Weber State University Biennial Report on Assessment of Student Learning

Cover Page

Department/Program:

Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)

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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please place an 'X' below. No further information is needed.

___ Information is current; no changes required.

Update if not current:

Dance is a beautiful and ancient art form that has blossomed in our nation throughout the last century. Dance majors challenge themselves and grow in many ways: they develop physical and mental discipline, self-expression, ability to work with others, self-confidence, poise, written and oral communication skills, leadership, creativity, and organizational skills. Being in a Department of Performing Arts – where dance, music and theatre occur side by side – provides opportunities for dance majors to collaborate with other performing artists in addition to the focus on cross-campus collaboration, interdisciplinary creative research and community engagement. The Dance Area, inside the Department of Performing Arts, provides study in dance technique, performance, creative and academic scholarship. There exist many opportunities for dance students to perform, choreograph and teach both on campus and in the community. Many graduates of the Dance Area are working as artists and educators and some pursue related careers such as physical therapy and arts administrators.

B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

____ Information is current; no changes required.

Update if not current:

2019 Dance Area Mission Statement

The Weber State University Dance Area is part of the Department of Performing Arts in the Lindquist College of Arts & Humanities. Its mission aligns with the university Mission Statement emphasizing *Access, Learning* and *Community*.

Learning – Students work closely with faculty, staff, community and peers in the study of dance techniques, creative process, and history and theory. Students develop skills, attitudes and understandings that are key to our art form, and investigate dance's relationship to other subjects and disciplines.

Community – Students connect academic coursework and the tight-knit culture of public performance with community engagement. They explore diverse perspectives and collaborate on high-impact projects that harness the power of Dance to impact our lives, our immediate surroundings, and our world.

Access – Through regular advisement and scholarship opportunities, students are supported in their efforts to complete their degree, in an environment that supports student expression. The degree provides education for enthusiastic and energetic students to use their passion for the art form to guide their career interests or advanced study choices

Our students build professional skills through High-Impact Educational Experiences (HIEE):

Oral communication – creative series¹, dance education courses², outreach³ & technique courses⁴

Written communication – culture, history and theory courses⁵, creative series, & technique courses

 $Collaboration/Facilitation-creative\ series,\ dance\ education\ courses,\ outreach,\ and\ exposure\ to\ professionals\ in\ the\ field^6$

Kinesthetic Understanding/Performance – all courses

Digital Literacy & Production – Adobe Creative Suite, iMovie, Final Cut Pro⁷, e-portfolios⁸, lighting/sound/costume foundations basics and performance production⁹

¹ Creative Series: DANC 2410 Improvisation, 3500 Choreography I, 3510 Choreography II, & 3520 Choreography Practicum; Digital Series is DANC 2610, 4610 & 4620 Dance & Digital Technology and DDT Seminar)

² Dance Education courses: DANC 3320 Techniques and Materials for Teaching Dance, 3640 Teaching Creative Dance in the Elementary Schools & 3860 Field Experience

 $^{^{3}}$ Moving Company (DANC 3910 & 3911) is a year-long Community Engaged Learning course

⁴ Refer to WSU course catalog for full list of technique courses

⁵ Culture & Theory: DANC 1010 Introduction to Dance, 3015 Dance History, and 4800 Independent Study

⁶ Exposure to Professionals: DANC 2920/4920 Short Courses, Workshops, Institutes and Special Programs & 2950/4950 Dance Festival Participation

⁷ Digital Series: DANC 2610 Dance & Digital Technology, 4620 Dance & Digital Technology Seminar

⁸ E-portfolios required in DANC 1010 Introduction to Dance & 4700 Senior Synthesis

⁹ Production courses: DANC 4910 Rehearsal & Performance, Theatre courses in costume, lighting, and make-up design

C. Student Learning Outcomes

Please review the <u>Student Learning Outcomes</u> for your academic program displayed on the assessment site: http://www.weber.edu/portfolio/departments.html. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

X Information is current; no changes required.

D-1. Curriculum

"A collection of courses is not a program. A curriculum has coherence, depth, and synthesis." (Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the <u>Curriculum Grid</u> for your department or academic program displayed on the assessment site: http://www.weber.edu/portfolio/departments.html.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the 'additional information' section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

Dance	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Area	Technique and	Theory/Criticism:	Creative Process:	Meaning/Self
Learning	Performance:	Students will apply	Students will	Discovery:
<u>Outcomes</u>	Students will apply	and communicate	engage in the	Students will
	dance technique and	principles of dance	evolving nature of	discover, express and
I-Introduced	kinesiological	theory and criticism.	the creative	gain ownership of
D-Developed	principles to		process in many	their own point of
M-Mastered	improve as dancers		settings.	view about dance, to
	and performers.			speak the language of
				dance.
DANC1010-	I	I	I, D	I
Introduction to Dance				
DANC1100- Ballet I	I	I	I	I
DANC1200-Modern I	I	I	I	I
DANC1310-Music for Dance	I	I, D	I, D	I, D

DANC1450-Special Topics	I	Ι	I	
DANC 1500-Jazz I	I	I	I	I
DANC 1520-Folk and Ethnic	I, D	I, D		
DANC 1580- Tap	I, D	I, D	I, D	I, D
DANC 2250-	I, D			
Alignment and Conditioning				
DANC 2300-	I, D			
Dance Kinesiology				
DANC 2410-Improvisation	I, D	I, D	I, D	I, D
DANC 2470-Ballet II	D	D		D
DANC 2500-Jazz II	D	D		D
DANC 2490-Modern II	D	D		D
DANC 2610-		I, D	I, D	I, D
Dance and Digital				
Technology				
DANC 2890				
DANC 2920-Short Courses,	I	I	I	I
Workshops				
DANC 2950-Dance Festival	D	D	D	D
Participation				
DANC 3010-Dance History I		I,D	I,D	I,D
DANC 3020-Techniques and	I,D	I,D	I,D	I,D
Materials for Teaching				
Modern Dance				
DANC 3320-Dance History II		D,M	D,M	D,M
DANC 3440-Dance for	D,M	D	D	D
Musical Theatre				
DANC 3450-Special Topics	D	D	D	D
DANC 3470-Ballet III	D,M	D,M		D,M
DANC 3490-Modern III	D,M	D,M		D,M
DANC 3500-	I,D	I,D	I,D	I,D
Choreography I				
DANC 3510- Choreography II	D	D	D	D

