

Assurance of Student Learning 2019-2020	
Potter College of Arts and Letters	Department of Theatre & Dance
BA in Dance, 630 and 630P	
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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate the ability to analyze dance from historical, cultural, and aesthetical contexts and perspectives.

Instrument 1	Faculty review of anonymized samples of DANC 350: Dance History
Instrument 2	Faculty review of anonymized samples of research papers collected from 300/400 jazz dance technique courses.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Students will demonstrate competency in dance technique; Achieve level four in one genre; level three in a second genre

Instrument 1	Faculty review of technique course evaluation/movement exams
Instrument 2	Faculty review of technique course registration

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Students will demonstrate the ability to apply an understanding of choreographic principles to the creation and production of original choreographic work.

Instrument 1	Faculty review of videos of final projects from DANC 420: Choreography II (produced in <i>Last Chance to Dance</i>)
Instrument 2	Faculty review of selected choreography samples from <i>The Dance Project</i>

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

All of our learning outcomes were revised for the 2019/2020 academic year as a result of university-wide prompting. After careful consideration, program faculty found these learning outcomes to be central to our program's core mission of Creating Thinking Artists. These new outcomes are better tailored to the degree program and provide better and more reliable data collection. We have found some minor gaps in our assessment plan. We recognize the need to reconsider and potentially revise the selected instruments for learning outcome #1. We plan to discuss and reshape our evaluation forms used within technique courses, which will facilitate the assessment process of learning outcome #2. Finally, we are aware of the need to secure best practices for video storage and revise the rubric for learning outcome #3. We are pleased with the progress the Dance Program continues to make. We feel that our curriculum and program as a whole are on a good path forward and that we are producing prepared and effective Thinking Artists.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate the ability to analyze dance from historical, cultural, and aesthetical contexts and perspectives.		
Measurement Instrument 1	Faculty review of anonymized samples of DANC 350: Dance History.		
Criteria for Student Success	Dance faculty assess the anonymized samples of written work from an upper division dance theory course using a devised rubric. The established rubric allows faculty to measure the student's ability to synthesize the historical, cultural, and aesthetical contexts of dance and articulate diverse perspectives of dance. An average score of advanced or proficient among those sampled equals success.		
Program Success Target for this Measurement	At least 80 % of Dance majors reviewed should receive an average rating of advanced or proficient.	Percent of Program Achieving Target	80%
Methods	Five student papers were reviewed by dance faculty. The average scores were as follows: Two papers received an average rating of "Advanced." Two papers received an average rating of "Proficient." One paper received an average rating of "Average."		
Measurement Instrument 2	Faculty review of anonymized samples of research papers collected from 300/400 jazz dance technique courses.		
Criteria for Student Success	Dance faculty assess the anonymized samples of written work from the spring 2020 combined Jazz III/IV course using a devised rubric. The established rubric allows faculty to measure the student's ability to synthesize the historical, cultural, and aesthetical contexts of dance and articulate diverse perspectives of dance. An average score of advanced or proficient among those sampled equals success.		
Program Success Target for this Measurement	At least 80 % of Dance majors reviewed should receive an average rating of advanced or proficient.	Percent of Program Achieving Target	71%
Methods	Seven student papers were reviewed by dance faculty. The average scores were as follows: Two papers received an average rating of "Advanced." Three papers received an average rating of "Proficient." Two paper received an average rating of "Average."		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

This learning outcome was revised as a result of university-wide prompting. After careful consideration, program faculty found this learning outcome to be central to our program's core mission of Creating Thinking Artists. Our program provides ample opportunity for students to synthesize components of dance, with emphasis on historical, cultural, and aesthetical contexts, enabling students to create evidence-based perspectives of how to discuss and view dance through various lenses. We are pleased with the inclusion of this metric and have found it to provide a more reliable source of data collection for our program. However, not enough samples were collected to generate a clear measurement of programmatic progress toward or attainment of this learning outcome.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

While we are pleased with this metric, dance faculty found gaps in the measurement process as well as areas in which attainment of the learning outcome could be strengthened within coursework. The current instruments provide opportunity to assess the outcome through written work only whereas our program provides opportunity for students to meet the outcome through oral and creative projects as well. Including an additional instrument, such as the "modern master project" from DANC 417, or revising our instrument selections would allow faculty to broaden the lens of our assessment and provide a more accurate reflection of achievement of this learning outcome. Adjustments can be made within selected courses to better prepare students for attainment of this learning outcome. Dance faculty will work together to revise course curricula to progress students toward this programmatic learning outcome.

