

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 work as part of the capstone "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 52% judged to have "excellent" proficiency.

Categories

Movement Generation - Average Score 2.6/3

Structure & Creativity - Average Score 2.39/3

Clarity of Intent - Average Score 2.57/3

Innovation & Risk - Average Score 2.48/3

Critical Analysis - Average Score 2.48/3

Average Score - 12.52/15

Contextualize

"Structure and Creativity" is the lowest scored category on the rubric and could use some attention. But when comparing the two choreographic assignments, sophomore gate and senior showcase, a couple of data points support overall student growth.

Average Score

Sophomore Gate - 11.98

Senior Showcase - 12.52

Increase - .54

Students Judged Excellent

Sophomore Gate - 36%

Senior Showcase - 52%

Increase - 16%

Attached Files

 [BFA_Data_SeniorShowcase.xlsx](#)

RELATED ITEM LEVEL 3

Choreography - Teacher Orientation

Action Description:

Criterion indicators for choreography have been met. This remains somewhat surprising considering the substantial impact Covid had on instruction in 20/21 and the fairly recent instability in our choreography instructor rotation (retirement/resign). As several new tenure-track and adjunct professors continue to work into the choreography rotation, it will be imperative that we have an orientation at the beginning of each semester to ensure curriculum thoughtfully scaffolds and addresses all choreography content and rubric categories.

A specific rubric area that we will address in the fall is "Structure and Creativity." It was the lowest scored category that we saw at the senior level. In discussions with faculty, we feel this is an area we need to emphasize more in our courses. One possible reason is students use of popular music when choreographing. Pop music has a fairly standard structure that can easily trap the students into obvious choices. Moving forward, we will ensure Sophomore Gate and student assignments include more thoughtful music guidelines and subsequent conversations surrounding structural choices.

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 36% judged to have "excellent" proficiency.

Categories

Movement Generation - Average Score 2.38/3

Structure & Creativity - Average Score 2.39/3

Clarity of Intent - Average Score 2.47/3

Innovation & Risk - Average Score 2.36/3

Critical Analysis - Average Score 2.37/3

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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

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music when choreographing. Pop music has a fairly standard structure that can easily trap the students into obvious choices. Moving forward, we will ensure Sophomore Gate and student assignments include more thoughtful music guidelines and subsequent conversations surrounding structural choices.

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 -----

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

96% of students judged "satisfactory" proficiency in "Senior Showcase," falling just short of our criterion of 100%.

52% of students judged to have "excellent" proficiency exceeding our mark of 50%.

The weakest areas of evaluation for seniors are:

Alignment - Average Score 2.22/3

Clarity - Average Score 2.30/3

Range of Motion - 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 - 23.93

Senior Showcase - 24.83

Increase - .90

Students Judged Satisfactory

Sophomore Gate - 86%

Senior Showcase - 96%

Increase - 10%

Students Judged Excellent

Sophomore Gate - 43%

Senior Showcase - 52%

Increase - 9%

Attached Files

 [BFA_Data_SeniorShowcaseTechnique.xlsx](#)

RELATED ITEM LEVEL 3

Ballet - Course Configuration

Action Description:

For two straight years we have observed the weakest areas in dance technique as Alignment, Clarity, and Range of Motion. These are foundational concepts in ballet technique. Students are required to take 6 semesters of ballet in the dance curriculum. In the current course configuration, the students currently go a full year without ballet. We want to change this configuration so that students never go more than one semester without ballet. We believe this will assist in the student's Alignment, Clarity, and Range of Motion.

RELATED ITEM LEVEL 3

Ballet - Secure Experienced Instructors

Action Description:

For two straight years we have observed the weakest areas in dance technique as Alignment, Clarity, and Range of Motion. These are foundational concepts in ballet technique. Since Covid, we have lost all but one of our ballet faculty. There appears to be a direct correlation between our findings and the lack of experienced ballet faculty.

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.

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Findings Description:

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Findings are as follows:

Overall Evaluation

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

43% of students judged to have "excellent" proficiency exceeding our mark of 30%.

The weakest areas of evaluation for sophomores are:

Clarity - Average Score 2.07/3

Alignment - Average Score 2.11/3

Mechanical Efficiency - Average Score 2.21/3

These are the 3 same areas of weakness as the previous cycle.