DANC 3520-Choreography	D	D	D	D
Practicum				
DANC 3580-Tap Dance	D	D	D	D
DANC 3640-	I,D	I,D	I,D	I,D
Teaching Creative Dance in				
Elementary School				
DANC 3860-	D	D	D	D
Field Experience				
DANC 3910-Moving Co. R&D	I,D,M	I,D,M	I,D,M	I,D,M
DANC 3911-Moving Co.	I,D,M	I,D,M	I,D,M	I,D,M
Performance				
DANC 4250-Alignment and	D,M			
Conditioning				
DANC 4610-Dance and		D,M	D,M	D,M
Digital Technology				
DANC 4700-	M	M	M	M
Creative Synthesis				
DANC 4620-Dance and		D,M	D,M	D,M
Digital Tech. Seminar				
DANC 4890-Cooperative		D,M	D,M	D,M
Work Exp.				
DANC 4910-	I,D,M	I,D,M	I,D,M	I,D,M
Rehearsal and Performance				
DANC 4920-Short Courses,	D,M	D,M	D,M	D,M
Workshops				
DANC 4950-Dance Festival	I,D,M	I,D,M	I,D,M	I,D,M
Participation				

Note^a: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ Note^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (details about graduating student assessment):

Graduating student assessments are gathered from exit interviews and university satisfaction surveys. Feedback for the Dance area is generally quite positive but also includes requests for additional career planning and skill acquisition in the areas of grant writing, business management and increased use of creative technology such as non-linear video editing, website building and projection mapping. Our recent curricular changes have moved toward addressing these issues.

D-2. <u>High Impact Educational Experiences</u> in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Dance	HIEE 1	HIEE 2	HIEE 3	HIEE 4	HIEE 5	HIEE 6
Area						
HIEE	Team-based	Under-gradu	Pre-professional	Student	Community	Capstone
	Learning	ate Research	/	Leadership	Engaged	
F-Foundation			Career		Learning	
I-Integration			Development			
T-Transformation						
DANC1010-	F	F		F		
Introduction to Dance						
DANC1100- Ballet I	F		I			
DANC1200-Modern I	F		I			
DANC1310-Music for Dance	F	F				
DANC1450-Special Topics	F		F			
DANC 1500-Jazz I	F		I			
DANC 1520-Folk and Ethnic	F		F			
DANC 1580- Tap	F		I			
DANC 2250-		F				
Alignment and Conditioning						
DANC 2300-	F	I	I			
Dance Kinesiology						
DANC 2410-Improvisation	Т	I	I	I		
DANC 2470-Ballet II	Ι		I			
DANC 2500-Jazz II	Ι		I			
DANC 2490-Modern II	I		I			
DANC 2610-	I	I	I			

Dance and Digital						
Technology						
DANC 2950-Dance Festival	Т	I	Т	I		
Participation						
DANC 3015-Dance History I		I				
DANC 3020-Techniques and	T	I	Т	I	I	I
Materials for Teaching						
Modern Dance						
DANC 3440-Dance for	Ι	F	I			
Musical Theatre						
DANC 3450-Special Topics	F		F			
DANC 3470-Ballet III	Ι	F	T	F		
DANC 3490-Modern III	Ι	F	Т	F		
DANC 3500-	I	I	I	I		F
Choreography I						
DANC 3510- Choreography II	Ι	I	I	I	F	I
DANC 3520-Choreography	T	T	Т	T	I	T
Practicum						
DANC 3580-Tap Dance	I	I	T	I		I
DANC 3640-	Ι	T	Т	T	T	T
Teaching Creative Dance in						
Elementary School						
DANC 3860-	T	T	T	Т	T	T
Field Experience						
DANC 3910-Moving Co. R&P	T	T	Т	I	Т	T
DANC 3911-Moving Co.	T	T	T	I	T	T
Performance						
DANC 4250-Alignment and	F	F	I			
Conditioning						
DANC 4610-Dance and	I	I	T	I		
Digital Technology						
DANC 4700-	Т	Т	T	Т	I	T
Creative Synthesis						

DANC 4620-Dance and	I	T	Т	I		
Digital Tech. Seminar						
DANC 4910-	T	I	Т	I	F	T
Rehearsal and Performance						
DANC 4920-Short Courses,	I	F	T			
Workshops						
DANC 4950-Dance Festival	I	Ι	T	I	Ι	I
Participation						

Additional information (HIEE planning, assessment, or other information):

Dance Senior Synthesis (DANC 4700) students are meeting WSU's goal of preparing our students for the global economy by learning to communicate and work effectively with those in other disciplines. They choose a committee of three faculty, are closely mentored by a chair, and receive feedback from the committee comprised of professors in and out of dance. Students conceive, create, direct, and publicly present a fully produced choreographed dance which is followed by a reflection and an oral defense of their work.

Each year the Dance area brings both faculty and student original dance works to the American College Dance Association regional meeting, where they receive adjudication. The total immersion in master classes on somatic practices, dance styles, and professional feedback leads to leaps in ability and understanding of the discipline.

Dance Area's 2018 Annual Program Report created a three-year plan. Informed by our 2018 National Association of Schools of Dance site visit and evaluation, below are key features of that plan (curricular aspects of which were touched on in "Strategic Goals" above). Dance SCHs have increased over 50% in the ten year period ending in 2017-18. While Dance is at capacity in terms of space for school year general education offerings (face-to-face, online and hybrid), we will expand summer options. In addition, we are working with Dean Sprenger and Mathematics Education faculty Rachel Bachman to reboot a version of the interdisciplinary course Pattern Play, Movement & Mathematics (WSU 2340) in order to serve the College of Arts & Humanities need for accessible and credible methods of delivering MATH 1030 content.

Dance Area's three-prong recruitment plan includes Dance Concurrent Enrollment Day on campus, new hire Joseph Blake master classes at Northern Utah high schools, and partnering with Snow College to establish a pipeline to WSU Dance.

While it is difficult to ascribe minority student enrollment increases to particular initiatives, the Dance Area nevertheless cannot help but notice a ten-year increase from 0-13% in Latinx Dance students in Dance. Latinx and "Other" students comprise 26% of 2017-18 students, far above the university average. We feel there is a connection between our commitment to underrepresented populations and this encouraging data.

E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.), and plans for continuous improvement.

Assessment plan:

The Dance Program's assessment procedure evaluates the progress of courses by assessing one Learning Outcome biennially.

2017-2019 Learning Outcome #1

2020-2022 Learning Outcome #2

2023-2025 Learning Outcome #3

2026-2028 Learning Outcome #4

Student Learning Outcomes	Assessment Procedure	Assessment 2017-2028
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Technique class observations, teaching methods instruction, Dance Kinesiology exams, rehearsal and performance observations.	Ongoing, in relevant classes.
2. Theory/Criticism: Students will apply and communicate principles of dance theory and criticism in many settings.	Technique class observations, teaching methods instruction, understanding of technique in choreography, rehearsal and performance.	Ongoing, in relevant classes, stage productions and informal presentations.
3. Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Quizzes, exams, journal writing, and paper submissions.	Ongoing, in relevant class examinations, quizzes, papers, journal entries and presentations.

