

Department of Theatre and Dance
California State University, Fullerton
P.O. Box 6850
Fullerton, CA 92834-6850

President: Dr. Mildred Garcia

Dance Executive: Bruce Goodrich, Chair

NASD Visitation Date: March 16-18, 2014

July 20, 2014

To: National Association of Schools of Dance

From: Bruce Goodrich, Chair
Debra Noble, Dance Program Coordinator
Department of Theatre & Dance
California State University, Fullerton

Subject: Response to NASD Visitation Report

We very much appreciate the NASD team members for their insights. We thank them for the thoughtful and thorough report. It was a great experience having their outside perspective. We gained many wonderful ideas and solutions through the process of their visit, we look forward to begin applying them.

The NASD Team's report acknowledges many strengths in our program. We are continually working to make the program as effective as possible. It is enormously helpful to know that these efforts are palpable, particularly our rigorous and supportive learning environment, our commitment to developing each student's creative voice, and that mix of diversity and cohesion to which we aspire. We are also proud of this institution and gratified to see we visibly exemplify its, and our, commitment to a collaborative engagement between our students, faculty, and staff to expand knowledge and artistry.

There are a few items we are responding to in accordance with NASD procedures.

A. Purposes

The articulation in terms of the communication of performance opportunities is an important challenge. The quotation "comprehensive and wide ranging

series of public performances” is from the Theatre and Dance Department Mission statement. The Dance mission statement says "...extensive performance experience." The upper level dancers who focus on performance in our B.A. in Dance will, over a year, perform a piece of choreography 8-16 different times giving them extensive performance experience. We have found that performing work over time, and being rehearsed over that period, gives the students an important tool for deepening their skills. However, casting for the concerts is done by audition and often it is not until their second year in the program that students gain roles. We will look into ways to clarify the language for our incoming students.

We appreciate the Team recognizing that we are fulfilling the NASD performance standards. The search for additional dance performances is something we are interested in pursuing.

B. Size and Scope

Most of our dance classes provide 100 square feet per dancer, but the freshman technique classes for dance majors did not meet the standard this past semester. We will research ways to secure a larger studio space for the future. In the meantime, we have been able to add another section of Dance 101 to assist with the enrollment numbers.

We would also like to note that we are on schedule for the new full-time tenure track as the position has been posted. The new faculty member will be hired to begin in August 2015.

C. Finances

The new Dance Coordinator will request that there is representation from the Dance Program on the Executive Committee. She is confident that this request will be met.

E. Faculty and Staff

We are hopeful that a second qualified musician-for-dance staff member will

be hired in the near future.

F. Facilities, Equipment, Health, and Safety

The dance facilities are cleaned and maintained daily by the Maintenance Staff. Student Assistants also contribute by cleaning the ballet barres, replenishing the first aid supplies and refilling the ice makers in the studios.

Each class begins the semester with distribution of the Health and Safety Document found in the Self-Study Appendix G. Campus phones are found in the studios with emergency contact numbers provided.

Essential information and guidance about maintenance of health and safety within the contexts of studio practice, rehearsal and performance is given on an on-going basis by faculty. This occurs in dance technique courses, rehearsals, composition classes and one-on-one meetings. As witnessed by the NASD Team, skeletal alignment, muscular balance and movement efficiency are values actively shared by the dance faculty members. In addition students are introduced to various body therapy methods such as Pilates, Feldenkrais, Ideokinesis, Floor Barre, Yoga and other methods of body therapy by qualified faculty and guests. Pilates and Yoga are also offered at the Student Recreation Center taught by certified instructors.

The CSU, Fullerton Student Health and Counseling Center website <http://www.fullerton.edu/shcc/> explains their many services.

These services include: free nutrition workshops, and personal nutrition counseling. Psychological counselors can be seen for ten sessions free of charge, and crisis counseling is available 24 hours. Chiropractic care and acupuncture are offered free of charge and Physical Therapy for the semester is under \$40.

Information on the Student Health and Counseling Center and University Police is distributed to incoming students and their parents. This can be found at

http://www.fullerton.edu/shcc/pdfs/Student_Health_Safety-New_Student_Orientation_for_Parents-2014.pdf

The Dance Program introduces the dance students to the qualified professionals on campus within the Student Health and Counseling Center. Counselors are brought in to conduct seminars in performance anxiety, and the stress of being a senior. Nutritionists have been brought in as well to give information on eating to maintain energy and health. The program also steers students to consult with the Physical Therapists on campus. In April, for example, there was a scheduled visit to the clinic. After a tour of the facilities, a P.T. professional conducted an injury prevention seminar.

Students who present cause for concern are monitored, and their situation is discussed. A dance faculty member will then meet with the student who may need personalized guidance in one of these areas.

The Dance 372 Dance Kinesiology class includes numerous handouts and discussions covering Injury Prevention, Pre-class Warm-up techniques, Healthy Eating, Self-Massage and Relaxation Techniques. Individuals create Personal Projects researching their specific topic and devising a practice routine of preventative exercises.

The Fall and Spring Dance Theatre Coordinator and the Stage Manager disperse information on back stage and performance safety at the Company Meeting. Pre-performance warm-up is consistently conducted to prepare the dancers for the physical demands of the concert.

The new Dance Coordinator is developing plans to include dancer screenings as a part of the Freshman Seminar.

