient" in the Dance History paper with 33% deemed to be "excellent." Below is a brief synopsis of the findings with complete data attached in the Microsoft Excel file.

##### **Point Structure**

Emerging = 1 point; Proficient = 2 points; Excellent = 3 points

##### **Dance History Paper Category Findings**

Writing Content = Proficient - Average Score 2.44

Writing Quality = Proficient - Average Score 2.31

Methodology & Organization = Proficient - Average Score 2.33

Writer's Voice = Proficient - Average Score 2.31

Writer's Specificity = Proficient - Average Score 2.38

Overall Score = 11.77

##### **Contextualize**

This paper serves as a baseline for student writing within the dance curriculum. In general, our students are coming into their junior level dance writing courses proficient but in need of significant growth in all rubric categories to move towards excellence. The second paper in Criticism & Analysis will shed additional light on writing effectiveness within dance.

Attached Files

 [BFA\\_Data\\_DanceHistory22.xlsx](#)

RELATED ITEM LEVEL 3

#### **Solidify Writing Faculty and Assessment Committee**

##### **Action Description:**

In the last year, we have lost two of our writing faculty and assessment committee members. We just replaced one of these hires with a tenure-track search. In an ideal world, we need to make one more tenure hire that teaches writing, specifically Dance History. Our goal this next year is to make a case for that position. Additionally, we will orient our new tenure track hire (instructor of Criticism and Analysis) to the writing enhanced committee duties. The Chair of the department will stand in as the third evaluator in the interim.



## RELATED ITEM LEVEL 1

### Demonstrates Written Communication Skills

#### Learning Objective Description:

BFA students will demonstrate a command of dance history through effective writing.

## RELATED ITEM LEVEL 2

### Writing Sample - Criticism & Analysis (Senior)

#### Indicator Description:

The Dance Department has created a Writing Assessment Committee composed of three faculty members. The goal of the committee is to determine if its existing writing program, defined by current policy as a required minimum of six hours of discipline-specific writing enhanced courses, can be verified as effective in continuing and improving the quality of student writing. The findings of the Writing Assessment Committee now serve as the data collection for Anthology.

Two capture points will be used to ascertain student growth in writing: the first paper from Dance History (Junior level course) and the final paper from **Criticism & Analysis (Senior level course)**. These writing samples will be evaluated by the Writing Assessment Committee using the Dance BFA writing rubric.

Attached Files

 [BFA\\_WritingEvaluationRubric](#)

#### Criterion Description:

100% of the students will be judged "proficient" in writing with 33% judged “excellent.”

#### Findings Description:

##### Overall Evaluation

100% of students were judged "proficient" in the Criticism & Analysis paper with 50% deemed to be "excellent." Below is a brief synopsis of the findings with complete data attached in the Microsoft Excel file.

#### Point Structure

Emerging = 1 point; Proficient = 2 points; Excellent = 3 points

#### Dance History Paper Category Findings

Writing Content = Proficient - Average Score 2.63

Writing Quality = Proficient - Average Score 2.33

Methodology & Organization = Proficient - Average Score 2.65

Writer's Voice = Proficient - Average Score 2.48

Writer's Specificity = Proficient - Average Score 2.73

Overall Score = 12.47/15

#### Contextualize

When comparing the two papers, the writing enhanced committee found growth across the board. The level of writing was more mature and the students' showed a greater command of dance language. Also notable, all students increased their overall score on their second paper.

#### Average Score

Dance History - 11.77

Criticism & Analysis - 12.81

Increase - 1.04

#### Students Judged Excellent

Dance History - 33%

Criticism & Analysis - 50%

Increase - 17%

#### Attached Files

 [BFA\\_Data\\_Crit&Analysis22.xlsx](#)

#### RELATED ITEM LEVEL 3

##### **Solidify Writing Faculty and Assessment Committee**

###### **Action Description:**

In the last year, we have lost two of our writing faculty and assessment committee members. We just replaced one of these hires with a tenure-track search. In an ideal world, we need to make one more tenure hire that teaches writing, specifically Dance History. Our goal this next year is to make a case for that position. Additionally, we will orient our new tenure track hire (instructor of Criticism and Analysis) to the writing enhanced committee duties. The Chair of the department will stand in as the third evaluator in the interim.

