

ANNUAL ASSESSMENT REPORT FOR 2009-10
Due October 1, 2010

Department/Program: Dance

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Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (F07 or S08)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
1. Demonstrate an understanding of the intellectual underpinning of the various dance techniques in terms of structure, vocabulary, syntax and phrasing.	Performance Appraisal	All students will receive at least a 3.8 on a 5 point rubric scale.	Interviews	All graduates will receive at least a 4 on a 5-point rubric scale	Spring 08 Spring 09 Spring 10
2. Interpret, compare and critique the art of choreography and performance through theoretical and practical study in terms of innovation, craft and sophistication.	Performance Appraisal	All senior dance majors will receive at least a 4 on a 5 point rubric scale.	Interviews	Junior and senior dance majors will receive at least a 3.8 on a 5 point rubric scale.	Spring 09 Spring 10
3. Demonstrate an understanding of the physical and intellectual underpinning of the various dance techniques as manifested in execution and pedagogy.	Locally developed exams	All dance majors will receive at least a 3 on a 5 point rubric scale.	Performance Appraisal	All junior and senior dance majors will receive a 4 on a 5 point rubric scale.	Spring 08 Spring 09 Spring 10

Student Learning Outcome (SLO)	For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).				Term Assessed (F07 or S08)
	<i>Methodology 1</i>	<i>Criteria for Success</i>	<i>Methodology 2</i>	<i>Criteria for Success</i>	
4. Articulate and apply an understanding of the impact of dance in history, society and the allied arts, thus becoming advocates for the art form.	Locally developed exams	All junior and senior dance majors will receive at least a 3.5 on a 5 point rubric scale.	Interviews	All graduates will receive at least a 4 on a 5-point rubric scale	Spring 09 Spring 10
5. Incorporate the impact of other arts on dance through studies in music, theatre and the fine arts.	Interviews	All junior and senior dance majors will receive at least a 4 on a 5 point rubric scale	Performance Appraisal	All graduates will receive at least a 4 on a 5-point rubric scale	Spring 09 Spring 10
6. Value an ethic of professionalism as manifested through respect for appropriate etiquette and interaction with faculty and fellow students.	Behavioral Observations	All students will receive at least a 4 on a 5 point rubric scale	Interviews	All students will receive at least a 4 on a 5 point rubric scale	Spring 08 Spring 09 Spring 10

1. **Findings**—*Summarize the findings from the assessment activities for each SLO that was assessed. Identify the SLO # and append supporting documentation such as rubrics, scales, pass rates, test scores, or other measurements used to assess each SLO.*

For the second consecutive year, the department of dance assessed SLOs #1 - #6 in the spring of 2010. The rubrics used for assessment include all dance majors except for Locally Developed Exams, which assessed dance majors of junior/senior status. The Interview rubric remains the most valuable assessment tool with activities including student self assessment followed by interview sessions with the faculty collectively and each dance major individually. Performance Appraisal and Behavioral Observation target specific areas within the training and education of dance majors that assists the faculty with refinement of course materials and expectations. Locally developed exams remains the weakest of the rubrics with focus intended to assess music, dance history, pedagogy among other categories. It is the intention of the dance faculty to review, revise and/or recreate the rubric for Locally Developed Exams during the academic year 2010-11. Rubrics used for the assessment 2009-10 follow this document along with the supporting document. The summary for each SLO assessment follows:

Student Learning Outcome #1

1. The Performance Appraisal rubric assessed all dance majors by all dance faculty in three areas with one category addressing SLO #1; Foundation. This category supports the SLO through demonstrated understanding of various dance techniques in terms of structure, vocabulary, syntax and phrasing. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

New Students:	Foundation: 3.44
Sophomores:	Foundation: 3.66
Juniors:	Foundation: 3.79
Seniors:	Foundation: 4.12
Overall Department Average including seniors: 3.75	
Overall Department Average excluding seniors: 3.63	

