Program Information and Mission Statements

Dance, BA

College or Unit	College of Visual and Performing Arts
Department	Theatre and Dance
Academic Year	2023 - 2024
Date Submitted	2024-06-12 9:49:52 Grobe, Daniel James
Program Classification	Section: Dance Jazz
Program Level	Section: Dance Jazz
Program Delivery Method	Course: Lecture
Program Mission Statement	The dance program at Winthrop University prepares students for careers and home study in dance by fostering their creativity, critical thinking, and technical and performance skills in a supportive environment that values the arts across the curriculum. The program provides students with opportunities to participate in studio classes and to perform in a variety of venues, including the Winthrop Dance Company and the Winthrop Dance Ensemble. The program also uses local community or professional dance knowledge of the discipline of dance from a holistic perspective, including the aesthetic, cultural, historical, social, and technical dimensions of the dance profession.
Department Mission Statement	The mission of Winthrop University's Department of Theatre and Dance is to foster student education in artistic, intellectual, and creative development within the context of a liberal arts education as they pursue a Bachelor of Arts in Theatre or a Bachelor of Arts in Dance. Our students will be prepared for careers in the arts, for further study in secondary and tertiary education, and for lifelong participation in the arts. The goal is to achieve an understanding of the social, aesthetic, and technical aspects of theatre and dance as a means of self-expression and as a vehicle for communication. The Department of Theatre and Dance strives to encourage dialogue and establish self-examination, and to challenge the status quo. We encourage our students to become responsible citizens who are able to think critically, to work with others, and to be sensitive to the needs of others. We also encourage our students to become responsible artists who are able to take risks, to be self-reflective, and to be self-sufficient.
Unit Mission Statement	The College of Visual and Performing Arts at Winthrop University offers nationally accredited programs in art, design, dance, music, theatre, and interdisciplinary studies. Our faculty and students are committed to excellence in teaching and learning, to creative and scholarly activity, to service to the university and surrounding communities, and to an inclusive and collaborative approach. We encourage student growth and development in a supportive and collaborative environment that encourages student growth to develop a uniquely creative voice cultivated through rigorous study, critical thinking, and technical and performance skills.
University Mission Statement	The mission of Winthrop University is to be a student-centered, comprehensive, public university that provides a transformative educational experience, we assert that we offer excellence in "significant levels of consequence" in one area of learner value. This is the university mission statement. We consider "significant levels of consequence" to include the intellectual, the aesthetic, the ethical, the physical, the vocational, the spiritual, the social, the civic, the environmental, the financial and the literate and secure. This reflects the identity of the university as a "comprehensive teaching university". In the context of our mission, we define "excellence" as the ongoing, institutional, and individual pursuit of the highest standards of practice in academic, civic, and professional life. We define "significant levels of consequence" as those that are life changing, life enhancing, life ordering, life sustaining, life extending, life expanding, life transforming, life liberating, and life challenging relationships. ... (property)
Assessment Plan Comments	The Department of Theatre and Dance (in the Department of University) and Completions can be found at the University level.
	Winthrop conducts the Senior/Capstone assessment process in Fall of each year. This survey of alumni provides indirect assessment evidence about the quality of program learning outcomes.
	This year the dance department had a year of transition. Our longtime Director of Dance resigned mid year, quite unexpectedly, and we had to hire a new Director. We also had a long-time faculty member who had to take a medical leave of absence for the entirety of the spring semester. Because of these two factors, there were fewer than ideal for the year and we had to cancel our spring dance concert.