#### RELATED ITEM LEVEL 2

##### **Writing Sample - Dance History (Junior)**

###### **Indicator Description:**

The Dance Department has created a Writing Assessment Committee composed of three faculty members. The goal of the committee is to determine if its existing writing program, defined by current policy as a required minimum of six hours of discipline-specific writing enhanced courses, can be verified as effective in continuing and improving the quality of student writing. The findings of the Writing Assessment Committee now serve as the data collection for Campus Labs.

Two capture points will be used to ascertain student growth in writing: **the first paper from Dance History (Junior level course)** and the final paper from Criticism & Analysis (Senior level course). These writing samples will be evaluated by the Writing Assessment Committee using the Dance BFA writing rubric.

#### Attached Files

 [BFA\\_WritingEvaluationRubric](#)

###### **Criterion Description:**

75% of the students will be judged "Proficient" in writing with 25% judged "excellent."

###### **Findings Description:**

###### **Overall Evaluation**

100% of students were judged "proficient" in the Dance History paper with 33% deemed to be "excellent." Below is a brief synopsis of the findings with complete data attached in the Microsoft Excel file.

## Point Structure

Emerging = 1 point; Proficient = 2 points; Excellent = 3 points

## Dance History Paper Category Findings

Writing Content = Proficient - Average Score 2.44

Writing Quality = Proficient - Average Score 2.31

Methodology & Organization = Proficient - Average Score 2.33

Writer's Voice = Proficient - Average Score 2.31

Writer's Specificity = Proficient - Average Score 2.38

Overall Score = 11.77

## Contextualize

This paper serves as a baseline for student writing within the dance curriculum. In general, our students are coming into their junior level dance writing courses proficient but in need of significant growth in all rubric categories to move towards excellence. The second paper in Criticism & Analysis will shed additional light on writing effectiveness within dance.

Attached Files

 [BFA\\_Data\\_DanceHistory22.xlsx](#)

### RELATED ITEM LEVEL 3

## Solidify Writing Faculty and Assessment Committee

### Action Description:

In the last year, we have lost two of our writing faculty and assessment committee members. We just replaced one of these hires with a tenure-track search. In an ideal world, we need to make one more tenure hire that teaches writing, specifically Dance History. Our goal this next year is to make a case for that position. Additionally, we will orient our new tenure track hire (instructor of Criticism and Analysis) to the writing enhanced committee duties. The Chair of the department will stand in as the third evaluator in the interim.

## Update to Previous Cycle's Plan for Continuous Improvement Item

### Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

### Closing Summary

#### Summary

This year's mantra was "survive to thrive." Consistent adjustments became the new norm as the Dance Department navigated the unknown challenges of a movement art-form during a pandemic. Ultimately, we attempted to live in the narrow margins between public health and providing our students a quality education. As we move forward, we seek a return to normalcy.

### Technique

A return to normal in dance technique means that students and faculty can stop wearing masks and breathe easier. As social distancing restrictions ease, large traveling movement can be incorporated into phrase work. Students can physically interact and dance partnering can happen in both classes and on stage. Perhaps most significantly, we can do away with pods and students can start dancing daily.

Interestingly, it is the underclassmen that have been most impacted this year in dance technique courses. The faculty have noted that the younger students must be initiated into the demands of dance in a collegiate setting. A lack of daily technique this past year has noticeable with our freshman and may well be evidenced in next year's Sophomore Gate technique assessment. Moving into next year, we are going to need to push the underclassmen to make-up for lost time. We will be placing one of our more rigorous dance technique teachers with this group in the fall.

One positive takeaway this year was the teaching rotations in technique. In the fall, we did two-week teaching rotations and realized that was not enough time. So, we pivoted in the spring to five-week rotations. Student feedback has been very positive for the five -week rotations and we plan on keeping them for the coming year. From the faculty perspective, it allows us to have a wide view of the dance training and understand how we can work more effectively together. It has also been great for building community within the department and raising morale.

### **Choreography**

Again, the goal is normalcy. Our students' choreographic growth was really impacted by the limited hours the performing arts center was open. Due to these limitations, much of our assessment had to be embedded more deeply into classes this year. Moving forward, we will return to the more robust structure of Sophomore Gate and Senior Showcase. This will include in-person faculty mentorship and performances.