H. Recruitment, Admission-Retention, Record Keeping, and Advisement

1. Recruitment, Admission, Retention

We have witnessed that many of the most talented students who we accept at our dance auditions do not enroll at the university. They are not accepted due to the institutional policies in place because of impaction. We have lost a number of the most talented students due to this situation. Our number of First Time Freshman is very low in comparison to the Transfer Students. The new Dance Coordinator has met with the Associate Director of Admissions and together they are working to remedy the situation caused by

the "impaction" conditions on the CSU, Fullerton campus. We are hopeful that we will be able to have some input into admissions that will allow us to improve our ability to match our enrollment more closely to students' aptitude for success within the program. We appreciate the support of the Provost and the Office of Admissions in this important process.

2. Record Keeping

Documentation of the acceptance letters, assessment/placement results have been kept electronically by the former Dance Coordinator as she was conducting the advising. We are reorganizing the records so they will be kept more centrally and in a digital system accessible to all full-time faculty members. They will also be held in the department office files.

Dance Faculty members have worked to create two rubrics for the technical proficiency standards to be used for the annual Dance Assessments. These will then be kept in the individual's files and accessed by their advisor and any dance faculty. Samples of these can be found attached at the end of this document.

The video documentation has been addressed with the staff member Ross Jones. We are continuing to look for the solution that is affordable to the program at present. The dance faculty members strongly agree with the need to have effective documentation. We are hoping to work with the other performance faculty to find a solution for the Theatre and Dance Department as we all share the same needs.

I. Published Materials and Web Sites

It was a very unfortunate lack of communication that led to serious misinformation about the Dance Program to be stated in the University Catalog. The description is from the perspective of the G.E. service classes, not the B.A. in Dance Program. Changes for the University Catalog have been submitted. We have been notified that it will be revised in the Fall 2014.

Again, we would like to express our thanks to NASD for the opportunity to reflect effectively on our program, and to the NASD team members for their invaluable and clarifying assistance in that process.

California State University, Fullerton
 Department of Theatre and Dance
 Dance Area – Placement Assessment Rubric
BALLET

Name:

Current Level: ____

Date:

Level Assessing: ____

Application of technique

1. Technical accuracy and use of turnout/parallel:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
There is sustained control, fluency and smooth transitions throughout	There is some evidence of control and fluency	There is little or no evidence of control or fluency

2. Centering, balance, alignment and posture

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Centering, balance, alignment and posture are sustained throughout	Centering, balance, alignment and posture are mainly sustained	Centering, balance, alignment and posture are not, or barely sustained

3. Stamina, strength and flexibility:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Stamina, strength and flexibility are sustained throughout	Stamina, strength and flexibility are mainly sustained	Weaknesses in stamina, strength & flexibility affecting performance

4. Spatial awareness and precision of movements:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Effective use of personal and general space and precision of movements	Some effective use of space and some precision of movements	Weaknesses in both use of space and precision of movements

5. Turns are strong, controlled, on balance and with a clean controlled ending:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Sustained balance and placement throughout the turn and demonstrate a controlled ending	Mainly sustained balance and placement throughout the turn and demonstrate a fairly controlled ending	Barely sustained balance and placement throughout the turn: need improvement

6. In ballet, the allegro work and beats (if applicable) demonstrate:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Sustained turnout throughout and excellent execution of the steps	Mainly sustained turnout throughout and good execution of the steps	Barely sustained turnout throughout and satisfactory execution of the steps

Application of performance skills

5. Timing and musicality:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Timing is accurate and musicality enhances performance	Timing is mainly accurate and mostly danced with musicality	Performance is affected by a lack of timing and musicality

6. Quality and dynamics:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Quality of movement and varied dynamics enhance performance	Quality and dynamics contribute to adequate performance	Performance is affected by a lack of quality and varied dynamics

7. Self-expression, sense of performance, concentration and focus:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Self-expression, sense of performance, concentration and focus are clearly evident	There is some evidence of self-expression, sense of performance, concentration and focus	There is a lack of self-expression, sense of performance, concentration and focus

Recommended Level: _____

COMMENTS

California State University, Fullerton
 Department of Theatre and Dance
 Dance Area – Placement Assessment Rubric
 Modern

Name: _____

Current Level: _____

Date: _____

Level Assessing: _____

Application of technique

1. Technical accuracy and use of turnout/parallel:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
There is sustained control, fluency and smooth transitions throughout	There is some evidence of control and fluency	There is little or no evidence of control or fluency

2. Centering, balance, alignment and posture

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Centering, balance, alignment and posture are sustained throughout	Centering, balance, alignment and posture are mainly sustained	Centering, balance, alignment and posture are not, or barely sustained

3. Stamina, strength and flexibility:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Stamina, strength and flexibility are sustained throughout	Stamina, strength and flexibility are mainly sustained	Weaknesses in stamina, strength & flexibility affecting performance

4. Spatial awareness and precision of movements:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Effective use of personal and general space and precision of movements	Some effective use of space and some precision of movements	Weaknesses in both use of space and precision of movements

Application of performance skills

5. Timing and musicality:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Timing is accurate and musicality enhances performance	Timing is mainly accurate and mostly danced with musicality	Performance is affected by a lack of timing and musicality

6. Quality and dynamics:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Quality of movement and varied dynamics enhance performance	Quality and dynamics contribute to adequate performance	Performance is affected by a lack of quality and varied dynamics

7. Self-expression, sense of performance, concentration and focus:

E _ A _ N _

Excellent	Adequate/Good	Needs Improvement
Self-expression, sense of performance, concentration and focus are clearly evident	There is some evidence of self-expression, sense of performance, concentration and focus	There is a lack of self-expression, sense of performance, concentration and focus

Recommended Level: _____

See back for comments

COMMENTS