

*SUNY Potsdam*  
*Student Learning Outcomes Assessment Plan – Dance Program*

**Department Name:** Department of Theatre and Dance

**Date Submitted and Academic Year:** Dec 2010 for 2010-2011

**Department Mission Statement:**

**DEPARTMENT OF THEATRE AND DANCE MISSION STATEMENT**

The mission of the Department of Theatre and Dance is grounded in the development of its students—intellectually, artistically, and personally—within a community that honors the mind, body, and spirit of all individuals. Specifically, the department strives to:

- 1) Provide undergraduate Majors and Minors in the fields of Theatre and Dance for those students seeking to develop careers in the disciplines, whether as performers, directors, choreographers, teachers & educators, administrators & managers or advocates.

*We seek to support these ambitions by providing courses and experiences in acting, dance technique, performance, directing, dance composition, production, technical theatre & scenic design, dance & theatre history and theory, dramatic literature, and dance & theatre education.*

- 2) Be an integral part of the SUNY Potsdam Liberal Arts educational process by fostering an understanding of theatre and dance through our extensive production programs and general education contributions.

- 1 *It is through productions and general education courses that students become familiar with the depth and range of dramatic literature, its historical context & cultural underpinnings, and its social and communicative value.*

- 2 *It is also through our production programming that students and members of the college community become familiar with the various and evolving choreographic concerns, genres & histories of dance, as well as the social and cultural issues contextualized through dance.*

- 3 *It is the means by which our students—through their work with faculty, guest artists, and each other—put into practice the skills they must learn as practitioners of these two professions.*

- 3) Bring professional theatre and dance performances, in the form of guest artist residencies, to the SUNY Potsdam campus.

*We are committed to this effort because (a) it is important to provide our students with models of, and experiences with artistic excellence and (b) it is important to provide the campus and local communities with opportunities for cultural and aesthetic enrichment in the performing arts.*

**Department Assessment Coordinator:** Robin Collen

**Update on prior years' "Application of Assessment Results:**

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**Intended Student Learning Outcome #1**

Students will demonstrate: in studio classes and performances—a sound foundation of technical and performance ability in modern and contemporary dance.

**Connection to Univ/Dept Mission**

Points #1 and #2 above

**Links with other programs/departments**

- *Gen Ed Component*
- All of the following courses are related to each other in this Learning Outcome:
- Related Courses: DANC 221/222 Modern Dance I (AE and PE)
- DANC 211 Improvisation (AE)
- DANC 309/310 Performance and Production
- DANC 311 Dance Composition I (AE)
- DANC 319 Movement Theory and Notation
- DANC 321/322 Modern Dance II (AE and PE)
- DANC 421/422 Modern Dance III (AE and PE)
- DANC 441/442 Modern Dance IV (AE and PE)
- DANC 234/235 Intermediate Ballet (AE and PE)
- DANC 312 Dance Composition II (AE)
- DANC 325 New Repertory
- DANC 390 Special Problems in Composition
- DANC 498 Senior Project
- DANC/DRAM 120 Performance Explorations (AE)
- DRAM 235 Introduction to Acting (AE)
- Other Departments: Students from all discipline areas on campus enroll in these courses.

**Measurable Criteria and Assessment Method(s)**

Assessment will be made through the following criteria and data sources: observation, performance-based assessment, verbal assessment, assessment rubrics, exam scores, video archive analysis, and interviews.

1 Performance-based Assessment

"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- (Stiggins, 1987, p. 34).

2 Authentic Assessment

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (Wiggins, 1993, p. 229).

3 Written and Verbal Assessment

4 Peer Assessment

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**Data Source/Results & Analysis**

- v1    Assessment Rubrics
  - 2    Exam Scores
  - 3    Portfolios
  - 4    Papers
  - 5    Presentations (group and individual)
  - 6    Case books

**Application of Results/Action Plan for Improvement**

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**Intended Student Learning Outcome #2**

Students will demonstrate knowledge of, through embodiment and words, a working knowledge of anatomy and be able to apply that knowledge to dance technique and performance.

**Connection to Univ/Dept Mission**

Points #1, #2 and #3 above.

**Links with other programs/departments**

Gen Ed Component and Related Courses

Related Courses:

- DRAM 110 Alexander Technique (PE)
- DANC 114 Beginning Kripalu-Style Yoga (PE)
- DANC 212 Pilates Practice (PE)
- DANC 221/222 Modern Dance I (AE and PE)
- DANC 319 Movement Theory and Notation
- DANC 321/322 Modern Dance II (AE and PE)
- DANC 421/422 Modern Dance III (AE and PE)
- DANC 441/442 Modern Dance IV (AE and PE)

Other Departments: Students from all discipline areas on campus enroll in these courses.