Student Learning Outcome 2

Student Learning Outcome	Students will demonstrate competency in dance technique; Achieve level four in one genre; level three in a second genre.		
Measurement Instrument 1	Faculty review of technique course evaluation/movement exams		
Criteria for Student Success	Dance faculty review technique course evaluations/movement exams from 300/400 levels of ballet, modern, and jazz dance technique courses using a devised rubric for dance technique. The established rubric allows faculty to measure the student's overall technical abilities. An average score of advanced or proficient among those sampled equals success.		
Program Success Target for this Measurement	At least 80 % of Dance majors reviewed should be rated proficient or advanced by assembled faculty.	Percent of Program Achieving Target	83%
Methods	Three dance faculty reviewed a total of twelve technique course evaluation samples selected from senior and junior dance majors. Four were rated an average of "Advanced." Six were rated an average of "Proficient." Two were rated an average of "Average."		
Measurement Instrument 2	Faculty review of technique course registration		
Criteria for Student Success	Dance faculty review the transcripts of the senior dance majors. Students should have achieved a level four dance technique in one genre and at least a level three technique in a second genre.		
Program Success Target for this Measurement	In reviewing the senior dance majors' transcripts, 90% should reach a level four in one genre/level three in a second genre over the course of their four years.	Percent of Program Achieving Target	100%
Methods	Three dance faculty reviewed the nine senior dance majors' transcripts. All nine had achieved the desired levels of dance technique.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
This learning outcome was revised as a result of university-wide prompting. After careful consideration, program faculty found this learning outcome to be central to our program's core mission of Creating Thinking Artists. Our program provides ample opportunity for students to develop competency in dance technique in multiple genres of dance. We are pleased with the inclusion of this metric and have found it to provide a more reliable source of data collection for our program.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
Overall, we are pleased with this metric. Dance faculty do plan to revise our assessment timeline and improve our method of collecting the instruments for measurement. We would like to create increased consistency between the individual evaluation forms and assessment process utilized within each technique course to better facilitate programmatic assessment. This will require review and revision of evaluation forms used within these courses.		

Student Learning Outcome 3			
Student Learning Outcome	Students will demonstrate the ability to apply an understanding of choreographic principles to the creation and production of original choreographic work.		
Measurement Instrument 1	Faculty review of videos of final projects from DANC 420: Choreography II (produced in <i>Last Chance to Dance</i>)		
Criteria for Student Success	Students create original choreography for performance in a dance concert produced by the Department of Theatre & Dance. Dance faculty review student work utilizing a devised rubric. An average score of advanced or proficient among those sampled equals success.		
Program Success Target for this Measurement	At least 80 % of Dance majors reviewed should be rated proficient or advanced by assembled faculty.	Percent of Program Achieving Target	81%
Methods	Video of the Fall 2019 <i>Last Chance to Dance</i> , which features the final projects of DANC 420: Choreography II, was archived. Dance faculty reviewed eleven works of student choreography. The work was scored as follows: Four choreographic works received an "Advanced" rating. Five choreographic works received a "Proficient" rating. Two choreographic works received an "Average" rating.		
Measurement Instrument 2	Faculty review of selected choreography samples from <i>The Dance Project</i>		
Criteria for Student Success	Senior dance students and juniors who have completed DANC 420 create original choreography for performance in a dance concert produced by the Department of Theatre & Dance. Dance faculty review student work utilizing a devised rubric. An average score of advanced or proficient among those sampled equals success.		
Program Success Target for this Measurement	At least 80 % of Dance majors reviewed should be rated proficient or advanced by assembled faculty.	Percent of Program Achieving Target	100%
Methods	Video of <i>The Dance Project</i> 2020 was archived. Dance faculty reviewed ten works of student choreography. The work was scored as follows: Six choreographic works received an "Advanced" rating. Four choreographic works received a "Proficient" rating.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
<p>This learning outcome was revised as a result of university-wide prompting. After careful consideration, program faculty found this learning outcome to be central to our program's core mission of Creating Thinking Artists. Our program provides ample opportunity for students to develop choreographic skill. We are pleased with the inclusion of this metric and have found it to provide a more reliable source of data collection for our program.</p>		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>Overall, we are pleased with this metric. Dance faculty do plan to revise our assessment timeline and improve our method of collecting the instruments for measurement. The collection and archival of video data have proven problematic for us. We plan to secure a storage platform that is large enough for our needs yet can be secure and easily accessible by faculty. We also want to improve our rubric for this learning outcome. We believe it could be further fine-tuned to better guide our instructional methodology and also to incorporate a newly implemented course within our curriculum: Visual Media in Dance. Projects from this course could provide an additional instrument; however, the current rubric would need to be adapted for that instrument.</p>		

Student Learning Outcome 1: Students will demonstrate the ability to analyze dance from historical, cultural, and aesthetical contexts and perspectives.

