

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

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 63% judged to have "excellent" proficiency.

Categories

Movement Generation - Average Score 2.53/3

Structure & Creativity - Average Score 2.47/3

Clarity of Intent - Average Score 2.6/3

Innovation & Risk - Average Score 2.63/3

Critical Analysis - Average Score 2.5/3

Average Score - 12.73/15

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 - 12.47

Senior Showcase - 12.52

Increase - .05

Students Judged Excellent

Sophomore Gate - 40%

Senior Showcase - 63%

Increase - 23%

Attached Files

 [BFA_Data_SeniorShowcase.xlsx](#)

RELATED ITEM LEVEL 3

Choreography - Teacher Orientation

Action Description:

Criterion indicators for choreography have met or exceeded expectations. Since we have broad pool of instructors teaching the various levels of choreography, it remains important that we coordinate our efforts to cover a robust curriculum. The dance department will continue to hold an annual choreography teacher orientation at the beginning of each school year 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 40% judged to have "excellent" proficiency.

Categories

Movement Generation - Average Score 2.54/3

Structure & Creativity - Average Score 2.48/3

Clarity of Intent - Average Score 2.64/3

Innovation & Risk - Average Score 2.43/3

Critical Analysis - Average Score 2.38/3

Average Score - 12.47/15

Attached Files

 [BFA_Data Sophmore Gate.xlsx](#)

RELATED ITEM LEVEL 3

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Criterion indicators for choreography have met or exceeded expectations. Since we have broad pool of instructors teaching the various levels of choreography, it remains important that we coordinate our efforts to cover a robust curriculum. The dance department will continue to hold an annual choreography teacher orientation at the beginning of each school year 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 work as part of the capstone "Senior Showcase" that demonstrates choreographic effectiveness as shown in the attached rubric.

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Criterion Description:

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Categories

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Clarity of Intent - Average Score 2.6/3

Innovation & Risk - Average Score 2.63/3

Critical Analysis - Average Score 2.5/3

Average Score - 12.73/15

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

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RELATED ITEM LEVEL 2

Choreography - Sophomore Gate

Indicator Description:

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Movement Generation - Average Score 2.54/3
Structure & Creativity - Average Score 2.48/3
Clarity of Intent - Average Score 2.64/3
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Critical Analysis - Average Score 2.38/3

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Choreography - Teacher Orientation

Action Description:

Criterion indicators for choreography have met or exceeded expectations. Since we have broad pool of instructors teaching the various levels of choreography, it remains important that we coordinate our efforts to cover a robust curriculum. The dance department will continue to hold an annual choreography teacher orientation at the beginning of each school year 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

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

93% of students judged "satisfactory" proficiency in "Senior Showcase," falling just short of our criterion of 100%.

57% of students judged to have "excellent" proficiency exceeding our mark of 50%.

The weakest areas of evaluation for seniors are:

Alignment - Average Score 2.17/3

Clarity - Average Score 2.37/3

Range of Motion - Average Score 2.4/3

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 - 24.04

Senior Showcase - 25.23

Increase - 1.19

Students Judged Satisfactory

Sophomore Gate - 92%

Senior Showcase - 93%

Increase - 1%

Students Judged Excellent

Sophomore Gate - 24%

Senior Showcase - 57%

Increase - 33%

Attached Files

 [BFA_Data_SeniorShowcaseTechnique.xlsx](#)

RELATED ITEM LEVEL 3

Ballet - Course Configuration

Action Description:

For several 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 continue to adapt 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 several years we have observed the weakest areas in dance technique as Alignment, Clarity, and Range of Motion. These are foundational concepts in ballet technique. During 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. This past year, we did have an experienced ballet adjunct professor return. This has helped but we still remain in need of an additional experienced ballet instructor.

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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 [BFA_DanceTechniqueRubric](#)

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Overall Evaluation

92% of students judged "satisfactory" proficiency in "Sophomore Gate," exceeding our criterion of 90%.

24% of students judged to have "excellent" proficiency falling short of our mark of 30%.