**Measurable Criteria and Assessment Method(s)**

Assessment will be made through the following criteria and data sources: ongoing observation, performance-based assessment, written and verbal assessment, peer assessment, self assessment, presentations, student-guided experiential projects, exams, and interviews.

- 1 Performance-based Assessment
- 2 Authentic Assessment
- 3 Presentations (individual and group)

**Data Source/Results & Analysis**

Portfolios

Archival materials such as video and photographs

**Application of Results/Action Plan for Improvement**

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**Intended Student Learning Outcome #3**

Students will demonstrate a **developed knowledge of the historical, aesthetic, and social concerns of Western and Non-Western dance forms**

**Connection to Univ/Dept Mission**

Point #1, above.

**Links with other programs/departments**

Gen Ed Component and Related Courses

All of the following courses are related to each other in this Learning Outcome:

Related Courses:

DANC 130 Understanding Dance (FS, AC)

DANC 221/222 Modern Dance I (AE, PE)

Other Departments: Students from all discipline areas on campus enroll in these courses.

**Measurable Criteria and Assessment Method(s)**

Assessment Criteria and Data Sources: Written and verbal assessment, speeches, speech outlines, exams, solo and group projects/presentations, and interviews.

Criteria include acquisition of a range of specific movement vocabulary—spatial, qualitative, temporal, and dynamic. Assessment methods include:

- 1 Ongoing Observation
- 2 Performance-based Assessment
- 3 Authentic Assessment
- 4 Written and Verbal Assessment
- 5 Peer Assessment

Presentations (individual and group)

**Data Source/Results & Analysis**

Assessment Rubrics

Exam Scores

Portfolios

Video archive analysis

**Application of Results/Action Plan for Improvement**

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**Intended Student Learning Outcome #4**

Students will demonstrate **through speaking and writing, the ability to clearly articulate aesthetic concerns in dance, including the analysis of choreography, live, and on film.**

**Connection to Univ/Dept Mission**

Point #1, above.

**Links with other programs/departments**

Gen Ed Component and Related Courses

Related Courses:

- DANC 130 Understanding Dance (FS, AC)
- DANC 311 Dance Composition I
- DANC 312 Dance Composition II
- DANC 390 Special Problems in Choreography
- DANC 498 Senior Project

Other Departments: Students from all discipline areas on campus enroll in these courses.

**Measurable Criteria and Assessment Method(s)**

Assessment Criteria and Data Sources: Ongoing observation and listening to discussion, feedback sessions, application of feedback, written work, journals, self assessment, and interviews.

- 1 Ongoing Observation
- 2 Performance-based Assessment
- 3 Authentic Assessment
- 4 Written and Verbal Assessment
- 5 Peer Assessment
- 6 Self assessment
- 7 Presentations (individual and group)
- 8 Student-guided experiential projects

**Data Source/Results & Analysis**

Exams  
Journals  
Videotapes  
Writing

**Application of Results/Action Plan for Improvement**

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**Intended Student Learning Outcome #5 (New additional outcome for 2010-2011)**

Students will generate movement, and demonstrate (through physical action), analyze, and interpret elements of choreographic techniques in exercises of choreographic problem solving.

**Connection to University/Department Mission**

Point #1 and #2, above.

**Links with other programs/departments**

Gen Ed Component and Related Courses

Related Courses:

- DANC 211 Dance Improvisation (AE)
- DANC 311 Dance Composition I
- DANC 312 Dance Composition II
- DANC 390 Special Problems in Choreography
- DANC 498 Senior Project

Other Departments: Students from all discipline areas on campus enroll DANC 211.

**Measurable Criteria and Assessment Method(s)**

Assessment Criteria and Data Sources: Ongoing observation and listening to discussion, feedback sessions, application of feedback, written work, journals, self assessment, and interviews.

Ongoing Observation

Performance-based Assessment

Authentic Assessment

Written and Verbal Assessment

Peer Assessment

Self assessment

Presentations (individual and group)

Student-guided experiential projects

**Data Source/Results & Analysis**

Exams

Journals

Videotapes

Writing

Public Performances

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<i>Summary of Action Plans for upcoming Academic Year 2010-2011</i>
1. Incorporate Bartenieff Fundamentals throughout the Movement Theory course, applying it to all theoretical aspects of Laban Movement Analysis. Break down Bartenieff Fundamentals more methodically.
2. Teach strategies for note taking, and for reading comprehension, particularly to first semester freshmen.
3. Review terminology for choreographic methods and theory at the beginning of the semester. Require that students actively utilize this terminology when discussing their own and others' work.
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6.
7.
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