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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

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Action Description:

For two straight years we have observed the weakest areas in dance technique as Alignment, Clarity, and Range of Motion. These are foundational concepts in ballet technique. Since Covid, we have lost all but one of our ballet faculty. There appears to be a direct correlation between our findings and the lack of experienced ballet faculty.

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.

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Average Score

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Increase - .90

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Increase - 9%

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RELATED ITEM LEVEL 2

Dance Technique - Sophomore Gate

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Writing Proficiency in Dance

Goal Description:

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

Providing Department: Dance BFA

Progress: Ongoing

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

88% of students judged "satisfactory" proficiency in "Sophomore Gate," falling short of our criterion of 100%.

25% of students judged to have "excellent" proficiency, falling just short of our criterion of 30%.

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 2.42

Writing Quality = Proficient - Average Score 2.15

Methodology & Organization = Proficient - Average Score 2.23

Writer's Voice = Proficient - Average Score 2.25

Writer's Specificity = Proficient - Average Score 2.46

Overall Score = 11.5/15

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 - 10.1

Criticism & Analysis - 11.5

Increase - 1.4

Students Judged Excellent

Dance History - 12%

Criticism & Analysis - 25%

Increase - 13%

We are however seeing a drop in writing scores this year compared to previous years. It would appear Covid has impacted student learning as there are more gaps in student writing.

Last Year Average Score - 12.47

This Year Average Score - 11.5

Decrease - .97

Last Year Proficiency - 100%

This Year Proficiency - 88%

Decrease - 12%

Attached Files

 [BFA_Data_Crit&Analysis23.xlsx](#)

RELATED ITEM LEVEL 3

Writing - Across the Curriculum

Action Description:

Encouraging practice throughout the students' courses of study from freshman through senior year would offer students more confidence and the potential for greater gains as they progress through their educational journeys. This continued practice would also afford students more readiness in applying for summer programs, company positions, teaching jobs, administrative work, and more where their written materials may be an important part of the evaluative process. An area where we can embed more writing assignments is in the choreography sequence.

RELATED ITEM LEVEL 3

Writing - Faculty and Assessment Committee

Action Description:

We will continue to use the Writing Enhancement Committee as tool for anthology planning. The committee is currently chaired by Professor Andy Noble. Moving forward, we would like to have Adele Nickel chair this committee since she is the instructor of Criticism and Analysis (one of our two Writing Enhanced courses). This will allow the assessment to dovetail more thoughtfully into the writing classes.

RELATED ITEM LEVEL 3

Writing - Secure Dance History Professor

Action Description:

Student writing appears to have suffered during Covid learning. We are finding students have substantial holes in their writing education which requires faculty to spend a substantial amount of time on grammar and syntax. We desperately need another faculty member who is deeply invested in teaching writing, specifically Dance History. Currently, we have a graduate student teaching an upper-level writing enhanced course. This is not sustainable and needs to be addressed for the well-being of the department and its students.

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

88% of students judged "satisfactory" proficiency in "Sophomore Gate," exceeding our criterion of 75%.

12% of students judged to have "excellent" proficiency, falling short of our criterion of 25%.

Point Structure

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

Dance History Paper Category Findings

Writing Content = Proficient - Average Score 2.2

Writing Quality = Proficient - Average Score 1.76

Methodology & Organization = Proficient - Average Score 1.90

Writer's Voice = Proficient - Average Score 1.96

Writer's Specificity = Proficient - Average Score 2.29

Overall Score = 10.10

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 88% proficient but in need of significant growth in Quality, Methodology & Organization, and Voice. This year's writers showed a significant drop in scores compared to last year. The second paper in Criticism & Analysis will shed additional light on writing effectiveness within dance.

Attached Files

 [BFA_Data_DanceHistory23.xlsx](#)

RELATED ITEM LEVEL 3

Writing - Across the Curriculum

Action Description:

Encouraging practice throughout the students' courses of study from freshman through senior year would offer students more confidence and the potential for greater gains as they progress through their educational journeys. This continued practice would also afford students more readiness in applying for summer programs, company positions, teaching jobs, administrative work, and more where their written materials may be an important part of the evaluative process. An area where we can embed more writing assignments is in the choreography sequence.