2. The Interview rubric assessed all dance majors by the dance faculty in two categories, Technique and Physicality. The rubric supports the SLO in further detail regarding the demonstrated understanding of the intellectual underpinnings of technique of various dance techniques. The rubric assesses each student individually with ratings by faculty averaged. The results by class and department follow:

New Students:	Technique: 3.36	Physicality: 3.3	Average: 3.34
Sophomores:	Technique: 3.66	Physicality: 3.48	Average: 3.57
Juniors:	Technique: 3.85	Physicality: 3.77	Average: 3.81
Seniors:	Technique: 4.11	Physicality: 3.94	Average: 4.03
Overall Department Average including seniors: 3.68			
Overall Department Average excluding seniors: 3.57			

The findings indicate that juniors and seniors meet the criteria for success using these methodologies for assessment. The findings for new students and sophomores indicate that both class averages are below the suggested criteria. In review of each rubric's findings, the younger students show the lowest averages while averages increase consistently for each class. The averages are slightly higher in Foundation when compared to Technique and Physicality. These findings were expected by the faculty as newer students vary in technical abilities while upper class students show stronger technical abilities and awareness of physicality as a result of the training.

In comparison to the 2009 report, the 2010 findings show that the overall department average in the area of Foundation is slightly higher, indicating that the students are slightly better trained, perhaps slightly more talented than the previous year. However, the areas of Technique and Physicality show that the average is considerably lower, indicating that the technical outcome and physicality of the students overall is not as strong as in the past, or as strong as expected.

Student Learning Outcome #2

1. The Performance Appraisal rubric assessed all dance majors by all dance faculty in three areas with one category addressing SLO #2; Artistry. This category supports the SLO through interpretation, comparison and critique of the art of choreography and performance through theoretical and practical study. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

New Students:	Artistry: 3.41
Sophomores:	Artistry: 3.75
Juniors:	Artistry: 3.83
Seniors:	Artistry: 4.21
Overall Department Average including seniors: 3.8	
Overall Department Average excluding seniors: 3.66	

2. The Interview rubric assessed all dance majors by all dance faculty in the categories of Quality and Initiative. The rubric supports the SLO in further detail regarding the demonstrated interpretation, comparison and critique of choreography. The rubric assesses each student individually with ratings by faculty averaged. The results by class and department follow:

New Students:	Quality: 3.06	Initiative: 3.2	Average: 3.13
Sophomores:	Quality: 3.46	Initiative: 3.62	Average: 3.54
Juniors:	Quality: 3.54	Initiative: 3.78	Average: 3.66
Seniors:	Quality: 4.03	Initiative: 4.32	Average: 4.17
Overall Department Average including seniors: 3.62			
Overall Department Average excluding seniors: 3.44			

As expected, senior ratings meet the criteria in Artistry, Technique and Initiative. The junior ratings are slightly below expectations but predictable when aware of the students and their aptitude. The younger students are not as experienced as the seniors; leading the faculty to investigate creative ways to increase artistry and quality. Exploration and discussion in regards to quality and artistry take place among faculty. The ratings show that throughout the four years of training there is a consistent increase.

In comparison to the 2009 report, the 2010 findings display the overall department average in Artistry is considerable higher while Quality and Initiative averages are significantly lower. Overall, the student body displays artistic ability, but not necessarily the quality or initiative as expected in this area. It is positive that all averages increase regularly through the four years of study, indicating results of the training.