4. Meaning/Self Discovery: Students will	Observed through the	Ongoing in relevant classes and twice yearly
discover, express and gain ownership of	choreography course	full-stage productions.
their own point of view about dance.	sequence	
	(Improvisation-Creative	
	Synthesis).	

F. Report of assessment results for the most previous academic year: Dance Area Biennial Dance Assessment Courses Submitted Nov. 15, 2019

Evidence of Learning: General Education Courses (CA)

Course: DANC 1010; Introduction to Dance Semester taught: F/Sp/Su Sections included: All

Evidence of Learning: General Education								
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use	"Close the		
Learning Outcome	Measurement	Performance	Performance	Findings	of Results	Loop"		
Students will								
Learning Outcome	Measure 1: Essay	Measure 1: 90%	Measure 1: An	Measure 1: Students	Measure 1: No	Reviews,		
1: CA: Students will	quiz. Individual	of students will	average of 75%	successfully	curricular or	discussions,		
create works of art	research paper,	achieve an 80%	of students	demonstrated an	pedagogical	use of Writing		
and/or increase their	e-portfolio.	or greater on	achieved 80% or	increase in	changes needed	Center and		
understanding of		these measures.	greater on these	understanding of	at this time.	Library		
creative processes in			measures. Less	various aspects of		resources		
writing, visual arts,			that 5% failed	the creative process.		support current		
interactive			Measure 1.			curriculum.		
entertainment, or		Measure 2: 100%	Measure 2:95%	Measure 2: Students	Measure 2: No	Reviews,		
performing arts.	Measure 2:	of students in	of students did	successfully	curricular or	discussions,		
	Hybrid: In class	attendance will	participate in	demonstrated dance	pedagogical	use of Writing		
	participation	participate in	dance activity and	activity participation	changes needed	Center and		
	(dancing) followed	dance activity and	75% will	and on-line video	at this time.	Library		
	by discussion.	75% will	participate in	creation.		resources		
	Creation of	participate in	class discussions.			support current		
	dancers.	class discussions.	On-line: an			curriculum.		
	On-line: solo	On-line: 100%	average of 94%			On-line		
	video	will create solo	will create solo			tutorials assist		
	choreographies.	dance videos.	dance video.			with the use of		
						technology.		
Learning Outcome	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1: No	Reviews,		
2:	Written synthesis	Measure 1: 90%	Measure 1: 75%	Students	curricular or	discussions,		
CA: Students will	papers connecting	of students will	of students	successfully	pedagogical	use of Writing		
demonstrate	readings, dance	achieve an 80%	achieved 80% or	demonstrated an	changes needed	Center and		
knowledge of key	observations and	or greater on	greater on these	increase in	at this time.	Library		
themes, concepts,	in-class dance	these measures.	measures. Less	understanding of key		resources		
issues, terminology	participation.			themes, concepts,		support current		

and ethical standards	Concert response		that 5% failed	issues, terminology		curriculum.
employed in creative	papers and		Measure 1.	and ethical standards		On-line
arts disciplines.	individual research			employed in creative		tutorials assist
They will use this	papers.			arts disciplines.		with the use of
knowledge to				They will use this		technology.
analyze works of art				knowledge to		
from various				analyze works of art		
traditions, time				from various		
periods, and				traditions, time		
cultures.				periods, and		
				cultures.		
	Measure 2:	Measure 2: 100%	Measure 2: 95%	Measure 2: Students	Measure 2:	Reviews,
	Hybrid: In class	of students in	of students did	successfully	No curricular or	discussions,
	participation	attendance will	participate in	demonstrated dance	pedagogical	use of Writing
	(dancing) followed	participate in	dance activity and	activity participation	changes needed	Center and
	by discussion.	dance activity and	75% will	and on-line video	at this time.	Library
	Creation of	75% will	participate in	creation.		resources
	dancers.	participate in	class discussions.			support current
	On-line: solo	class discussions.	On-line: an			curriculum.
	video	On-line: 100%	average of 94%			On-line
	choreographies.	will create solo	will create solo			tutorials assist
		dance videos.	dance video.			with the use of
						technology.

Evidence of Learning: General Education Courses (DV)

Course: DANC 1010; Introduction to Dance Semester taught F/Sp/Su Sections included: All

Evidence of Learning	g: General Education					
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use	"Close the
Learning Outcome	Measurement	Performance	Performance	Findings	of Results	Loop"
Students will						
Learning Outcome	Measure 1:Essay	Measure 1: 90%	Measure 1: On	Measure 1:	Measure 1: No	Reviews,
1:DV: describe	quiz. Individual	of students will	average, 75% of	Students	curricular or	discussions, use
his/her own	research paper,	achieve an 80% or	students achieved	successfully	pedagogical	of Writing
perspective as one	e-portfolio.	greater on these	80% or greater on	demonstrated	changes needed	Center and
among many,		measures.	these measures.	his/her own	at this time.	Library
	Hybrid: In class		Less that 5%	perspective as one		resources
	participation		failed Measure 1.	among many		support current
	(dancing) followed			framed within the		curriculum.
	by discussion. Creation of			recent adoption of		
	dancers.			Big Questions Signature		
	On-line: solo video			Assignment		
	choreographies.			protocol.		
	chorcographics.			protocoi.		
	Measure 2: Written synthesis papers connecting readings, dance observations and in-class dance participation. Concert response papers and individual research papers.	Measure 2: 90% of students will achieve an 80% or greater on these measures.	Measure 2: On average, 75% of students achieved 80% or greater on these measures. Less that 5% failed Measure 1.	Measure 2: Students successfully demonstrated his/her own perspective as one among many framed within the recent adoption of Big Questions Signature	Measure 2: No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

Learning Outcome 2: DV: identify values and biases that inform the perspectives of oneself and others,	Measure 1: Essay quiz. Individual research paper, e-portfolio.	Measure 1: 90% of students will achieve an 80% or greater on these measures.	Measure 1: On average, 75% of students achieved 80% or greater on these measures. Less that 5% failed Measure 1.	Assignment protocol. Measure 1: Students successfully identify values and biases that inform the perspectives of oneself and others framed within the recent adoption of Big Questions Signature Assignment protocol.	Measure 1: No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.
	Measure 2: Written synthesis papers connecting readings, dance observations and in-class dance participation. Concert response papers and individual research papers.	Measure 2: 90% of students will achieve an 80% or greater on these measures.	Measure 2: On average, 75% of students achieved 80% or greater on these measures. Less that 5% failed Measure 1.	Measure 2: Students successfully recognize and articulate the rights, perspectives, and experiences of others, framed within the recent adoption of Big Questions Signature Assignment protocol.	Measure 2: No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.
Learning Outcome 3:	Measure 1: Essay quiz. Individual	Measure 1: Measure 1: 90% of students will	Measure 1: On average, 75% of students achieved	Measure 1: Students successfully	Measure 1: No curricular or pedagogical	Reviews, discussions, use of Writing