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Student writing appears to have suffered during Covid learning. We are finding students have substantial holes in their writing education which requires faculty to spend a substantial amount of time on grammar and syntax. We desperately need another faculty member who is deeply invested in teaching writing, specifically Dance History. Currently, we have a graduate student teaching an upper-level writing enhanced course. This is not sustainable and needs to be addressed for the well-being of the department and its students.

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

88% of students judged "satisfactory" proficiency in "Sophomore Gate," falling short of our criterion of 100%.

25% of students judged to have "excellent" proficiency, falling just short of our criterion of 30%.

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 2.42

Writing Quality = Proficient - Average Score 2.15

Methodology & Organization = Proficient - Average Score 2.23

Writer's Voice = Proficient - Average Score 2.25

Writer's Specificity = Proficient - Average Score 2.46

Overall Score = 11.5/15

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 - 10.1

Criticism & Analysis - 11.5

Increase - 1.4

Students Judged Excellent

Dance History - 12%

Criticism & Analysis - 25%

Increase - 13%

We are however seeing a drop in writing scores this year compared to previous years. It would appear Covid has impacted student learning as there are more gaps in student writing.

Last Year Average Score - 12.47

This Year Average Score - 11.5

Decrease - .97

Last Year Proficiency - 100%

This Year Proficiency - 88%

Decrease - 12%

Attached Files

 [BFA_Data_Crit&Analysis23.xlsx](#)

RELATED ITEM LEVEL 3

Writing - Across the Curriculum

Action Description:

Encouraging practice throughout the students' courses of study from freshman through senior year would offer students more confidence and the potential for greater gains as they progress through their educational journeys. This continued practice would also afford students more readiness in applying for summer programs, company positions, teaching jobs, administrative work, and more where their written materials may be an important part of the evaluative process. An area where we can embed more writing assignments is in the choreography sequence.

RELATED ITEM LEVEL 3

Writing - Faculty and Assessment Committee

Action Description:

We will continue to use the Writing Enhancement Committee as tool for anthology planning. The committee is currently chaired by Professor Andy Noble. Moving forward, we would like to have Adele Nickel chair this committee since she is the instructor of Criticism and Analysis (one of our two Writing Enhanced courses). This will allow the assessment to dovetail more thoughtfully into the writing classes.

RELATED ITEM LEVEL 3

Writing - Secure Dance History Professor

Action Description:

Student writing appears to have suffered during Covid learning. We are finding students have substantial holes in their writing education which requires faculty to spend a substantial amount of time on grammar and syntax. We desperately need another faculty member who is deeply invested in teaching writing, specifically Dance History. Currently, we have a graduate student teaching an upper-level writing enhanced course. This is not sustainable and needs to be addressed for the well-being of the department and its students.

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

88% of students judged "satisfactory" proficiency in "Sophomore Gate," exceeding our criterion of 75%.

12% of students judged to have "excellent" proficiency, falling short of our criterion of 25%.

Point Structure

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

Dance History Paper Category Findings

Writing Content = Proficient - Average Score 2.2

Writing Quality = Proficient - Average Score 1.76

Methodology & Organization = Proficient - Average Score 1.90

Writer's Voice = Proficient - Average Score 1.96

Writer's Specificity = Proficient - Average Score 2.29

Overall Score = 10.10

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 88% proficient but in need of significant growth in Quality, Methodology & Organization, and Voice. This year's writers showed a significant drop in scores compared to last year. The second paper in Criticism & Analysis will shed additional light on writing effectiveness within dance.

Attached Files

 [BFA Data DanceHistory23.xlsx](#)

RELATED ITEM LEVEL 3

Writing - Across the Curriculum

Action Description:

Encouraging practice throughout the students' courses of study from freshman through senior year would offer students more confidence and the potential for greater gains as they progress through their educational journeys. This continued practice would also afford students more readiness in applying for summer programs, company positions, teaching jobs, administrative work, and more where their written materials may be an important part of the evaluative process. An area where we can embed more writing assignments is in the choreography sequence.

RELATED ITEM LEVEL 3

Writing - Faculty and Assessment Committee

Action Description:

We will continue to use the Writing Enhancement Committee as tool for anthology planning. The committee is currently chaired by Professor Andy Noble. Moving forward, we would like to have Adele Nickel chair this committee since she is the instructor of Criticism and Analysis (one of our two Writing Enhanced courses). This will allow the assessment to dovetail more thoughtfully into the writing classes.