Program Outcomes

Program Outcome 1	We will maintain and enhance operational and curricular infrastructure for student success.
Alignment of outcome with the Winthrop Plan, if applicable	•
Alignment of outcome with the University Learning Competencies (ULC), if applicable	•
Summary of Assessment and Assessment Accomplishments and Improvements Based on prior year's Continuous Improvement Action Plan	We are goals from last year's Action Plan. We made further detailed changes to the A. Review to streamline the material collected, we had great success in our relationship with the Athletic Trainer and provide student reports from the Athletic Training Education Program (ATEP) to the faculty, we had a very high rate of success in our students' pursuit of the ATEP, and we had a very high rate of success in our students' pursuit of employment in the profession.
Activities	We entered some complaints of dis- or illnesses that were submitted, and in the request for programs, so that we could provide more support to our students. We also made changes to our Dance Education Program (DEP) to better support our students.
Activities prior year's Continuous Improvement Action Plan	We built a strong relationship with Anna Bodkin in Exercise Science. Part of her course load is now to serve as the Athletic Training Education Program (ATEP) Director, and she has been very supportive of our students and provided tutoring for the students, which has been very helpful. We also added the assistant dance coach to teach our Dance Education Program (DEP) classes.
	We changed the attendance policy so that Time is allowable absence in dance technique classes to meet the needs of our students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. We also changed our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
	Introduced a, b, c, d, e, f, and g. Dance 100, Dance 101, Dance 106, Dance 108, and Dance 109
	We believe this will strengthen the technique progression and allow more students to become proficient in these genres.
Continuous Improvement Action Plan for next year	We will create our dance and course learning outcomes (CLO) through Anthropedia (Program and Course Outcomes), as Winthrop University is requiring all programs to do so. We will also create a Dance Education Program (DEP) Handbook, which will be a living document.
	We will add Anthropedia The Outcomes Assessment Software to our Dance Education Program (DEP) classes. We will create a curriculum mapping for our students to see how their course work aligns with our program outcomes. We will also create a curriculum map for our students to see how their course work aligns with our program outcomes.
Alignment of outcome with the College's Strategic Plan, if applicable	We will increase the diversity, quality, visibility and prominence of our dance programs.
Alignment of outcome with the University Learning Competencies (ULC), if applicable	• Goal 2 Strategic Quality of the student experience
	• Goal 3 Enhancing quality of the student experience
Summary of Assessment and Assessment Accomplishments and Improvements Based on prior year's Continuous Improvement Action Plan	We made improvements to our High School workshop day to help with recruiting and evaluating prospective students. We made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
	We re-worked the registration process and the scheduling process for the BS Marketing Plan. We met on least a monthly basis to review the process and make changes. We made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
Activities	We added a new course, Dance 100, to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
Activities prior year's Continuous Improvement Action Plan	• Goal 4 Provide facilities, technology, and programs that support students
	• Goal 5 Ensure human stability and sustainability
Assessment Method 1	Auditions and/or interviews for all incoming students.
Target	Incoming dance majors and transfer students will demonstrate proficiency in dance technique and performance skills.
Assessment Results	Incoming dance majors and transfer students were evaluated either in the formal placement class on the first day of class, or by attending a technique class and being evaluated. We therefore had no target.
Discussion of Assessment Results	Through our audition and scholarship process, we had a very high rate of success in our incoming freshmen and transfer students. We had a very high rate of success in our students' pursuit of employment in the profession. We also had a student that enrolling as a dance major in the fall. One faculty "call-in" at fall was so capable a placement class was created for her. We had a very high rate of success in our students' pursuit of the Athletic Training Education Program (ATEP). We had a very high rate of success in our students' pursuit of graduate school. We had a very high rate of success in our students' pursuit of employment in the profession.
Assessment Method 2	Assignment, assessment, and content in the introduction to Dance classes are taught by all incoming freshmen. This course introduces students to the profession of dance, the various genres of dance, the various styles of dance, the various techniques of dance, the various aesthetics of dance, the various theories of dance, the various critics of dance, the various scholars, and that profession outside-in college dance.
Target	Incoming freshmen will be expected to pass 80% of the tests in Dance Intro to prepare students for survey classes. We will also use the tests to see how students are progressing in their knowledge of the profession, and how students are prepared.
Assessment Results	We did not expected to the report, as the faculty member who taught this course resigned in December and left in January.
Discussion of Assessment Results	Please see above.
Continuous Improvement Action Plan for next year	We need to change the PO for next year. After a few years of evaluating our assessment methods, it's clear that we need to change our assessment methods. We need to change our assessment methods to better reflect our students' learning. We need to change our assessment methods to better reflect our students' learning. We need to change our assessment methods to better reflect our students' learning.
Alignment of outcome with the University Learning Competencies (ULC), if applicable	• Goal 4 Provide facilities, technology, and programs that support students
	• Goal 5 Ensure human stability and sustainability
Assessment Method 3	We will continue to work with the Athletic Training Education Program (ATEP) in the Exercise Science department. We will continue to work with our students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. We will continue to work with our students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
Target	We will continue to work with our students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. We will continue to work with our students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
Assessment Results	We hired a new faculty member who teaches ballet & ballet and modern dance classes. We hired a new faculty member who teaches jazz and tap classes. We hired a new faculty member who teaches jazz and tap classes. We hired a new faculty member who teaches jazz and tap classes.
Discussion of Assessment Results	The department's activity and productivity report towards the building its new safety, security, maintenance, and usage requirements (building) is ongoing.
	The committee regularly meets semester to note any issues and make recommendations.
	The committee met at 4:00 pm and ended at 5:00 pm. Attendance was 100% and all the priority items in attendance (only the department's prime, a handful of which were absent) were addressed.
Activities, security, and maintenance items determined to be addressed	Priority Building Issues (see also Facilities Management Work Order Requests)
	• Dance Studio Floor (see also Facilities Management Work Order Requests)
	• Dance Studio Mirrors (see also Facilities Management Work Order Requests)
	• Current long counter-clockwise set of stairs to lower
	• Dance Studio Lockers
	• Requesting commitment from the Department of Theatre and Dance to provide physical and mental health support for students, faculty, and staff in the Department of Theatre and Dance
	• Cleaning in overhead, causing flaking of paint
	• Dance Studio Ventilation
	• Dance Studio Lighting
	• Dance Studio Sound System (Amplifier and Speaker) (manipulated floor model)
	• Dance Studio Cleaning
	• Community Lockage project of Dance Studio
	• Complete Audio for Dance Studio Recording Studio. (8000 annually)
Discussion of Assessment Results	The priority for this year was to get the dance Dance replaced, and we did secure the funding for that. This will be completed in the summer of 2024. We also had a very high rate of success in our students' pursuit of the profession. We also had a very high rate of success in our students' pursuit of graduate school.
Continuous Improvement Action Plan for next year	We want to develop a questionnaire that can be distributed to all students during group advising. This document will ask students questions about their mental health, their physical health, their financial situation, their housing situation, their food situation, their transportation situation, their childcare situation, their social support system, and their overall well-being.
	We want to hire specific about the material of the Chair's Advisory Council so that all student majors and groups get represented, and so that we can get more input from faculty, students, and staff on what programs the department may need and offer.

