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| **College of Arts and Humanities**  **Theatre Arts Department / BA in Dance** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The Theatre Arts Department strives to be an intellectual and cultural leader in the San Joaquin Valley. By teaching the fundamentals of dramatic art, along with its history and literature, the Theatre Arts Department aims to give future artists the basic tools for success.  The department also accepts a role in training a liberal arts graduate who is aware of the most important achievements of intellect and art, and who can read perceptively, think critically, and communicate precisely. Along with training dancers and theatre artists, the department seeks to provide communication skills that will aid future teachers, broadcasters, attorneys and others.  The department’s productions exemplify the sound practice of dance and theatre fundamentals. They offer important experiences that help students develop into skilled and sensitive collaborators. These productions also carry powerful benefits to the campus and to the community at large. They can bring vitality to course offerings in many other disciplines on campus. Primary and secondary students in the area can also benefit from viewing a range of performances. The BA in Dance will provide a solid foundation for the expected needs of the increasing numbers of dance students in the San Joaquin Valley. The dance curriculum establishes a foundation rich in the core areas of dance and is designed to educate students to become skillful, articulate, expressive movers; find their own voice as creative artists; develop the ability to work effectively in a collaborative environment; and grow in their conceptual understanding of dance as an art form in relation to the other arts and the diverse global society in which they live. And many area residents depend upon the University for an exciting experience of drama and dance. Finally, the Department sees an opportunity to help people of various cultures find and share their voices through artistic expression. It can also provide opportunities for diverse groups of students to come together and learn to succeed as teams. In this way the Department can help to shape the future of its unique and richly diverse region. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
     1. Acquiring specialized knowledge
     2. Improving Intellectual Skills
     3. Applying knowledge
  2. Program Learning Outcomes and related SLO’s

The degree focus is breadth of general studies combined with comprehensive studies in dance and an area of emphasis in dance such as technique, choreography, anatomy and kinesiology, history and repertory of dance, and so forth.

**Program Learning Outcomes**

PLO 1: Students will understand a wide selection of dance repertory, the principal eras, genres, and cultural sources.

PLO 2: Students will understand aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.

PLO 3: Students will be able to incorporate elements from a wide variety of dance philosophies, styles, and cultural practices into their creative process and performances

PLO 4: Students will apply their substantial knowledge of dance theory, history, cultural and social aspects of dance in order to enhance their professional careers and graduate studies

**Student Learning Outcomes:**

SLO 1: Students will identify and work conceptually with the elements of dance.

SLO 2: Students will understand and explain certain principal eras and genres in dance.

SLO 3: Students will have a fundamental knowledge of Somatics based disciplines as applicable to work in dance.

SLO 4: Students will apply their knowledge to analyze and incorporate techniques of dance appropriate for either Ballet or Modern Dance or Pilates.

SLO 5: Students will analyze and critique specific elements of dance both during the creative process and when reviewing performances.

## Curriculum Map [d]: Courses in which SLO’s are covered and evaluated

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in a particular course. All student learning outcomes must appear on the curriculum map and you must indicate for each in which classes they are introduced, developed, and mastered.

**Please note courses on the curriculum Map are listed in numerical order and not in the order that student take the courses. As a result,** on the curriculum map there is an M for some courses that appear on the list earlier than other courses in which the PLO’s/SLO’s are introduced or developed.

| **I = Introduced** | **D = Developed** | **M=Mastered** |  |
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|  | **ILO**  **1** | **ILO**  **2** | **ILO**  **3** | **1PLO** | **2PLO** | **3PLO** | **4PLO** | **1SLO** | **2SLO** | **3SLO** | **4SLO** | **5SLO** |
| *Drama 34* |  |  |  | I | I | I | I |  |  |  | I | I |
| *Dance 20* |  | I |  |  | I | I |  | I |  |  |  | I |
| *Dance 70* |  |  |  |  |  |  |  |  |  | M | D |  |
| *Dance 117 A and/or B* |  |  |  |  | I |  | I | I |  | I | I | I |
| *Dance 117C and/or D* | I | I |  |  | D |  | D | D |  | D | D | D |
| *Dance 158 A and/or B* |  |  |  |  | I |  | I | I |  | I | I | I |
| *Dance 158 C and/or D* | D |  |  |  | D |  | D | D |  | D | D | D |
| *Dance 159* |  | D | D | D | D |  |  | D |  |  | D | D |
| *Dance 160S* |  |  |  |  | I | I | I | I |  |  | I | I |
| *Dance 164* |  |  | D | D | D | D | D |  | D |  | I | I |
| *Dance 166* |  |  |  | I | I | I | I | I | I |  | I | I |
| *Dance 170* |  | I | I |  |  |  |  | I |  | D | M |  |
| *Dance 171* |  | D | D | M | M | D | D | D | M |  | D | D |
| *Dance 175* |  |  |  | I | I | I | I | I | I |  | I | I |
| *Dance 115* | M | M |  | D | D | D | I | D | I |  | D | D |
| *Dance 163* |  |  | M | M | D | M | M | M | D | D | D | M |