### **Writing**

Writing was the assessment area least impacted by the year. Students were able to meet all writing assessment expectations. The newly formed Writing Assessment Committee yielded a very productive conversation amongst the faculty. Most prominent of changes is embedding journal/reflective writing in Sophomore level choreography classes. Our hope is that we can start to raise the level of our student writing sooner, which will allow for that senior level class to dive deeper into the nuances of style and voice.

### **Update of Progress to the Previous Cycle's PCI:**

#### **Summary**

While the department's curriculum returned to in-person this year, we had an exodus of tenure-track faculty. Whether it be retirement or resigning, the sudden shift of faculty presented many challenges. Most relevant to this assessment, we had several visiting professors, adjuncts, and grad students step into curriculum formerly taught by tenure-track professors. This put a real strain on the three remaining tenured faculty members as it required substantial mentorship. We were able to meet our assessment goals in all three categories (technique, choreography, writing), but this is not sustainable for the long-term. Thankfully, two tenure-track hires have been made. We still need one more to get back to full strength.

### **Technique**

Technique classes and performances returned to normal. We are seeing more positive growth from students due to in-person classes. Moving forward, we need ballet teachers.

### **Choreography**

The building returning to normal hours of operation has allowed our students to engage in a more rigorous choreographic practice. In-person performances has provided additional incentive for student creativity.

### **Writing**

Writing was the least impacted by Covid protocols. Faculty did start imbedding journal writing across the choreography curriculum. It will be interesting to see how this impacts future assessment. Moving forward, we need a professor that teaches Dance History.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

### **Closing Summary**

### **Summary**

We had hoped this year's mantra would be a "return to normalcy." But the loss of more than half of our tenure-track professors in the last two-years has effected much of our curriculum. While the students returned to an in-person curriculum, many of the instructors of that curriculum were Visiting Professors, Adjuncts, and Graduate Students. Thankfully, two new tenure-track professors have been hired starting fall of 2022. While these hires do not meet all of our current needs, we now have enough tenured lines that we can return "closer to normal" and consider long-term strategies for student effectiveness. Moving forward, these are areas we need to address.

### **Technique**

Covid/Hybrid learning has impacted student development in technique classes, specifically in the sophomore class. This is evident by the lower percentage of students meeting the criterion for successful and excellent achievement. Outline below are some rationals:

1. The faculty noted a wider than usual skill set amongst our sophomore class. We believe this directly correlates to our audition process moving to online for the 2020/2021 cycle. Several of our current sophomores were accepted through a video audition process that did not allow for in-person assessment.
2. The sophomore class also experienced their first year with hybrid learning in pods. Due to considerable less in-person contact with technique instructors, we are seeing some holes that need to be addressed.
3. During the 2021/2022 learning cycle we returned to our normal technique structure. But in a faculty strategic meeting, we noted that students are struggling with attendance. Much of the formality of dance classes was altered or lost during Covid to allow for student/faculty safety. As we move forward, we will need to address this.

Outlined are a few action items:

1. Return entirely to in-person auditions. While online auditions were necessary during Covid, it is time to hold them completely in person again.
2. Implement technique showings at the end of each semester. This will allow the faculty to assess the entire student body and identify weak areas that need to be addressed the following semester.
3. Begin to fully implement and execute our attendance policy once again. This begins with making the policy clear at the beginning of each semester during our major's meetings and making sure it is clearly outlined in all syllabi.

### **Choreography**

We have been able to return to in-person classes and performances which has significantly aided our students' growth. But our choreography curriculum has been impacted by changing faculty. With two new tenure-track hires starting fall of 2022, it will be imperative that we have a choreography orientation that ensures all curriculum is being covered and that the subject matter is scaffolding thoughtfully. Follow-up meetings throughout the year will be helpful in mentoring new faculty in course content.

### **Writing**

This year, our two writing component courses were taught by a visiting professor and a graduate student. This is less than ideal for the long term. One of our new tenure-track professors will handle the Criticism and Analysis course moving forward. Unfortunately, we do not have a long-term solution for our Dance History course. In an ideal world, we would have another tenure-track line to help cover this course (among others). Until this happens, we will continue to mentor graduate students as they teach this course.