Student Learning Outcome #3

1. The Locally Developed Exam rubric assessed all dance majors by all dance faculty in three areas with one category addressing SLO #3. This rubric supports the SLO by assessing the understanding of the physical and intellectual underpinning of dance techniques manifested in execution and pedagogy. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

Juniors: Average: 3.88
Seniors: Average: 4.27
Overall Department Average including seniors: 4.07
Overall Department Average excluding seniors: 3.88

2. The Performance Appraisal rubric assessed all dance majors by all dance faculty in three areas with one addressing SLO #3; Execution. This category supports the SLO by assessing the understanding of the physical and intellectual underpinning of dance techniques manifested in execution and pedagogy. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

New Students: Execution: 3.43
Sophomores: Execution: 3.68
Juniors: Execution: 3.75
Seniors: Execution: 4.06
Overall Department Average including seniors: 3.73
Overall Department Average excluding seniors: 3.62

Upper class students exceed the criteria for success regarding Locally Developed Exams. Academic work is strong and dance execution aligns appropriately for seniors. The juniors fall below the criteria for success indicating that the upcoming senior class of 2011 is not as technically strong as in previous years. Technical development is being addressed in classes to enhance students' understanding and abilities with particular attention to the upcoming senior class of 2011.

Student Learning Outcome #4

1. The Locally Developed Exam rubric assessed all dance majors by all dance faculty in three areas with one category addressing SLO #4; this rubric supports the SLO by assessing the understanding of the impact of dance in history, society and the allied arts. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

Juniors: Average: 3.88
Seniors: Average: 4.27

Overall Department Average including Graduates: 4.07

Overall Department Average excluding Graduates: 3.88

2. The Interview rubric assessed all dance majors by all dance faculty with one specific category addressing SLO #4; Initiative. This category supports the SLO by assessing understanding of the impact of dance in history, society and the allied arts. The rubric assesses each student individually by category and collectively class rank.. The results by class and department follow:

New Students: Initiative: 3.25

Sophomores: Initiative: 3.73

Juniors: Initiative: 3.82

Seniors: Initiative: 4.28

Overall Department Average including seniors: 3.77

Overall Department Average excluding seniors: 3.6

The 2010 findings are relative to the 2009 findings showing that upper class student rankings exceed criteria and that academic work and application of knowledge is strong. In addition, the sophomore class displays positive findings in Initiative which indicates upcoming success. The new student assessment of Initiative is not positive and considerably lower than prior years.

Student Learning Outcome #5

1. The Interview rubric assessed all dance majors by all dance faculty with one addressing SLO #5, Quality. This category supports the SLO by assessing the incorporation of the impact of other arts on dance through the study of music, theatre, and the fine arts. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

New Students: Quality: 3.06

Sophomores: Quality: 3.46

Juniors: Quality: 3.54

Seniors: Quality: 4.03

Overall Department Average including Graduates: 3.52

Overall Department Average excluding Graduates: 3.35

2. The Performance Appraisal rubric assessed all dance majors by all dance faculty in three areas with one addressing SLO #5; Artistry. This category supports the SLO by assessing the incorporation of the impact of other arts on dance through the study of music, theatre, and the fine arts. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

- 3.
- | | |
|--|----------------|
| New Students: | Artistry: 3.41 |
| Sophomores: | Artistry: 3.75 |
| Juniors: | Artistry: 3.83 |
| Seniors: | Artistry: 4.21 |
| Overall Department Average including seniors: 3.8 | |
| Overall Department Average excluding seniors: 3.66 | |

The findings show that only seniors meet the criteria expected in the Interview while all other students do not. On the contrary, Artistry is relative in ranking for new students in comparison to last year's data. All other student rankings are higher than the previous year.

Student Learning Outcome #6

1. The Behavioral Observation rubric assessed all dance majors by all dance faculty in three categories, Initiative, Community and Leadership. This rubric supports the SLO by assessing professionalism as manifested through respect for etiquette and interaction with faculty and fellow students. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

New Students:	Initiative: 3.65	Community: 3.95	Leadership: 3.60	Overall Average: 3.73
Sophomores:	Initiative: 3.90	Community: 4.03	Leadership: 3.87	Overall Average: 3.93
Juniors:	Initiative: 3.92	Community: 4.04	Leadership: 3.90	Overall Average: 3.95
Seniors:	Initiative: 4.02	Community: 4.25	Leadership: 4.15	Overall Average: 4.14
Overall Department Average including seniors: 3.93				
Overall Department Average excluding seniors: 3.87				