The weakest areas of evaluation for sophomores are:

Alignment - Average Score 1.96/3

Clarity - Average Score 2/3

Mechanical Efficiency - Average Score 2.28/3

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

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.

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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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Sophomore Gate - 24%

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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

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 63% 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

Criticism & Analysis Paper Category Findings

Writing Content = Proficient - Average Score 2.67

Writing Quality = Proficient - Average Score 2.56

Methodology & Organization = Proficient - Average Score 2.63

Writer's Voice = Proficient - Average Score 2.54

Writer's Specificity = Proficient - Average Score 2.6

Overall Score = 13/15

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 - 12.38

Criticism & Analysis - 13

Increase - .62

Students Judged Excellent

Dance History - 25%

Criticism & Analysis - 63%

Increase - 38%

Attached Files

 [BFA Data Crit&Analysis24.xlsx](#)

RELATED ITEM LEVEL 3

Writing - Across the Curriculum

Action Description:

Encouraging writing practice throughout the students' courses of study from freshman through senior year offers 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 continue to 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.

RELATED ITEM LEVEL 3

Writing - Secure Dance History Professor

Action Description:

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 and Criticism and Analysis. Currently, we have an adjunct professor and a graduate student teaching the upper-level writing enhanced course. This is not sustainable and needs to be addressed for the long-term 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

100% of students were judged "proficient" in the Dance History paper with 25% 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 2.64

Writing Quality = Proficient - Average Score 2.29

Methodology & Organization = Proficient - Average Score 2.58

Writer's Voice = Proficient - Average Score 2.24

Writer's Specificity = Proficient - Average Score 2.63

Overall Score = 12.38

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 growth in "writing quality" and "writer's voice" to move towards excellence. The second paper in Criticism & Analysis will shed additional light on writing effectiveness within dance.

RELATED ITEM LEVEL 3

Writing - Across the Curriculum

Action Description:

Encouraging writing practice throughout the students' courses of study from freshman through senior year offers 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 continue to embed more writing assignments is in the choreography sequence.

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Action Description:

We will continue to use the Writing Enhancement Committee as tool for anthology planning.

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Writing - Secure Dance History Professor

Action Description:

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 and Criticism and Analysis. Currently, we have an adjunct professor and a graduate student teaching the upper-level writing enhanced course. This is not sustainable and needs to be addressed for the long-term 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

100% of students were judged "proficient" in the Criticism & Analysis paper with 63% deemed to be "excellent." Below is a brief synopsis of the findings with complete data attached in the Microsoft Excel file.

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Writing Quality = Proficient - Average Score 2.56

Methodology & Organization = Proficient - Average Score 2.63

Writer's Voice = Proficient - Average Score 2.54

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Overall Score = 13/15

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.

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Dance History - 12.38

Criticism & Analysis - 13

Increase - .62

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Writing - Across the Curriculum

Action Description:

Encouraging writing practice throughout the students' courses of study from freshman through senior year offers 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 continue to 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.

RELATED ITEM LEVEL 3

Writing - Secure Dance History Professor

Action Description:

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 and Criticism and Analysis. Currently, we have an adjunct professor and a graduate student teaching the upper-level writing enhanced course. This is not sustainable and needs to be addressed for the long-term 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

100% of students were judged "proficient" in the Dance History paper with 25% 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 2.64

Writing Quality = Proficient - Average Score 2.29

Methodology & Organization = Proficient - Average Score 2.58

Writer's Voice = Proficient - Average Score 2.24

Writer's Specificity = Proficient - Average Score 2.63

Overall Score = 12.38

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 growth in "writing quality" and "writer's voice" to move towards excellence. The second paper in Criticism & Analysis will shed additional light on writing effectiveness within dance.

RELATED ITEM LEVEL 3

Writing - Across the Curriculum

Action Description:

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work, and more where their written materials may be an important part of the evaluative process. An area where we can continue to 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.

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Writing - Secure Dance History Professor

Action Description:

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 and Criticism and Analysis. Currently, we have an adjunct professor and a graduate student teaching the upper-level writing enhanced course. This is not sustainable and needs to be addressed for the long-term 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):

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.