Student Learning Outcomes

Student Learning Outcome 1	Students will demonstrate dance technique proficiency in the respective respiratory technique series (modern, ballet, and jazz).
Alignment of outcome with the Winthrop Plan, if applicable	• Goal 3 Enhancing quality of the student experience
Alignment of outcome with the University Learning Competencies (ULC), if applicable	•
Summary of Assessment and Assessment Accomplishments and Improvements Based on prior year's Continuous Improvement Action Plan	• WU-ULC 1: Evaluates thinks critically and solves problems.
	We were able to achieve our goal with no further changes to the Action Plan. We did this by meeting and implementing our attendance policy, which allowed students who were commuters, who had jobs, who had children, who had other responsibilities, and who live off campus to participate in classes. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
	We changed our attendance policy to allow Time to be allowable absence in our classes, so that students who were commuters, who had jobs, who had children, who had other responsibilities, and who live off campus could participate in our classes. This policy is only in place for the technique courses because they are based on in-class activity only. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus. Our policy is now that students are allowed 3 absences total, and we made no distinction between excused and unexcused absences. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
Activities	We also moved the placement class to Sunday afternoon, rather than the first day of classes. When it was on Monday, students who were commuters, who had jobs, who had children, who had other responsibilities, and who live off campus, were able to put in the required hours during the weekend, and then they could come to class on Monday and be placed in the appropriate level. We also made changes to our Dance Education Program (DEP) to better support our students, especially those students who are commuters, who have jobs, who have children, who have other responsibilities, and who live off campus.
Activities prior year's Continuous Improvement Action Plan	Designed class in anatomy of the dancer. Introducing Exercise and Sport Science students and related professionals into our dance classes. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric.
	Dance Technique Proficiency Rubric. Dance students are considered at entry-level performance and have a good technique foundation, which provides a strong foundation for more advanced technique training. Dance students are considered at mid-level performance and have a good technique foundation, which provides a strong foundation for more advanced technique training. Dance students are considered at exit-level performance and have a good technique foundation, which provides a strong foundation for more advanced technique training. Dance students are considered at exit-level performance and have a good technique foundation, which provides a strong foundation for more advanced technique training.
	Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric. Introduced Dance Technique Proficiency Rubric.
	Dance 100, Dance 101, Dance 106, Dance 108, and Dance 109
	We believe this will strengthen the technique progression and allow more students to become proficient in these genres.
Assessment Method 1	Evaluation of first-year cohort in Choreography I (DANT 201) and Dance Theory (DANT 442). Also, evaluation of Choreography I (DANT 201) and Dance Theory (DANT 442).
Target	80% of students will earn a B or better in the Choreography I and Dance Theory classes. We will also use the tests to see how students are progressing in their knowledge of the profession, and how students are prepared.
Assessment Results	100% of students in DANT 201 and 100% of students in DANT 442 were successful. We had a very high rate of success in our students' pursuit of the profession. We also had a very high rate of success in our students' pursuit of graduate school. We had a very high rate of success in our students' pursuit of employment in the profession.
Discussion of Assessment Results	100% of students in DANT 201 and 100% of students in DANT 442 were successful. We had a very high rate of success in our students' pursuit of the profession. We also had a very high rate of success in our students' pursuit of graduate school. We had a very high rate of success in our students' pursuit of employment in the profession.
	To see how students work is highlighted in the first public performance because we value the dancers that can be adapted to a choreographer's vision and who can perform choreography with ease and confidence. We also value the dancers who are able to take ownership of the choreography, who are able to take ownership of the choreography, who are able to take ownership of the choreography,

higher on their Task 3 rubrics for edTPA.

