Department: Dance (BA)

Assessment Coordinator: Deb Currier and Susan Haines

Departmental Mission:

The faculty and staff of the Theatre and Dance Department are committed to a liberal arts approach to performing arts education while maintaining a balance of both academic and practical approaches to the arts of theatre and dance. We believe strongly in the value of academic rigor, which in turn supports and maintains productions and projects of the highest standards. We promote a global, diverse and collaborative view of performing arts education, and strive to train artistic leaders in their chosen disciplines who will further contribute to the craft.

Learning Outcomes. The following outcomes are central to the undergraduate degree in dance:

1. Knowledge of the kinesthetic and intellectual language of movement art
2. Knowledge and application of critical and reflective thinking
3. Knowledge of the role of dance in shaping our past, present and future
4. Knowledge of the professional practices in their field

Program Objectives. In addition to the goals of the content knowledge areas, students completing the degree in dance should be able to:

5. Analyze and interpret the socially and culturally diverse realms of movement art
6. Communicate effectively in oral, written and non-verbal methods
7. Function effectively as a member of a collaborative team in the preparation and realization of a public performance
## Student Learning Outcomes Assessed This Year:

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>SLO's Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-report surveys on technical skills and deficiencies in DNC 323/423 and Modern II/IV students.</td>
<td>1</td>
<td>Found lowest scoring in categories of “Performance Quality” and “Use of Weight.”</td>
</tr>
<tr>
<td>Review of all formal student papers and final exams for DNC 431 (3 writing proficiency points) identifying “common threads” of comprehension and writing ability.</td>
<td>2</td>
<td>Found that students generally lacked sufficient writing skills in sentence structure and format.</td>
</tr>
</tbody>
</table>

### Program Changes Based on Assessment

**SLO #1:** As BA students generally take longer to be placed in advanced levels of Modern Dance, (Technique courses 321,421) the syllabi and content of DNC 221 will reflect a change to offer more assignments focused on the use of weight and performance quality.

**SLO #2:** DNC 231 Intro to Dance in Western Cultures Fall 2012(CCOM) will include more opportunities for students to build skills of communication with process writing, informal blogs, journals and critical thinking assignments. This work should assist in preparing communication and critical thinking skills for the writing intensive course, DNC 431 Dance History.
Department: Dance (BFA)

Assessment Coordinator: Deb Currier and Susan Haines

Departmental Mission:

The faculty and staff of the Theatre and Dance Department are committed to a liberal arts approach to performing arts education while maintaining a balance of both academic and practical approaches to the arts of theatre and dance. We believe strongly in the value of academic rigor, which in turn supports and maintains productions and projects of the highest standards. We promote a global, diverse and collaborative view of performing arts education, and strive to train artistic leaders in their chosen disciplines who will further contribute to the craft.

Departmental Student Learning Outcomes:

Learning Outcomes. The following outcomes are central to the undergraduate degree in dance:

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2. Knowledge and application of critical and reflective thinking
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4. Knowledge of the professional practices in their field

Program Objectives. In addition to the goals of the content knowledge areas, students completing the degree in dance should be able to:

5. Analyze and interpret the socially and culturally diverse realms of movement art
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<tr>
<td>Self-report surveys on technical skills and deficiencies in DNC 323/423 and Modern III/IV students.</td>
<td>1</td>
<td>Found lowest scoring in categories: a) Rhythmic clarity b) Movement in and out of floor c) Use of gravity d) Off balance movement e) Achieve height in jumps Categories b, c, d, e are all based on specific joint articulation and muscle recruitment, strength of legs, pelvis and core</td>
</tr>
<tr>
<td>Review of all formal student papers and final exams for DNC 431 (three writing proficiency points) identifying “common threads” of comprehension and writing ability.</td>
<td>2</td>
<td>Found that students generally lacked sufficient writing skills in sentence structure and format.</td>
</tr>
</tbody>
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Program Changes Based on Assessment

**SLO #1:** 1) Implementation of Pilates Springboard conditioning will offer strength training with proper articulation of joints and muscle recruitment, and 2) Technique courses 121, 221, 321, 421 will integrate more strength building work and rhythmic clarity in assignments.

**SLO #2:** DNC 231 Intro to Dance in Western Cultures Fall 2012 (CCOM) will include more opportunities for students to build skills of communication with process writing, informal blogs, journals and critical thinking assignments. This work should assist in preparing communication and critical thinking skills for the writing intensive course, DNC 431 Dance History.