Update of Progress to the Previous Cycle's PCI:

Technique

Students technique (specifically alignment, clarity, and range of motion) needs improvement and is a direct result of an insufficient number of ballet faculty. We were able to make some strides in the right direction. One of our ballet adjunct professors returned this year after being away for a year. While she is not suitable for upper-level ballet classes, she is doing well at the lower-levels. Additionally, we were able to make a case for converting one of our adjuncts towards a lecturer position. This allowed us to keep Travis Lake who was receiving other offers from universities. He is helpful in the ballet rotation. This does not solve the long-term need of hiring a tenure-track advanced ballet instructor. We need to continue to advocate to upper-administration for returning the position that we lost during Covid.

Efforts have been made to fix the ballet rotation in the curriculum. Due to the lack of ballet teachers, we were unable to put the plan in action. We will try again this year hopefully with better results.

Choreography

We continue to have our choreography orientation in the fall and it has helped 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

Our students' writing improved substantially this year. We effectively used one of our adjunct positions to hire a writing focused professor. He has been instrumental in improving students writing in the Dance History course. But it is unlikely he will stay long with adjunct pay, so this is a temporary fix. Our other writing enhanced course is currently taught by a returning professional graduate student who is an

accomplished writer. We have her one more year before she graduates. So again, this is a temporary fix. We have not been able to secure a tenure-track line for the dance writing enhanced courses. This remains a priority for a long-term fix.

Faculty did start imbedding journal writing across the choreography curriculum. This has been a useful practice that is likely also assisting in writing improvement. We will continue this practice across our curriculum.

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. Covid had a huge impact on our department with a loss of experienced faculty and staff. Notably, some of these positions were not replaced due to budget cuts. We are still feeling the ramifications. The remaining Dance Department faculty and staff have done an admirable job weathering the storm, but it has been difficult to sustain the intense and diverse work load. Thankfully, this past year the department has begun to stabilize. Specifically, our two tenure-track replacement hires have integrated nicely into the department in their second year. Yet, we still remain too reliant on poorly paid adjunct professors who teach much of our advanced curriculum and even serve on thesis committees. The feedback we have gotten from our students is frustration at the lack of professors in advanced level courses. Specific needs include another advanced teacher in ballet technique and an experienced writing teacher. This past year we have also gone without a technical director. This position supports many of our undergraduate and graduate courses. This summer a hire was made. Hopefully this is another step towards our department fully recovering.

Technique

Our ongoing assessment reveals that students continue to lack in alignment, clarity, and range of motion. These are areas that ballet specifically addresses. During Covid, we lost most of our ballet faculty. We have begun to replace these positions with adjuncts and a new lecturer position. While there has been some improvement this year in dance technique, there remains a need for improvement.

Outlined are a few action items:

1. Secure and mentor more experienced ballet faculty: This requires a two prong approach. First, we need to continue 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 continue 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.
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 continue to 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 are helpful in mentoring new faculty in course content and assessing areas where we can improve.

Writing

Our students' writing improved substantially this year. We effectively used one of our adjunct positions to hire a writing focused professor. He has been instrumental in improving students writing in the Dance History course. But it is unlikely he will stay long with adjunct pay, so this is a temporary fix. Our other writing enhanced course is currently taught by a returning professional graduate student who is an accomplished writer. We have her one more year before she graduates. So again, this is a temporary fix. We have not been able to secure a tenure-track line for the dance writing enhanced courses. This remains a priority for a long-term fix.

Moving forward, we have identified four 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 Writing Enhanced courses. In an ideal world, we would have another tenure-track line to help cover these courses (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. Orientation for Writing Enhanced Teachers: Until we have a tenure-track line with an emphasis on writing, it will be important that we have a mechanism for transitioning effective practices between short-term hires. An orientation process with the Writing Enhanced Committee should be outlined.
4. Writing Resource Awareness: The library houses the writing center which offers writing sessions both in person and over Zoom. Familiarizing students with these resources sooner would offer access to lasting tools over the course of four years in the department. Early each fall, we should have representatives from writing center visit one of our Major's meetings and discuss resources.