2. The Interview rubric assessed all dance majors by all dance faculty with one specific category addressing SLO #6; Approach to Training. This rubric support the SLO by assessing professionalism as manifested through respect for etiquette and interaction with faculty and fellow students. The rubric assesses each student individually by category and collectively class rank. The results by class and department follow:

New Students:	Approach to Training: 3.2
Sophomores:	Approach to Training: 3.62
Juniors:	Approach to Training: 3.78
Seniors:	Approach to Training: 4.32
Overall Department Average including seniors: 3.73	
Overall Department Average excluding seniors: 3.53	

The data shows that upper class students meet the criteria in Behavioral Observations as expected. Overall, ratings are lower in comparison except for sophomore rankings. Sophomores are stronger in leadership and community, and continue to aim to please. The data in regards to Approach to Training shows that only the seniors meet the criteria. All other student ratings are lower than expected and lower in comparison to previous data.

2. **Use of Results**—What programmatic changes, if any, were made in response to the findings? Reference the SLO #.

In review of the department's Assessment Report 2009 and the 2010 ratings, it is interesting to find that the new students rank lower in all categories. Overall, it can be determined that the new class is not as technically sound, artistically astute and their sense of community and leadership is not as visible. It is clear that they are not quite as talented, skilled or committed to training as new students have been in the past. In addition, the senior ratings are relative and in several cases higher in comparison to the 2009 report. This information endorses the training and education provided by the dance faculty. Furthermore, the ratings indicate that the junior class needs special attention during their final year of training regarding artistry, execution and approach to training in hopes of advancing their placement in the profession.

Overall, the data in the 2010 report is accurate: new students' ratings are consistently lower than previous data and the findings support faculty opinion of the talent and ability of the class as a whole; other class ratings fluctuate with seniors rating being higher, juniors ranking lower than previous data and sophomores rating relative to this transitional year. The findings support faculty opinion of the overall ability and aptitude of the respective classes. The findings will assist faculty to fine tune, revise and/or re-create course materials to address the developmental teaching and nurturing that is needed to strengthen the education and training of all dance majors.

3. What **support services or resources** for faculty would help your department assess its SLOs better?

None at this time.

4. What **revisions**, if any, to current SLOs did you make or are under consideration?

Benchmarks are in review as faculty believes they may be questionable. However, the faculty is not willing to adjust or alter the benchmarks for criteria at this time because only two years of data are available. Future assessment may change this point of view. Locally Developed Exams remains the weakest rubric. It appears necessary to review and delineate, perhaps recreate and reinforce this rubric prior to assessment 2011.

5. Map each of your program’s SLOs to the University Learning Outcomes. Make annual updates only if your SLOs changed.

Butler University students will:

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts. *(Know)*
2. Articulate and apply required content knowledge within their area(s) of study. *(Know)*
3. Find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate. *(Know)*
4. Explore a variety of cultures. *(Know)*
5. Recognize the relationship between the natural world and broader societal issues. *(Know)*
6. Communicate clearly and effectively. *(Do)*
7. Demonstrate collaborative behavior with others. *(Do)*
8. Practice ways and means of physical well-being. *(Do)*
9. Acquire the skills to make informed, rational and ethical choices. *(Do)*
10. Experience diverse cultures, ethnicities, religions and sexual orientations. *(Value)*
11. Share their talents with Butler and the greater community at large. *(Value)*
12. Be exposed to the value of lifelong learning. *(Value)*