RELATED ITEM LEVEL 3

Writing - Secure Dance History Professor

Action Description:

Student writing appears to have suffered during Covid learning. We are finding students have substantial holes in their writing education which requires faculty to spend a substantial amount of time on grammar and syntax. We desperately need another faculty member who is deeply invested in teaching writing, specifically Dance History. Currently, we have a graduate student teaching an upper-level writing enhanced course. This is not sustainable and needs to be addressed for the well-being of the department and its students.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

Summary

This year, we hired two new tenure-track faculty. They were able to fill many of the holes left during the pandemic, which helped the department find some normalcy. We still are in need of new hires as we have a substantial number of upper-level courses and one writing enhanced course being taught by graduate students. The feedback we have gotten from our students is frustration at the lack of professors in advanced level courses.

Technique

We have once again implemented in-person auditions and that has helped raise the level of incoming students. The technique attendance policy was successfully implemented and we are seeing students come to class on a more consistent basis. Technique showings were performed in the Fall and Spring semesters and have helped the faculty better gauge areas of weakness that need to be addressed. We have not been able to secure more experienced ballet faculty. Students technique (specifically alignment, clarity, and range of motion) is lacking and is a direct result of an insufficient number of ballet faculty.

Choreography

We had our first choreography orientation in the fall and it helped new faculty members create unit plans that scaffold nicely with the curriculum. We need to continue these meetings so we can continue to implement findings from our assessment.

Writing

Initially, writing was the least impacted area by Covid, but we are starting to see a decline in student writing. Faculty did start imbedding journal writing across the choreography curriculum. It will be interesting to see how this impacts future assessment. We have not been able to secure a dance history/writing professor and continue to have a graduate student teach this course.

New Plan for Continuous Improvement Item

Closing Summary:

Summary

Our plan for continuous improvement outlines areas for student growth in dance technique, choreography, and writing. It is important to note that the Dance Department is continuing to track back towards normal after Covid. We continue to see areas where students are struggling. Additionally, we had a large turnover in faculty during Covid and are still in need of additional hires. Much of this action plan speaks to these specific challenges.

Technique

During Covid, we lost most of our ballet faculty. Our most recent assessment revealed that students are lacking in alignment, clarity, and range of motion. These are areas that ballet specifically addresses.

Outlined are a few action items:

1. Secure and mentor more experienced ballet faculty: This will require a two prong approach. First, we need to make a case to upper administration for another hire. An experienced tenure-track ballet professor will bring us closer to pre-pandemic faculty make-up. Second, we need to mentor the new faculty and graduate students to ensure they understand the scaffolding of ballet course work. This mentorship needs to happen at the beginning of each semester starting fall of 2023.
2. Restructure the ballet course offerings: Students get six semesters of ballet spread out over four years. In the current curriculum configuration, students go a whole year without ballet. At the beginning of

the fall, the faculty will orient the ballet course offering to ensure students only go one semester without ballet.

Choreography

The fall of 2022 we started having a choreography orientation at the start of each semester. It was both insightful and successful. We will continue the choreography orientation as it 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 and assessing areas where we can improve.

A specific rubric area that we will address in the fall is "Structure and Creativity." It was the lowest scored category that we saw at the senior level. In discussions with faculty, we feel this is an area we need to emphasize more in our courses. One possible reason is students use of popular music when choreographing. Pop music has a fairly standard structure that can easily trap the students into obvious choices. Moving forward, we will ensure Sophomore Gate and student assignments include more thoughtful music guidelines and subsequent conversations surrounding structural choices.

Writing

We saw a significant dip in student writing this assessment cycle. While you can see student improvement between the two dance writing enhanced courses, we are seeing larger gaps in students writing competency entering these courses. This has required a larger focus on the writing basics. Moving forward, we have identified three areas of action.

1. Secure dance history/writing professor: We continue to have a graduate student teaching an upper-level writing enhanced course. This is less than ideal for the long term. 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.
2. Writing across the dance curriculum: The faculty will continue to embed writing assignments in the choreography sequence. Our goal is to start addressing the students writing sooner.
3. Writing Assessment Committee: Starting in the fall, Adele Nickel will take over as being chair of the Committee. Since Adele teaches one of the writing enhanced courses, she is better positioned to provide insight and context.