DV: recognize and articulate the rights, perspectives, and experiences of others.	research paper, e-portfolio. Hybrid: In class participation (dancing) followed by discussion. Creation of dancers. On-line: solo video choreographies.	achieve an 80% or greater on these measures.	80% or greater on these measures. Less that 5% failed Measure 1.	recognize and articulate the rights, perspectives, and experiences of others, framed within the recent adoption of Big Questions Signature Assignment protocol.	changes needed at this time.	Center and Library resources support current curriculum.
	Measure 2: Written synthesis papers connecting readings, dance observations and in-class dance participation. Concert response papers and individual research papers.	Measure 2: 90% of students will achieve an 80% or greater on these measures.	Measure 2: On average, 75% of students achieved 80% or greater on these measures. Less that 5% failed Measure 1.	Measure 2: Students successfully recognize and articulate the rights, perspectives, and experiences of others, framed within the recent adoption of Big Questions Signature Assignment protocol.	Measure 2: No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

Course: DANC 1100; Ballet I Semester taught: F/Sp Sections included: All

Evidence of Le	arning: Courses with	in the Major		<u> </u>		
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Learning Outcome 1: Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will achieve proficiency in ballet technique at an introductory level as observed through the practical demonstrations in class,	Measure 1:75% of students achieves proficiency in ballet technique at an introductory level as observed through the practical demonstration in class,	Measure 1: The majority of students demonstrated a beginning level of technical, kinesiological and artistic principles of ballet at the beginning level. Findings reflect additional rigor instituted since adopting NASD standards.	The creation and implementation of a Ballet Technique rubric is being created. The use of the rubric for evaluation, assessment and threshold for enrollment into next level will begin Fall 2019.	Beginning Fall 2019 the Dance area will implement attached rubrics to more clearly assess and evaluate student progress. This approach is intended to assist faculty to better determine practices used to achieve desired outcomes.
	Measure 2: Written self-evaluation and concert critique.	Measure 2: 80% of students will clearly write 1) a self-evaluation that demonstrate comprehension of own	Measure 2: 90% of students clearly wrote 1) a self-evaluation that demonstrated comprehension of own	Measure 2: The majority of students demonstrated strong self-evaluations and concert critiques. Outcomes similar to last reporting.	No curricular or pedagogical changes needed at this time.	Writing about dance is often a struggle for students. Describing the moving body in terms of time, space and energy can be a very abstract way of expressing ideas on paper. Through the act of reading, writing

technical	technical		and group discussion
improvement	improvement		these skills are
and artistic	and artistic		improved over time.
growth and 2)	growth and 2)		
write dance	wrote a dance		
concert	concert		
critique that	critique that		
demonstrates	Demonstrated		
ability to	an ability to		
articulate	articulate		
dance	dance		
technique and	technique and		
artistry in	artistry in		
relation to	relation to		
dance	dance		
performance.	performance.		

Course: DANC 1200; Modern I Semester taught: F/Sp Sections included: All

Evidence of Le	arning: Courses with	in the Major		•		
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
)		D 1 1 D 11 4010
Learning	Measure 1:	Measure 1:	Measure 1:	Measure 1: The	The creation and	Beginning Fall 2019
Outcome 1:	Students will	80% of	75% of	majority of students	implementation of a	the Dance area will
Technique	demonstrate	students will	students	demonstrated a	Modern Technique	implement attached
and	knowledge via	achieve	achieves	beginning level of	rubric is being	rubrics to more
Performance:	movement	proficiency in	proficiency in	technical,	created. The use of	clearly assess and
Students will	execution.	modern	modern	kinesiological and	the rubric for	evaluate student
apply dance		technique at an introductory	technique at an introductory	artistic principles of modern dance at the	evaluation,	progress. This
technique, kinesiological		level as	level as	beginning level.	assessment and threshold for	approach is intended to assist faculty to
principles,		observed	observed	Findings reflect	enrollment into next	better determine
and artistry to		through the	through the	additional rigor	level will begin Fall	practices used to
improve as		practical	practical	instituted since	2019.	achieve desired
dancers and		demonstrations	demonstration	adopting NASD	2017.	outcomes.
performers.		in class,	in class,	standards.		
P						
	Measure 2:	Measure 2:	Measure 2:	Measure 2: The	No curricular or	Writing about dance
	Written	80% of	75% of	majority of students	pedagogical changes	is often a struggle for
	self-evaluation	students will	students will	demonstrated strong	needed at this time.	students. Describing
	and concert	clearly write 1)	clearly write 1)	self-evaluations and		the moving body in
	critique.	a	a	concert critiques.		terms of time, space
		self-evaluation	self-evaluation	Outcomes similar to		and energy can be a
		that	that	last reporting.		very abstract way of
		demonstrate	demonstrate			expressing ideas on
		comprehension	comprehension			paper. Through the
		of own	of own			act of reading, writing

•	· · · · · · · · · · · · · · · · · · ·			
	technical	technical		and group discussion
	improvement	improvement		these skills are
	and artistic	and artistic		improved over time.
	growth and 2)	growth and 2)		
	write dance	write dance		
	concert	concert		
	critique that	critique that		
	demonstrates	demonstrates		
	ability to	ability to		
	articulate	articulate		
	dance	dance		
	technique and	technique and		
	artistry in	artistry in		
	relation to	relation to		
	dance	dance		
	performance.	performance.		