Dance Student Learning Outcomes:	Butler University Learning Outcomes											
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	1	2	3	4	5	6	7	8	9	10	11	12
1. Demonstrate an understanding of the physical and intellectual underpinning of the various techniques in terms of structure, vocabulary, syntax and phrasing.		X				X	X					X
2. Interpret, compare and critique the art of choreography and performance through theoretical and practical study in terms of innovation, craft and sophistication.	X	X		X		X				X	X	X
3. Demonstrate an understanding of the physical and intellectual underpinning of the various dance techniques as manifested in execution and pedagogy.	X	X				X	X					X
4. Articulate and apply an understanding of the impact of dance in history, society and the allied arts, thus becoming advocates for the art form.	X	X	X	X	X	X			X			X
5. Incorporate the impact of other arts on dance through studies in music, theatre and the fine arts.		X			X							X
6. Value an ethic of professionalism as manifested through respect for appropriate etiquette and interaction with faculty and fellow students.						X	X	X				X

6a. List all courses in the program and map each of your SLOs to the **curriculum** in which the learning occurs, indicating the extent to which the outcome is introduced (I) or refined (R). [Make annual updates only if your SLOs or curriculum changed.]

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	
DA 111-114	I		I			I	Ballet Technique
DA 213-420	R		R			R	Ballet Technique
DA 121-221	I		I			I	Pointe 1
DA 223-422	R		R			R	Pointe 2-3
DA 166				I			Masterworks
DA 125-126	I		I			I	Pas de deux 1
DA 225-42	R		R			R	Pas de deux 2-4
DA 131-132	I		I			I	Modern 1
DA231-432	R		R			R	Modern 2-4
DA 141-142	I		I			I	Jazz 1
DA241-342	R		R			R	Jazz 2-3
DA 151-152	I	I	I	I	I	I	Butler Ballet
DA251-452	R	R	R	R	R	R	Butler Ballet
DA 161-162	R		I			I	Body Placement
DA233		I			I	I	Improvisation
DA247-248	R		I			I	Character
DA 261	R		I			I	Laban Movement A
DA263		I			I		Music for Dance
DA 264		R			R		Music for Dance
DA 361		R				R	Choreography 1
DA 362		R			R	R	Choreography 2
DA 365-366				R	R	R	Dance History
DA 453		R			R	R	Choreography 3
DA 471	R		I		R	R	Teaching Analysis
DA 472	R		R		R	R	Teaching Analysis
DA474-476	R		R		R	R	Teaching Analysis
DA465-466		R		R	R	R	Theory/Philosophy
DA 477-478	R		R		R	R	Dance Teaching Pr

- 6b. **Learning/developmental opportunities for students outside the classroom**—*If any SLO was addressed outside the classroom, explain where and how the learning/developmental opportunities were provided to students in your program? (i.e., internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you may have employed.)*

There are multiple opportunities for dance students to continue learning outside of the classroom. The bullet points below serve to identify these opportunities:

- Butler Ballet – Dance student perform for the Butler community and the community at large for 3 major productions per academic year.
- Performance Attendance Requirements – All dance students are required to attend performances in music theatre and dance. They are encouraged to visit museums and attend arts related lectures as well
- Leadership through the Arts Forum – A program developed by JCFA designed to bring leaders in the arts for speaking engagements.
- Master Classes with Professionals – Master classes are taught several times per academic year. Clowes Memorial Hall arranges Master class for dance major with professional dancers/artistic directors who perform at the hall. The department supports guest teachers and master classes by inviting alumni to teach classes during the annual JCFA Convocation. In addition, Senior Dance Showcase invites Artistic Directors to view the senior class through guest teaching.
- Dance Teaching Practicum – For BA dance pedagogy majors, a student teaching requirement must be completed. Student teaching assignments can be considered field study as the assignments are completed in JCFA but most often are completed at the Jordan Academy of Dance.
- Dance Arts Administration Internships – BS dance arts administration students complete an internship with a non for profit organization to complete the degree. Internships are generally completed off campus.
- Butler Community Arts School – Dance majors’ participation by teaching dance in the Butler Community Arts School. Dance classes take place in various locations around the city of Indianapolis such as the Martin Luther King Center and the Kaleidoscope Youth Center

