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| **Assurance of Student Learning Report**  **2020-2021** | |
| Potter College | Department of Theatre & Dance |
| BA Dance, 630 and 630P | |
| Amanda Clark, Dance Program Coordinator | |

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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 should be able to analyze dance from historical, cultural, and aesthetical contexts and perspectives. | | | |
| **Instrument 1** | Samples of DANC 350: Dance History | | |
| **Instrument 2** | Samples of research papers collected from select 400-level dance technique courses | | |
| **Instrument 3** | Samples of creative projects collected from select 400-level dance technique courses | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Demonstrate competency in dance technique; Achieve level four in one genre; level three in a second genre | | | |
| **Instrument 1** | Technique course registration | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Apply an understanding of choreographic principles to the creation and production of original choreographic work | | | |
| **Instrument 1** | Videos of final projects from DANC 420: Choreography II (produced in *Last Chance to Dance)* | | |
| **Instrument 2** | Selected choreography samples from *The Dance Project* | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| This process provided an opportunity for program faculty to discuss the mission and objectives of the dance degree program, along with our overall effectiveness as a unit in preparing students toward the learning outcomes. Program faculty found all three learning outcomes to be central to our program’s core mission of Creating Thinking Artists and that our program provides ample opportunity for students to develop the necessary skills to to meet each learning outcome. Two fundamental actions taken by faculty were to revise the rubrics utilized in measuring learning outcomes #1 and #3, and to revise the instruments collected for learning outcome #2. Rubric revision enabled faculty greater clarity in the assessment process; reducing the quantity of instruments streamlined the process. As we look forward to next year’s assessment process, we will revisit our curriculum map with consideration of learning outcome #1 and improve our data collection methods, specifically for learning outcome #3. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Students should be able to analyze dance from historical, cultural, and aesthetical contexts and perspectives. | | | | | | |
| **Measurement Instrument 1** | Samples of DANC 350: Dance History | | | | | | |
| **Criteria for Student Success** | Dance faculty assess the anonymized samples of written work from DANC 350: Dance History 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 75% of Dance majors reviewed should receive an average score of advanced/proficient. | | **Percent of Program Achieving Target** | 83.3% | |
| **Methods** | Six student papers were reviewed by dance faculty. The average scores were as follows:  3 papers received an average rating of “Advanced.”  2 papers received an average rating of “Proficient.”  1 paper received an average rating of “Average.” | | | | | | |
| **Measurement Instrument 2** | Samples of research papers collected from select 400-level dance technique courses | | | | | | |
| **Criteria for Student Success** | Dance faculty assess the anonymized samples of written work from DANC 411: Ballet IV and DANC 413: Jazz IV 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 75% of Dance majors reviewed should receive an average score of advanced/proficient. | | **Percent of Program Achieving Target** | | 66.66% | |
| **Methods** | 11 student papers were reviewed by dance faculty. The average scores were as follows:  4 papers received an average rating of “Advanced.”  4 papers received an average rating of “Proficient.”  3 paper received an average rating of “Average.” | | | | | | |
| **Measurement Instrument 3** | Samples of creative projects collected from select 400-level dance technique courses | | | | | | |
| **Criteria for Student Success** | Dance faculty assess the anonymized samples of creative projects from DANC 417: Modern Dance IV 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 75% of Dance majors reviewed should receive an average score of advanced/proficient. | | **Percent of Program Achieving Target** | | 83.8 | |
| **Methods** | Six student projects were reviewed by dance faculty. The average scores were as follows:  2 projects received an average rating of “Advanced.”  3 projects received an average rating of “Proficient.”  1 project received an average rating of “Average.” | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| Faculty revised the instruments to better consider the multi-faceted approach we take toward achieving this learning outcome. Woven within the program are opportunities to consider dance through traditional, scholarly formats, such as papers and oral presentations, AND through creative work. Revision of the artifacts collected allowed for a broader analysis of how effectively students are achieving this outcome. Faculty also developed a more refined assessment rubric to encompass both scholarly and creative work. Revision of the rubric also allowed for clarity among the faculty during the assessment process. As a result of revisions, the descision was made to reduce the program success target for both measurements to 75%. Because we are a small program, one weak student skews our ability to adequately measure our effectiveness in meeting our goals. It was determined that a minimum of 75% of students achieving advanced/proficient within the parameters established provided was an appropriate target for success. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| We find it important to include written papers when possible; however, inclusion of this type of work within a dance technique class presents unique challenges. In preparation for next year, faculty will review our curriculum map and consider ways to best align projects within technique classes to further prepare students toward this learning outcome. As students progress through the technique levels in each genre, enhanced attention to the method in which course projects are designed will better prepare students for success in attaining this learning outcome. Some instructors and technique course syllabi naturally include work toward this learning outcome; however, other technique courses could seek ways to better connect current assignments to the outcome. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| This learning outcome will be assessed again in the 21/22 year. Samples of research papers and creative work from select 400-level dance technique courses (DANC 411/413/415/417) will be collected by the instructuor and uploaded to the program’s google drive by the conclusion of the fall/spring semester. The Dance Program Coordinator will then prepare items for assessment by the dance faculty. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | Demonstrate competency in dance technique; Achieve level four in one genre; level three in a second genre | | | | |
