

PROGRAM INFORMATION

Date submitted: 6/27/13

Degree Program(s):	BFA in Dance	Department:	Music and Dance
Department Chair:	Joseph Frank	Phone:	924-4677
Report Prepared by:	Fred Mathews	Phone:	924-5044
Next Self-Study due :	Spring 2014	E-mail:	Fred.Mathews@sjsu.edu

Note: Schedule is posted at: <http://www.sjsu.edu/ugs/programplanning/>

ARCHIVAL INFORMATION

Location:	WSQ 104D	Person to Contact:	Fred Mathews	924-5044
	(Bldg/Room #)		(Name)	(Phone)

Assessment schedule is posted at <http://www.sjsu.edu/ugs/assessment>
 Please send any changes to the schedule or to student learning outcomes to Jackie Snell
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<p><i>D. A coherent set of artistic/intellectual goals which are evident in their work</i></p> <p><i>Student must have the ability to form and defend analyses and critiques of dance and to communicate dance ideas, concepts, and requirements to professionals and lay persons related to practice of the major field.</i></p> <p><i>Learn to analyze dance perceptively and to evaluate critically.</i></p> <p><i>Be able to form and defend individual critiques.</i></p>

Initial Evidence of Student Learning:

Assessment for Fall 2012

In Senior Seminar, the capstone course for the BFA major, the students are required to write a paper focusing on an active choreographer. They must interview that person or find other appropriate sources to divine a personal philosophy of the choreographer. They are also required to see at least three works by that artist and to analyze the work both quantitatively and qualitatively in dimension. Of the ten students two were awarded an "A" for content, seven received a "B" and one, a "C".

Subsequently, they are required to compose a personal statement of philosophy to be included in their portfolio. Of the ten students seven received an "A" and three were awarded a "B".

This combination addresses all three of the above areas.

The following is more specifically relative to SLO D. 3., Be able to form and defend individual critiques.

In the first three levels of Choreography courses, (Danc 145A, B and C) the students are required to write a paper critiquing a live concert. They will have had an opportunity to hear the choreographer discuss their work in a live moderated forum after the concert and to ask questions.

There were four BFA students in the class who completed the project in Choreography III, Danc 145C, three of whom were awarded a grade of A- and one received a B+. While the grade includes evaluation of good writing technique and grammar, the emphasis was on the content of the paper and the cogency with which it was presented. This included the students' ability to formulate their thoughts according to what they know of performance and choreography and to substantiate their observations. The faculty agreed that these students are successfully performing in this area.

Change(s) to Curriculum or Pedagogy:

The faculty feels that this is a relatively successful for this outcome.

There is an issue that arises due to the fact that most theory courses in dance are offered every other year. Results are less successful every other year, due to the fact that students may be just beginning the first of two semesters of Dance History while in Senior Seminar which is offered in the fall. Without the full two semesters of the content of that course and especially the latter part of the second semester, when the 20th and 21st centuries are addressed, the students are somewhat handicapped. Unfortunately, it is not possible to offer Dance History more frequently. We are planning to offer Senior Seminar in the spring for two reasons, one, students are more likely to have completed 100W and hence possess better writing skills, and two that they would have completed an entire semester of history and in the second would be in the midst of more contemporary information about the art form. All of the aforementioned would contribute to the breadth of their knowledge and hence more effectiveness execution of these two projects.

Evidence of Student Learning after Change.

None needed.