Course: DANC 1500; Jazz I Semester taught: F Sections included: All

Evidence of Le	arning: Courses with	in the Major				
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Learning	Measure 1:	Measure 1:	Measure 1:	Measure 1: The	The creation and	Beginning Fall 2019
Outcome 1:	Students will	80% of	75% of	majority of students	implementation of a	the Dance area will
Technique	demonstrate	students will	students	demonstrated a	Jazz Technique	implement attached
and	knowledge via	achieve	achieves	beginning level of	rubric is being	rubrics to more
Performance:	movement	proficiency in	proficiency in	technical,	created. The use of	clearly assess and
Students will	execution.	jazz technique	jazz technique	kinesiological and	the rubric for	evaluate student
apply dance		at an	at an	artistic principles of	evaluation,	progress. This
technique,		introductory	introductory	jazz dance at the	assessment and	approach is intended
kinesiological		level as	level as	beginning level.	threshold for	to assist faculty to
principles,		observed	observed	Findings reflect	enrollment into next	better determine
and artistry to		through the	through the	additional rigor	level will begin Fall	practices used to
improve as		practical	practical	instituted since	2019.	achieve desired
dancers and		demonstrations	demonstration	adopting NASD		outcomes.
performers.		in class,	in class,	standards.		
	Measure 2:	Measure 2:	Measure 2:	Measure 2: The	No curricular or	Writing about dance
	Written	80% of	80% of	majority of students	pedagogical changes	is often a struggle for
	self-evaluation	students will	students will	demonstrated strong	needed at this time.	students. Describing
	and concert	clearly write 1)	clearly write 1)	self-evaluations and		the moving body in
	critique.	a	a	concert critiques.		terms of time, space
		self-evaluation	self-evaluation	Outcomes similar to		and energy can be a
		that	that	last reporting.		very abstract way of
		demonstrate	demonstrate			expressing ideas on
		comprehension	comprehension			paper. Through the
		of own	of own			act of reading, writing

technical	technical		and group discussion
improvement	improvement		these skills are
and artistic	and artistic		improved over time.
growth and 2)	growth and 2)		
write dance	write dance		
concert	concert		
critique that	critique that		
demonstrates	demonstrates		
ability to	ability to		
articulate	articulate		
dance	dance		
technique and	technique and		
artistry in	artistry in		
relation to	relation to		
dance	dance		
performance.	performance.		

Course: DANC 1520; Folk and Ethnic Semester taught: F Sections included: All

	,			ter taagiit. I		
Evidence of Lea	arning: Courses with	in the Major				
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Learning	Measure 1:	Measure 1:	Measure 1:	Measure 1: The	No action needed at	A variety of learning
Outcome 1:	Students will	80% of	75% of	majority of students	this time.	opportunities to study
Technique	demonstrate	students will	students	demonstrated a		dances from around
and	knowledge via	achieve	achieves	beginning level of		the world continues to
Performance:	movement	proficiency in	proficiency in	technical,		provide a framework
Students will	execution.	folk dance	folk dance	kinesiological and		for our students to
apply dance		technique at an	technique at an	artistic principles of		sense and understand
technique,		introductory	introductory	folk dance at the		the role of dance in
kinesiological		level as	level as	beginning level.		human culture.
principles,		observed	observed			
and artistry to		through the	through the			
improve as		practical	practical			
dancers and		demonstrations	demonstration			
performers.		in class,	in class,			
	Measure 2:	Measure 2:	Measure 2:	Measure 2: The	No curricular or	Writing about dance
	Written	80% of	80% of	majority of students	pedagogical changes	is often a struggle for
	self-evaluation	students will	students will	demonstrated strong	needed at this time.	students. Describing
	and concert	clearly write 1)	clearly write 1)	self-evaluations and		the moving body in
	critique.	a	a	concert critiques.		terms of time, space
		self-evaluation	self-evaluation	Outcomes similar to		and energy can be a
		that	that	last reporting.		very abstract way of
		demonstrate	demonstrate			expressing ideas on
		comprehension	comprehension			paper. Through the act
		of own	of own			of reading, writing

technical	technical		and group discussion
improvement	improvement		these skills are
and artistic	and artistic		improved over time.
growth and 2)	growth and 2)		
write dance	write dance		
concert	concert		
critique that	critique that		
demonstrates	demonstrates		
ability to	ability to		
articulate	articulate		
dance	dance		
technique and	technique and		
artistry in	artistry in		
relation to	relation to		
dance	dance		
performance.	performance.		

Course: DANC 1580 Rhythm Tap Semester taught: F Sections included:All

Evidence of Lea	arning: Courses with	in the Major				
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Technique	Measure 1:	Measure 1:	Measure 1:	Measure 1: The	The creation and	Beginning Fall 2019
and	Students will	80% of	75% of	majority of students	implementation of a	the Dance area will
Performance:	demonstrate	students will	students	demonstrated a	Rhythm Tap rubric is	implement attached
Students will	knowledge via	achieve	achieves	beginning level of	being created. The	rubrics to more
apply dance	movement	proficiency in	proficiency in	technical,	use of the rubric for	clearly assess and
technique,	execution.	rhythmic tap	rhythmic tap	kinesiological and	evaluation,	evaluate student
kinesiological		technique at an	technique at an	artistic principles of	assessment and	progress. This
principles,		introductory	introductory	rhythmic tap at the	threshold for	approach is intended
and artistry to		level as	level as	beginning level.	enrollment into next	to assist faculty to better determine
improve as dancers and		observed through the	observed through the		level will begin Fall 2019.	practices used to
performers.		practical	practical		2019.	achieve desired
performers.		demonstrations	demonstration			outcomes.
		in class,	in class,			outcomes.
		in class,	in class,			
	Measure 2:	Measure 2:	Measure 2:	Measure 2: The	No curricular or	Writing about dance
	Written	80% of	80% of	majority of students	pedagogical changes	is often a struggle for
	self-evaluation	students will	students will	demonstrated strong	needed at this time.	students. Describing
	and concert	clearly write 1)	clearly write 1)	self-evaluations and		the moving body in
	critique.	a	a	concert critiques.		terms of time, space
		self-evaluation	self-evaluation	Outcomes similar to		and energy can be a
		that	that	last reporting.		very abstract way of
		demonstrate	demonstrate			expressing ideas on
		comprehension	comprehension			paper. Through the
		of own	of own			act of reading, writing

•	· · · · · · · · · · · · · · · · · · ·			
	technical	technical		and group discussion
	improvement	improvement		these skills are
	and artistic	and artistic		improved over time.
	growth and 2)	growth and 2)		
	write dance	write dance		
	concert	concert		
	critique that	critique that		
	demonstrates	demonstrates		
	ability to	ability to		
	articulate	articulate		
	dance	dance		
	technique and	technique and		
	artistry in	artistry in		
	relation to	relation to		
	dance	dance		
	performance.	performance.		