Behavioral Observations
Department of Dance
April 2008

1 – Never 2 – Rarely 3 – Sometimes 4—Frequently 5—Always

Initiative:

Demonstrates personal responsibility for improvement
Attends class consistently Timely completion of work Attentiveness in class
Stays on Task Communicates Effectively with Professors
Follows Directions

Initiative _____

Community:

Adheres to Departmental Policies and Guidelines
Adheres to Dress Code Maintains proper condition of costumes
Displays appropriate performance and rehearsal etiquette
Displays consistent respect for the Department, the faculty and classmates

Community_____

Leadership:

Demonstrates behavior consistent with being a role model in the community
Contributes positively to classroom atmosphere Works well in groups
Participates effectively in Strike/Load in teams Consistently attends warm-up classes
Takes responsibility for actions

Leadership_____

Average_____

Interviews
Department of Dance
February 2008

Rating Scale from 1-5 as follows:
1 Deficient; 2 below Average, 3 Adequate 4 above Average; 5 Exceptional

TECHNIQUE: *Demonstration of understanding the physical and intellectual underpinnings of various techniques. (SLO #1)*

Use of Core Strength
Clarity of Movement

Flexibility
Coordination

Articulation

TECHNIQUE_____

PHYSICALITY: *Demonstration of the application of physical demands of the techniques as related to execution and pedagogy. (SLO #3)*

Stamina
Commitment to working fully

Endurance

Use of appropriate Energy

PHYSICALITY_____

Comments

QUALITY: *Demonstration of Artistic Development by incorporating other art forms and qualities as demanded by the profession, (SLO #5)*

Musicality
Visual Focus

Dynamics
Moving Fully in Space

Attack

Fluidity
Spatial Clarity

QUALITY_____

INTERVIEWS (page 2)

APPROACH TO TRAINING: *Demonstration of commitment to professionalism that meets the demands of the training. (SLO # 6)*

Work Ethic Following Instructions
Consistent Application of Corrections Attention in Class
Retention of Class work Appearance Drive
Respect for Community

APPROACH TO TRAINING_____

INITIATIVE: *Demonstration of responsibility for fitness and well-being, artistic development and performance. (SLO # 1 and 2)*

Responsibility to Roles Preparedness for Class, Rehearsal and
Performance Fitness Level Proactive Engagement in Class,
Rehearsal and the Choreographic Process

INITIATIVE_____

OVERALL AVERAGE_____

**Performance Appraisal
JCFA/ Department of Dance
April 2008**

Foundation: Dance Techniques, application of fundamental training, alignment, placement, carriage.

Execution: Technical elements of performance; Movement competency, clarity, musicality, focus

Artistry: Precision, refinement, command, interpretation, how close to “professional level

Rubric	Deficient 1	Below Average 2	Adequate 3	Above Average 4	Exceptional 5
Foundation	Minimal expectations not met	Demonstrates some knowledge of basic elements	Demonstrates understanding of essential elements	Good accuracy of elements	Beyond expectations in terms of grasp of subject knowledge
Execution	Technique below minimal expectations	No command of technical aspects	Technical aspects minimally achieved	Proficient	Absolute command of technical elements
Artistry	No demonstration of mastery of subject	Little mastery of subject	Minimal expertise	Demonstrates firm grasp of performance, execution of task	Near professional level as possible for students

Overall Average _____

**Locally Developed Exams
Department of Dance
April 2008**

1-Deficient 2-Below Average 3-Adequate 4-Above Average 5-Exceptional

1. Is able to analyze movement in regard to the specifics of shape, space, dynamics and time.

2. Is able to analyze movement in relation to music or text.

3. Is able to demonstrate the necessary skills for preparing movement material and structuring a class.

4. Has developed a critical eye; that is, understands and is articulate about concepts of aesthetics.

5. Is able to place dance into an historical and/or cultural context.

6. Has developed the necessary skills to engage in research and to present the results of such research articulately and persuasively.

Overall Average _____