## SLO’s Mapped to Assessment Measures and Methods [e]

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| Student Learning Outcomes X Assessment Methods Matrix |
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## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)
     1. Exams – questions on exams will include some that require students to demonstrate their knowledge of dance history, styles, and specific eras and genres.
     2. Practical Exams – students will demonstrate certain dance steps, techniques, or styles by performing part of dance while the instructor and students evaluate their accuracy and proficiency.

3. Essays – Essay topics include those focused on the development and history of dance, the dance elements significant in specific eras and genres, and the analysis of a specific dance performance.

4. Presentation Projects – two kinds of presentations that students will give and which will be evaluated are power point presentations explaining specific dances/techniques and teaching a lesson. In the World Dance course students research, create and then give a brief power point presentation on a topic such as dance in Southeast Asia. Students also present by essentially teaching a lesson on a specific dance style or technique to other students in the dance program.

5. Rehearsals/Performances – students will perform multiple times during rehearsals, and public performances at Fresno State. Rehearsals and public performances are evaluated by the dance faculty using a rubric with specific criteria.

6. Comparative Analysis Project – two or three students perform certain elements or an entire dance and other students are comparatively evaluate the performance by indicating the quality of each student’s performance relative to the other students who performed at the same time.

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
     1. Alumni Survey – students who have graduated from the program will be asked to complete a brief fifteen to twenty questions survey in which they evaluate the faculty, and the extent to which they think the Dance program improved their proficiency in specific PLO’s and SLO’s that are part of the department SOAP.

## Assessment Schedule/Timeline [g]

The Dance Program will assess all of its ILO’s, PLO’s and SLO’s in a five year cycle or period as indicated on the assessment timeline below.

| Academic  Year | Measure | ILO  1 | ILO  2 | ILO  3 | P  1 | P2 | P3 | P4 | S  1 | S  2 | S  3 | S  4 | S  5 |
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| 2018-2019 | Exams | X | X | X | X |  |  | X |  | X | X | X |  |
| 2019-2020 | Practical Exam | X | X | X |  | X | X |  | X |  | X | X | X |
| 2020-2021 | Essays | X | X | X | X | X |  |  |  | X |  |  | X |
| 2021-2022 | Rehearsal/  Presentation | X | X | X |  |  | X | X | X |  | X | X | X |
| 2022-2023 | Presentation Projects | X | X | X | X | X | X |  | X | X |  | X | X |
| 2023-2024 | Comparative Analysis | X |  |  |  |  |  |  |  |  | X |  |  |
| 2024-2025 | Alumni Survey | X |  | X | X | X |  |  | X | X | X | X | X |
| 2025-2026 | Rehearsal/  Presentation | X | X | X |  |  | X | X | X |  | X | X | X |

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| Closing the Loop [h,j,k] |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. The completed evaluation and comments are communicated to departments during the Spring Semester of each Academic Year. |
| Program/Department Closing the Loop process:  The assessment results of theatre and dance evaluations will be reported to the entire faculty of the theatre arts department during the annual faculty retreat or the first meeting of the Fall Semester. Faculty will discuss any issues that emerge if students are deemed less than proficient in one or more outcomes. The entire faculty will discuss and make suggestions to improve student performance. However, the theatre arts faculty will take the lead on issues on outcomes for acting and design students and dance faculty will take the lead on issues relating to outcomes for dance students. If students are not deemed proficient in specific dance PLO’s or SLO’s the dance faculty would develop and propose specific curriculum changes for the appropriate courses and this would be voted on by the dance faculty but any changes would be discussed with the entire faculty. |