Evidence of Learning Worksheet: **Courses within the Major** Course: DANC 2250; Alignment and Conditioning/Pilates

Course: DANC 2250; Alignment and Conditioning/Pilates Semester taught: Sp Sections included: All

Evidence of Lea	arning: Courses with	in the Major			1	
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning Outcome	Measurement*	Performance	Performance	Findings	Results	
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will achieve proficiency in Pilates repertory technique at an introductory level as observed through the practical demonstrations in class,	Measure 1: 75% of students achieves proficiency in Pilates technique at an introductory level as observed through the practical demonstration in class,	Measure 1: The majority of students demonstrated a beginning level of technical, kinesiological and artistic principles of the Pilates repertoire at the beginning level.	No action needed at this time.	Repetition and discussion supported by video and text allow accelerated embodiment of exercise repertoire.
	Measure 2: Written self-evaluation and concert critique.	Measure 2: 80% of students will clearly write 1) a self-evaluation that demonstrate comprehension	Measure 2: 90% of students clearly wrote 1) a self-evaluation that demonstrate comprehension	Measure 2: The majority of students demonstrated strong self-evaluations and concert critiques. Outcomes similar to last reporting.	No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

of	fown	of own	
tec	echnical	technical	
im	nprovement	improvement	
an	nd artistic	and artistic	
gr	rowth and 2)	growth and 2)	
WI	rite dance	wrote dance	
co	oncert	concert	
cri	ritique that	critiques that	
de	emonstrates	demonstrated	
ab	bility to	ability to	
art	rticulate	articulate	
da	ance	dance	
tec	chnique and	technique and	
art	rtistry in	artistry in	
rel	elation to	relation to	
da	ance	dance	
pe	erformance.	performance	

Course: DANC 2300-Dance Kinesiology Semester taught: F Sections included: All

Evidence of Le	arning: Courses with	nin the Major				
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will demonstrate knowledge of kinesiological principles via movement demonstrations.	Measure 1: 85% of students demonstrated knowledge of kinesiological principles via movement demonstrations.	Measure 1: The majority of students demonstrated a competency of technical and kinesiological principles upon completion of the course.	No action needed at this time.	The use of multiple mediums of information, group study and hands-on, in class practise of concerts support deep learning in this subject.
	Measure 2: Written self-evaluation, mid-term and final exams and concert critique.	Measure 2: 80% of students will demonstrate knowledge of kinesiological principles via evaluation, mid-term and final exams and concert critique.	Measure 2:75% of students demonstrated knowledge of kinesiological principles via evaluation, mid-term and final exams and concert critique.	Measure 2: The majority of students demonstrated strong self-evaluations and concert critiques, mid-term and final examination test results. Outcomes similar to last reporting.	No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

Evidence of Learning Worksheet: **Courses within the Major** Course: DANC 2410-Improvisation Seme

Course: DANC 2410-Improvisation Semester taught: Sp Sections included: All

Evidence of Le	arning: Courses with	nin the Major		.		
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning Outcome	Measurement*	Performance	Performance	Findings	Results	
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will achieve proficiency in improvisationa 1 techniques as observed through the practical demonstrations in class,	Measure 1: 85% of students achieved proficiency in improvisationa 1 techniques as observed through the practical demonstrations in class,	Measure 1: The majority of students demonstrated a beginning level of technical, kinesiological and artistic principles of dance improvisation at the completion of the course.	No action needed at this time.	Clear instruction and the creation of a safe studio space to foster self-expression and creativity continues to produce positive results within the course.
	Measure 2: Written self-evaluation and concert critique.	Measure 2: 80% of students will clearly write 1) a self-evaluation that demonstrate comprehension of own technical improvement	Measure 2: 90% of students clearly wrote 1) a self-evaluation that demonstrate comprehension of own technical improvement and artistic	Measure 2: The majority of students demonstrated strong self-evaluations and concert critiques. Outcomes improved since last reporting.	No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

and artistic	growth and 2)	
growth and 2)	wrote a dance	
write dance	concert critique	
concert critique	that	
that	demonstrated	
demonstrates	ability to	
ability to	articulate	
articulate	dance	
dance	technique and	
technique and	artistry in	
artistry in	relation to	
relation to	dance	
dance	performance.	
performance.		

Evidence of Learning Worksheet: **Courses within the Major** Course: DANC 2470-Ballet II Seme

Course: DANC 2470-Ballet II Semester taught: F/Sp Sections included: All

Evidence of Le	arning: Courses with	in the Major				
Measurable Learning	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Outcome						
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will achieve proficiency in ballet technique at an intermediate level as observed through the practical demonstrations in class.	Measure 1: 70% of students achieved proficiency in ballet technique at an intermediate level as observed through the practical demonstrations in class.	Measure 1: The majority of students demonstrated a beginning level of technical, kinesiological and artistic principles of ballet at the intermediate level.	The creation and implementation of a Ballet Technique rubric is being created. The use of the rubric for evaluation, assessment and threshold for enrollment into next level will begin Fall 2019.	Beginning Fall 2019 the Dance area will implement attached rubrics to more clearly assess and evaluate student progress. This approach is intended to assist faculty to better determine practices used to achieve desired outcomes.
	Measure 2: Written self-evaluation and concert critique.	Measure 2: 80% of students will clearly write 1) a self-evaluation that demonstrate comprehension of own	Measure 2: 90% of students clearly wrote 1) a self-evaluation that demonstrated comprehension of own	Measure 2: The majority of students demonstrated strong self-evaluations and concert critiques. Outcomes similar to last reporting.	No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

technical	technical		
improvement	improvement		
and artistic	and artistic		
growth and 2)	growth and 2)		
write dance	wrote dance		
concert	concert		
critique that	critiques that		
demonstrates	demonstrated		
ability to	ability to		
articulate	articulate		
dance	dance		
technique and	technique and		
artistry in	artistry in		
relation to	relation to		
dance	dance		
performance.	performance.		

Evidence of Learning Worksheet: **Courses within the Major**Course: DANC 2490-Modern II Semester taug

Semester taught: Sections included:All F/Sp

Evidence of Le	arning: Courses with	nin the Major				
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will achieve proficiency in modern technique at an intermediate level as observed through the practical demonstrations in class,	Measure 1: 70% of students achieved proficiency in modern technique at an intermediate level as observed through the practical demonstrations in class.	Measure 1: The majority of students demonstrated a beginning level of technical, kinesiological and artistic principles of modern dance at the intermediate level.	The creation and implementation of a Modern Technique rubric is being created. The use of the rubric for evaluation, assessment and threshold for enrollment into next level will begin Fall 2019.	Beginning Fall 2019 the Dance area will implement attached rubrics to more clearly assess and evaluate student progress. This approach is intended to assist faculty to better determine practices used to achieve desired outcomes.
	Measure 2: Written self-evaluation and concert critique.	Measure 2: 80% of students will clearly write 1) a self-evaluation that demonstrate comprehension of own technical	Measure 2: 90% of students clearly wrote 1) a self-evaluation that demonstrated comprehension of own technical	Measure 2: The majority of students demonstrated strong self-evaluations and concert critiques. Outcomes similar to last reporting.	No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

improvement	improvement
~	-
and artistic	and artistic
growth and 2)	growth and 2)
write dance	wrote dance
concert	concert
critique that	critiques that
demonstrates	demonstrated
ability to	ability to
articulate	articulate
dance	dance
technique and	technique and
artistry in	artistry in
relation to	relation to
dance	dance
performance.	performance.