	Advanced – 4	Proficient – 3	Average – 2	Basic – 1
Topic Selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less- explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
Awareness of and integration of historical influence	Full consideration of the historical background/context of the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Consideration of the historical background/context of the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Mention of the historical background/context of the dance/topic is given and incorporated into the thesis/perspective of thought is offered at times within the project.	Lacks historical mention or consideration.
Awareness of and integration of cultural influence	Full consideration of the cultural connections and context of the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Consideration of the cultural connections and context of the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Mention of the cultural connections and context of the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Lacks cultural mention or consideration.
Awareness of and integration of aesthetical influence	Full consideration of the aesthetics that shape the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Consideration of the aesthetics that shape the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Mention of the aesthetics that shape the dance/topic is given and incorporated into the thesis/perspective of thought addressed within the project.	Lacks aesthetical mention or consideration.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.

Student Learning Outcome 2: Students will demonstrate competency in dance technique; Achieve level four in one genre; level three in a second genre

<u>Learning Outcome #2 - Rubric</u>		<i>Advanced (4 points)</i>	<i>Proficient (3 points)</i>	<i>Basic (2 points)</i>	<i>Novice (1 point)</i>
Movement Sequence	Demonstrates correct sequencing of movement exercises.				
Placement and Alignment	Demonstrates correct placement and alignment in positions and movements.				
Movement Integration	Integrates movement throughout the entire body, with abdominal strength and coordination between the upper and lower torso and limbs; completes clean transitions				
Body Lines / Positions	Demonstrates knowledge and execution of clean and lengthened body lines.				
Use of Feet	Consistently stretches and articulates through the feet.				
Spatial Awareness	Demonstrates effective use of space; use of appropriate level and direction changes; moves with clear focus in space.				
Rhythmic Clarity	Demonstrates rhythmic accuracy.				
Energy	Executes movement with appropriate force, dynamics, and quality.				
Muscular Strength	Demonstrates appropriate strength in movement				
Flexibility	Demonstrates flexibility in extensions and body lines				

Student Learning Outcome 3: Students will demonstrate the ability to apply an understanding of choreographic principles to the creation and production of original choreographic work.

Criteria for Evaluation	4 Advanced	3 Proficient	2 Average	1 Basic	Total
Concept	Intent and motivation of the choreography is effectively communicated. The concept is clear and concrete.	Intent and motivation of the choreography is communicated, and the concept is clear and concrete.	Intent and motivation of the choreography is sometimes communicated. The concept is unclear and inconsistently conveyed.	Choreography lacks recognizable intent and motivation. The concept is unclear.	
Form	Choreography has a clear and strong beginning, middle and end. There is a highly effective development of phrasing and a clear climax.	Choreography has a clear beginning, middle and end. There is an effective development of phrasing and a climax.	Choreography is lacking a clear beginning, middle and/or end. Phrasing is not thoroughly developed. Climax may be missing or indiscernable.	Choreography lacks a beginning, middle and end. Phrasing is not developed. Choreography lacks a climax.	
Elements of Dance	Choreography consistently conveys a clear and highly effective use of the elements of dance.	Choreography usually conveys a clear and effective use of the elements of dance.	Choreography sometimes conveys a clear and effective use of the elements of dance.	Choreography lacks a clear and effective use of the elements of dance.	
Music/Sound	Sound very effectively supports the concept/movement and is effective in helping to present the work.	Sound supports the concept/movement and is effective in helping to present the work.	Sound is okay. It does support the concept/movement but does not enhance the presentation of the work.	Sound is ineffective. It does not support the concept/movement. Music should be changed.	
Performance	The presentation of the choreography is strong and effective. Dancer successfully presents the movement, concept and vision of the choreographer	The presentation of the choreography is effective. Dancer successfully presents the movement, concept and vision of the choreographer	The presentation of the choreography is adequate. Dancer inconsistently presents the movement, concept and/or vision of the choreographer	The presentation of the choreography is ineffective. Dancer does not present the movement, concept and/or vision of the choreographer	