Student Learning Outcome 5	Students will demonstrate professional career readiness.
Alignment of outcome with the Winthrop Plan, if applicable	• Goal 2: Enhance quality of the student experience
Alignment of outcome with the College's Strategic Plan, if applicable	2.2 Increase opportunities for students, faculty, and staff to interact with organizations in the community, with an emphasis on enhancing our impact on the surrounding community. Winthrop graduates are respected as the most well-trained teachers in the state, impacting the community through their service and leadership in the K-12 schools across the state.
Alignment of outcome with the University Learning Competencies (ULCs), if applicable	• WU-ULC 1: Graduates think critically and solve problems. • WU-ULC 2: Graduates are personally and socially responsible. • WU-ULC 3: Graduates understand the interconnected nature of the world and time which they live. • WU-ULC 4: Graduates communicate effectively.
Summary Statement of Assessment-based Accomplishments and Improvements (based on prior year's Continuous Improvement Action Plan)	We did not accomplish our goals listed in last year's report, mostly due to the mid-year departure of the Director of Dance and the maternity leave of our other faculty member. We did not have enough full-time faculty present to change things or make big decisions. Again, we will look at our stated goals this year with our new faculty member present.
Activities (based on prior year's Continuous Improvement Action Plan)	Please see above.
Assessment Method 1	Dancer Contract and Conditions and Expectations for Perfomers in Dance Performance Practicum (DANA 444): The dancers are held to a strict rehearsal and performance contract when they join any faculty dance work. They are assessed on their timeliness, rehearsal readiness, effort, and commitment to the production. Students who do not adhere to the standards of the contract are removed from performances and may receive an F in DANA 444.
Target	100% of students will adhere to the contract and the expectations for performers, and they will earn a C or above in the performance practicum course.
Assessment Results	**2024** Out of 42 students enrolled in DANA 444, all adhered to the contract. 34 earned As, 6 earned Bs, and 2 failed. We did not meet this target this year. **2023** Out of 26 students enrolled in DANA 444, all adhered to the contract. 24 earned an A and 2 earned an A-. We met this target.
Discussion of Assessment Results	We created these contracts and expectations so that students would be trained in the professional expectations of the field. Though it has happened, it is rare that students break their contracts, and we have had none break them repeatedly. This year, we did have 2 students break the contract, be removed from pieces, and thus fail the course. This is not the norm, but it does happen from time to time.
Assessment Method 2	Creation of Professional Website in Career and Current Trends (DANT 332): students create a website for professional interviews, applications, and submissions.
Target	90% will make a C or higher on their professional website.
Assessment Results	**2024** Out of 16 students, 9 earned an A, and 7 earned a B on their website. We met our target this year. **2023** Out of 17 students, 9 earned an A, 5 earned a B, 2 earned a C, and one student failed. We met our target this year.
Discussion of Assessment Results	Students use this website in their junior year for their review. Because they know that the website is something they have to use again in our curriculum, and because performing artists know that a professional website is critical to getting work, they take this assignment very seriously. They also have to present it to the class, so it is a public assignment, which I also think motivates them to do well.
Continuous Improvement Action Plan for next year	Because we were unable to address several of our goals from last year's Action Plan due to transition in the department and absence on full-time faculty, we will look at these again next year. In particular, we want to evaluate how the updated Jr. Review can be used as an assesment measure for this report. We also want to review the targets we've set for the performance contracts and see if they are achievable.

Documentation supporting every data claim is to be submitted with the Continuous Improvement Report. Supporting documentation should include all planning documents and materials that demonstrate progress toward achieving stated outcomes. These may include, for example, rubrics, rubric results, samples of student work, minutes of decision-making meetings, surveys, survey results, scores on subject area tests, licensure results, curricular revisions, or other appropriate information.

Supporting Documentation

File
Technique Proficiency Ballet FINAL.pdf
Technique Proficiency Jazz FINAL.pdf
Technique Proficiency Modern FINAL.pdf
Technique proficiency Tap FINAL.pdf
Dance Curriculum Map, 2024.docx.pdf
Dance Meeting minutes Oct. 19th, 2023.pdf
Dance Meeting minutes Thurs. Nov. 16th, 2023.pdf
Dance Meeting minutes Jan. 25, 2025 DANC.pdf
23FA Senior Review Performance Summary.pdf