| **Measurement Instrument 1** | 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 (ballet, modern, jazz, tap) and at least a level three technique in a second genre. | | | | |
| **Program Success Target for this Measurement** | | In reviewing the senior dance majors transcripts, 95% 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** | Faculty follow the published criterion for dance technique for a student’s placement in and progression through the dance technique levels. Adhering to this technique criteria, aligns with the National Association of Schools of Dance (our accrediting body) and ensures that students achieve competency in dance technique. Faculty formally assess a student’s technique upon entry into the program and during a student’s first, second, fourth, and sixth semester. Dance faculty reviewed 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.) | | | | | |
| Dance faculty revised the instruments collected and simplified the assessment process for this learning outcome upon realizing assessment was already built organically into our program. We believed that one instrument was sufficient in measuring effectiviness. Course registration provides objective and concrete data, demonstrating whether or not students have achieved the appropriate levels and have thus attained competency in technique. Our established dance technique criteria is regularly approved by NASD (our accrediting body) and provides clear guidance for technique level placement and assessment. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| Program faculty find 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 find it to provide a reliable source of data collection for our program. We will continue our process of formally assessing students’ technique and also discussing students’ technical growth as a faculty to ensure that we continue to meet the target goal. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| This outcome will be assessed again in the 21/22 year. The Dance Program Coordinator will collect the student transcripts/course registration. Course registration of senior dance majors will be reviewed by dance faculty to assess if technique competency has been achieved. | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | Apply an understanding of choreographic principles to the creation and production of original choreographic work | | | | | | |
| **Measurement Instrument 1** | Videos of final projects from DANC 420: Choreography II (produced in *Last Chance to Dance)* | | | | | | |
| **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 75% of Dance majors reviewed should receive an average score of advanced/proficient. | | **Percent of Program Achieving Target** | 80% | |
| **Methods** | Video of the Fall 2020 *Last Chance to Dance*, which features the final projects of DANC 420: Choreography II, was archived. Dance faculty reviewed five sample works of student choreography. The work was scored as follows:  Two choreographic works received an “Advanced” rating.  Two choreographic works received a “Proficient” rating.  One choreographic works received an “Average” rating. | | | | | | |
| **Measurement Instrument 2** | Selected choreography samples from *The Dance Project* | | | | | | |
| **Criteria for Student Success** | Junior dance majors, 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 75% of Dance majors reviewed should receive an average score of advanced/proficient. | | **Percent of Program Achieving Target** | | 75% | |
| **Methods** | Video of *The Dance Project* 2021 was archived. Dance faculty reviewed eight samples of senior student choreography. The work was scored as follows:  Three choreographic works received an “Advanced” rating.  Three choreographic works received a “Proficient” rating.  Two choreographic works received a “Average” 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 for program improvement. The actions should include a timeline.) | | | | | | | |
| Faculty revised the rubric used to assess both instruments connected to this learning outcome. Revision of the rubric allowed for clarity among the faculty during the assessment process. As a result, the descision was made to reduce the program success target for both measurements to 75%. Because we are a small program, one weak student skews our ability to adequately measure our effectiveness in meeting our goals. It was determined that a minimum of 75% of students achieving advanced/proficient within the parameters established provided was an appropriate target for success. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| Program faculty finds 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 find it to provide a reliable source of data collection for our program. We do need a better method of collecting and archiving the digital data. We will purchase a google drive for the program so that digital data can easily be collected, stored, and shared among faculty.  It is also important to note that this particular group of students were met with unique challenges in attaining this learning outcome. The covid-19 pandemic shifted students DANC 310: Choreography I class into an online format halfway through the Spring 2020 semester. Although their DANC 420: Choreography II course did meet in-person during Fall 2020, assignments and methodology were dramatically shifted, which effected the in-depth and practical learning environment of the course. We anticipate the “percent of program achieving target” to increase. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| This outcome will be assessed again in the 21/22 year. Samples of choreography from *Last Chance to Dance – Fall 2021* will be collected by the instructor of DANC 420: Choreography II and uploaded to the program’s google drive at the conclusion of the fall semester. Samples of choreography from *The Dance Project* (2022*)* will be collected by the faculty advisor and uploaded to the program’s google drive by the conclusion of the spring semester. The Dance Program Coordinator will prepare items for assessment by the dance faculty. | | | | | | | |