Evidence of Learning Worksheet: **Courses within the Major** Course: DANC 2610- Dance and Digital Technology

Course: DANC 2610- Dance and Digital Technology Semester taught:F Sections included:All

COURSE! BIHIT	22010 Dance and D	-8	,	beinester taugnt.i		Sections included in in
Evidence of Le	earning: Courses with	in the Major				
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Learning	Measure 1:	Measure 1:	Measure	Measure 1: The	No action needed at	Through the
Outcome 1:	Students will	80% of	1:75% of	majority of students	this time.	introduction of
	demonstrate	students will	students	demonstrated a		updated technology
	knowledge of	demonstrate	demonstrated	knowledge of		and in class
	movement	knowledge	knowledge of	movement capture,		discussions and group
	capture, framing	of movement	movement	framing and		learning sessions the
	and non-linear	capture,	capture,	non-linear digital		course continues to
	digital video	framing and non-linear	framing and non-linear	video editing.		provide a foundation
	editing.	digital video	digital video			for students to explore digital applications for
		editing.	editing.			their artform.
		editing.	editing.			uicii artioiiii.
	Measure 2:	Measure	Measure 2:	Measure 2: The	No curricular or	Writing about dance is
	Written	2:80% of	75% of	majority of students	pedagogical changes	often a struggle for
	self-evaluation	students will	students	demonstrated strong	needed at this time.	students. Describing
	and screen dance	demonstrate a	demonstrated a	self-evaluations and		the moving body in
	critique.	digital dance	digital dance	screen dance critiques.		terms of time, space
		aesthetic via	aesthetic via	Outcomes similar to		and energy can be a
		written	written	last reporting.		very abstract way of
		self-evaluatio	self-evaluation			expressing ideas on
		n and concert	and concert			paper. Through the act
		critique.	critique.			of reading, writing and

			group discussion these skills are improved
			over time.

Evidence of Learning Worksheet: **Courses within the Major** Course: DANC 2950; Dance Festival Participation

Course: DANC 2950; Dance Festival Participation Semester taught: Sp Sections included: All

Evidence of Lea	arning: Courses with	in the Major			-	
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Technique	Measure 1:	Measure 1:	Measure 1:	Measure 1: The	No action needed at	The annual
and	Students will	80% of students	90% of	majority of students	this time.	opportunity to take
Performance:	demonstrate	will	students will	demonstrated a more		classes, observe
Students will	knowledge via	demonstrate	demonstrate	in-depth level of		dance concerts and
apply dance	movement	application of	application of	technical,		perform at regional
technique,	execution.	Technique and	Technique and	kinesiological and		conferences provides
kinesiological		Performance	Performance	artistic principles at		continued
principles,		skills while at	skills while at	completion of festival		professionalizing
and artistry to		festival.	festival.	participation.		experiences for dance
improve as		Students will	Students will			students.
dancers and		apply dance	apply dance			
performers.		technique,	technique,			
		kinesiological	kinesiological			
		principles, and	principles, and			
		artistry to	artistry to			
		improve as	improve as			
		dancers and	dancers and			
		performers.	performers.			
	Measure 2:	Measure 2:	Measure 2:	Measure 2: The	No curricular or	Reviews, discussions,
	Written	80% of students	80% of	majority of students	pedagogical changes	use of Writing Center
	self-evaluation	will clearly	students	demonstrated strong	needed at this time.	and Library resources
	and concert	write 1) a	demonstrated	self-evaluations and	necessar at this time.	support current
	critique.	self-evaluation	clearly written	concert critiques		curriculum.

4	that	1) a	while at festival	
		1) a		
	demonstrate	self-evaluation	Outcomes similar to	
	comprehension	that	last reporting.	
	of own	demonstrate		
	technical	comprehension		
i	improvement	of own		
a	and artistic	technical		
g	growth and 2)	improvement		
V	write dance	and artistic		
	concert critique	growth and 2)		
l ti	that	wrote dance		
C	demonstrates	concert		
a	ability to	critique that		
a	articulate dance	demonstrated		
l to	technique and	ability to		
a	artistry in	articulate		
r	relation to	dance		
	dance	technique and		
	performance	artistry in		
-	while at a	relation to		
	festival.	dance		
		performance		
		while at a		
		festival.		

Course: DANC 3020; Techniques and Materials for Teaching Modern Dance Semester taught: F, Sp Sections included:

Evidence of Le	arning: Courses with	in the Major			<u></u>	
	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
	Measurement*	Performance	Performance	Findings	Results	
Measurable						
Learning						
Outcome						
Technique	Measure 1:	Measure 1:	Measure 1:	Measure 1: The	No action needed at	The connection of
and	Students will	80% of	75% of	majority of students	this time.	national and state
Performance:	demonstrate	students will	students	demonstrated a		standards for dance, in
Students will	knowledge via	apply dance	applied dance	beginning level of		class practice and
apply dance	movement	technique,	technique,	technical,		off-site practicums
technique,	execution,	kinesiological	kinesiological	kinesiological and		under public school
kinesiological	explanation and	principles, and	principles, and	artistic principles in		dance instructor
principles,	facilitation in accordance with	artistry to	artistry to	relation to teaching modern dance at the		supervision has
and artistry to	the Utah State	improve as dancers and	improve as dancers and			yielded strong outcomes for the
improve as dancers and	Board of	performers.	performers.	secondary level. Findings reflect		dance areas
performers.	Education	performers.	perioriners.	additional rigor		pre-service dance
perioriners.	standards for			instituted since		educators.
	Dance.			adopting NASD		caucators.
	Dance.			standards.		
				Standards.		
	Measure 2:	Measure 2:	Measure 2:	Measure 2: The	No curricular or	Reviews, discussions,
	Written	80% of	75% of	majority of students	pedagogical changes	use of Writing Center
	self-evaluation	students will	students	demonstrated strong	needed at this time.	and Library resources
		clearly write 1)	demonstrated	self-evaluations and		

and concert	a	clearly written	concert critiques.	support current
critique.	self-evaluation	1) a	Findings reflect	curriculum.
	that	self-evaluation	additional rigor	
	demonstrate	that	instituted since	
	comprehension	demonstrate	adopting NASD	
	of own	comprehension	standards.	
	technical	of own		
	improvement	technical		
	and artistic	improvement		
	growth and 2)	and artistic		
	write dance	growth and 2)		
	concert	wrote dance		
	critique that	concert		
	demonstrates	critique that		
	ability to	demonstrated		
	articulate	ability to		
	dance	articulate		
	technique and	dance		
	artistry in	technique and		
	relation to	artistry in		
	dance	relation to		
	performance.	dance		
		performance.		

