

DEPARTMENT OF THEATRE AND DANCE
UNIVERSITY LEVEL COMPETENCIES ASSESSMENT PLAN
2012-13 Academic Year

This document outlines the various assessment instruments that measure students' progress towards attaining the University Level Competencies (ULC). Highlighted text in the four competencies mark the language that most accurately describes the learning that occurs among students in this department. The chart presents the various assessment tools we use, the nature of the results, the frequency our use of the tools, and the ULCs that they assess.

Competency 1: Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible.

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence in their work. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates hold a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

General Education and ULCs

The Winthrop University Touchstone Program includes courses that all students complete as part of their undergraduate education. The course goals that shape the content of these courses align with all four of the above ULCs. Some required courses in the dance and theatre major (for example, DANA 251/252, DANT 201, DANT 385, THRA 120, THRT 210, THRT 386) also fulfill Touchstone Program requirements, and therefore are inherently meeting some or all of the above ULCs.

Assessment of Competency 1 in the major

The entire required theoretical curricula in dance and theatre (courses under the DANT and THRT rubrics as well as some of the DCED and THED courses) call upon students to complete assignments and projects that develop skills in logical, critical, analytical, evaluative, problem-solving thinking. Applied courses such as THRA 421/422, DANA 442, and practicum courses such as DANA 444 and THRA 370 also include projects that develop students' critical thinking and problem-solving skills.

Assessment of Competency 2 in the major

Students develop skills as collaborators and leaders by completing creative projects in courses such as THRA 330, 331, 431, THRT 395, THED 391, DANA 442, DCED 342, 391, DANT 301, and 432. Self-Reflection Essay required in studio/practica courses such as DANA 442, 443, 444, DANT 301, THRA 370, THRA 470, THRT 395 prompt them to reflect on their experiences as collaborators and leaders—activities that lead them to an awareness of their responsibility to the broader community and the greater good.. Student reviews (for example, the dance sophomore review in the 4th semester and the theatre junior review in the 6th semester) in both programs prompt students to reflect on their commitment to excellence in their work.

Assessment of Competency 3 in the major

Dance and theatre students come to comprehend the historical, social, and global contexts of their disciplines through projects and assignments in DANT 385, 386, DANA 258, THRT 312, 385, and 386. Our students recognize how their chosen area of study is inextricably linked to other fields as they study the mathematical and physical foundations of their crafts in courses such as DANT 200, 201, 205, THRT 115, THRA 170, and 171; the artistic foundations in courses such as DANT 205, 385, 386, THRT 312, 385, and 386; the scientific foundations (Chemistry, kinesiology/anatomy, nutrition, Biology) in courses such as DANT 190, 372, THRA 220, THRA 361); and the pedagogical foundations in THED and DCED courses. The internationally famous scenic designer, Ming Cho Lee, asserts that good artists “should be interested in everything.”

Assessment of Competency 4 in the major

Dance and theatre students are learning to communicate effectively through their visual and oral texts—performances of drama and movement. Students work under direct faculty supervision to develop these skills in courses such as DANA 443, 444, and THRA 370. Faculty members mentor advanced students to refine these (metaphorical) oral and visual communication skills in courses such as THRT 395, THRA 470, DANT 301, and DANA 442. Students develop skills in communicating effectively in (rhetorical) oral and written modes through assignments and projects in courses such as THRT 210, 312, 385, 386, DANT 205, 385, 386.

Data Maintenance

There are specific assignments in courses and non-curriculum activities that generate assessment data about the student achievement of the ULCs in this department. Data collected from the

assessment activities below are maintained at:

<http://www.winthrop.edu/cvpa/THEATREDANCE/default.aspx?id=15651> and the CVPA assessment shared drive.

ASSESSMENT ACTIVITY	ASSESSMENT RESULTS	ASSESSMENT FREQUENCY	COMPETENCY ASSESSED
Department Level			
SNAAP (indirect)	Alumni feedback data on program quality	Every four years	1, 2, 3, 4
Course Evaluations (indirect)	Student feedback data on instruction	Every semester	2, 4
Post-Show Discussions (indirect)	Minutes of sessions	After every production	2, 3, 4
Production Reflection Essays in THRA 431, 470, 471 DANT 301, 442 (indirect)	Student essays	Every semester	1, 2, 4
Chair's Advisory Council (indirect)	Minutes of sessions	Every month	4
Senior Exit Survey (indirect)	Notes from interviews/survey data	Every semester	1, 2, 3, 4
Dance Program			
Placement Class (direct)	Initial proficiency evaluation data	At beginning of first semester	2
Fourth Semester Proficiency Evaluation (direct)	Proficiency evaluation data	Fourth semester	2
Fourth Semester Portfolio Review (direct)	Student portfolio	Fourth semester	1, 2, 4
Seventh Semester Proficiency Evaluation (direct)	Proficiency evaluation data	Seventh semester	2
First and Final Semester Content Exam (direct)	Student exam papers	First and Seventh semesters	1, 3, 4
Adjudication of DANT 301 Pieces (direct)	Oral response to preview performance	Sixth semester	2, 3, 4
ACDF Regional	Oral response to	Every year	2, 3

adjudication (indirect)	performance		
SCADA adjudication (indirect)	Oral response to performance	Alternate years	2, 3
Capstone Courses (direct)	Student portfolios, student projects, course evaluations	Student's Senior Year	1, 2, 3, 4
Praxis I (for Certification degree students) (direct)	Student test scores	In fourth semester	1, 3
Praxis II (for Certification degree students) (direct)	Student test scores	In final semester	1, 3
Theatre Program			
Third Semester Review (direct)	Faculty evaluation data	Third semester	1, 2, 4
Sixth Semester Review (direct)	Faculty evaluation data	Sixth semester	1, 2, 4
ACTF Respondent (indirect)	Oral and written response to performance	Every semester	2
Capstone Courses (direct)	Student portfolios, student projects, course evaluations	Student's Senior Year	1, 2, 3, 4
Praxis I (for Certification degree students) (direct)	Student test scores	In fourth semester	1, 3
Praxis II (for Certification degree students) (direct)	Student test scores	In final semester	1, 3

Cycle of Assessment of ULCs

As the chart above indicates, the Department conducts assessment activities and collects assessment data related to ULCs constantly. The Department assesses at least one ULC in every academic year and make changes in the programs based on those reviews.