Course: DANC 3440; Dance for Musical Theatre Semester taught: Sp Sections included: All

Evidence of Lea	arning: Courses with	in the Major				
Measurable	Method of	Target	Actual	Interpretation of	Action Plan/Use of	"Closing the Loop"
Learning	Measurement*	Performance	Performance	Findings	Results	
Outcome						
Technique	Measure 1:	Measure 1:	Measure	Measure 1: The	No action needed at	The study of
and	Students will	80% of	1:70% of	majority of students	this time.	movement technique
Performance:	demonstrate	students will	students	demonstrated a		and vocabulary to
Students will	knowledge via	achieve	achieved	beginning level of		support the
apply dance	movement	proficiency in	proficiency in	technical,		performance of dance
technique,	execution.	dance for	dance for	kinesiological and		within musical theater
kinesiological		musical theater	musical theater	artistic principles of		presentations
principles,		technique as	technique as	Dance for Musical		continues to
and artistry to		observed	observed	Theater at the		positively prepare
improve as		through the	through the	beginning level.		Department of
dancers and		practical	practical	Findings reflect		Performing Arts
performers.		demonstrations	demonstrations	additional rigor		students for
		in class,	in class,	instituted since		professional theatrical
				adopting NASD		auditions and
				standards.		productions.
	11	11) () () () () () () () () () (XY	D 1 11 1
	Measure 2:	Measure 2:	Measure 2:	Measure 2: The	No curricular or	Reviews, discussions,
	Written	80% of	70% of	majority of Dance for	pedagogical changes	use of Writing Center
	self-evaluation	students will	students wrote	Musical Theatre	needed at this time.	and Library resources
	and concert	clearly write 1)	clearly write 1)	students demonstrated		support current
	critique.	a alf avaluation	a alf avaluation	a clearly written		curriculum.
		self-evaluation	self-evaluation	1)self-evaluation that		
		that	that	demonstrated		
		demonstrate	demonstrated	comprehension of own technical		
		comprehension	comprehension			
		of own	of own	improvement and		

technical	technical	artistic growth and 2)	
improvement	improvement	a written dance	
and artistic	and artistic	concert critique that	
growth and 2)	growth and 2)	demonstrated ability	
write dance	write dance	to articulate dance	
concert	concert	technique and artistry	
		•	
critique that	critique that	in relation to dance	
demonstrates	demonstrated	performance.	
ability to	ability to		
articulate	articulate		
dance	dance		
technique and	technique and		
artistry in	artistry in		
relation to	relation to		
dance	dance		
performance.	performance.		

Course: DANC 3470; Ballet III Semester taught: F, Sp Sections included: All

Evidence of Le	arning: Courses with	in the Major				
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will achieve proficiency in ballet technique at an advanced level as observed through the practical demonstrations in class.	Measure 1: 70% of students achieved proficiency in ballet technique at an advanced level as observed through the practical demonstrations in class.	Measure 1: The majority of students demonstrated a level of technical, kinesiological and artistic principles of Ballet at the intermediate to advanced level. Findings reflect additional rigor instituted since adopting NASD standards.	The creation and implementation of a Ballet Technique rubric is being created. The use of the rubric for evaluation and assessment will begin Fall 2019.	Beginning Fall 2019 the Dance area will implement attached rubrics to more clearly assess and evaluate student progress. This approach is intended to assist faculty to better determine practices used to achieve desired outcomes.
	Measure 2: Written self-evaluation and concert critique.	Measure 2: 80% of students will clearly write 1) a self-evaluation that demonstrate comprehension of own technical	Measure 2: 85% of students clearly wrote 1) a self-evaluation that demonstrate comprehension of own technical	Measure 2: The majority of Ballet III students demonstrated a clearly written 1)self-evaluation that demonstrated comprehension of own technical improvement and artistic growth and 2) a written dance	No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

i	improvement	improvement	concert critique that	
	and artistic	and artistic	demonstrated ability	
	growth and 2)	growth and 2)	to articulate dance	
	write dance	wrote dance	technique and artistry	
	concert	concert	in relation to dance	
	critique that	critiques that	performance.	
	demonstrates	demonstrated		
	ability to	an ability to		
	articulate	articulate		
	dance	dance		
t	technique and	technique and		
	artistry in	artistry in		
	relation to	relation to		
	dance	dance		
	performance.	performance.		

Course: DANC 3490; Modern III Semester taught: F, Sp Sections included: All

Evidence of Le	arning: Courses with	in the Major		-		
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Technique and Performance: Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers.	Measure 1: Students will demonstrate knowledge via movement execution.	Measure 1: 80% of students will achieve proficiency in modern technique at an advanced level as observed through the practical demonstrations in class,	Measure 1:75% of students achieved proficiency in modern technique at an advanced level as observed through the practical demonstrations in class,	Measure 1: The majority of students demonstrated a level of technical, kinesiological and artistic principles of Modern Dance at the intermediate to advanced level. Findings reflect additional rigor instituted since adopting NASD standards.	The creation and implementation of a Modern Technique rubric is being created. The use of the rubric for evaluation and assessment will begin Fall 2019.	Beginning Fall 2019 the Dance area will implement attached rubrics to more clearly assess and evaluate student progress. This approach is intended to assist faculty to better determine practices used to achieve desired outcomes.
	Measure 2: Written self-evaluation and concert critique.	Measure 2: 80% of students will clearly write 1) a self-evaluation that demonstrate comprehension of own technical	Measure 2: 85% of students will clearly write 1) a self-evaluation that demonstrate comprehension of own technical	Measure 2: The majority of Modern Dance III students demonstrated a clearly written 1)self-evaluation that demonstrated comprehension of own technical improvement and artistic growth and 2)	No curricular or pedagogical changes needed at this time.	Reviews, discussions, use of Writing Center and Library resources support current curriculum.

improvement and artistic growth and 2) write dance concert critique that demonstrates ability to	improvement and artistic growth and 2) write dance concert critique that demonstrates ability to	a written dance concert critique that demonstrated ability to articulate dance technique and artistry in relation to dance performance.	
articulate dance technique and artistry in	articulate dance technique and artistry in		
relation to dance performance.	relation to dance performance.		

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review:March 2018	Recommendation	Progress Description	
Recommendation 1	Text of recommendation	Updated:	
Revise program's Statement of Purpose	Statements could be misleading in relation to the extent to which the program is able to offer the depth of study or professional preparation in these areas considering the breadth of focus of a liberal arts degree, the unit's current size and scope, and the level of course offerings.	The BA degree in Dance provides a breadth of experience for the possibilities of dance in today's world: performance, choreography, community engagement, teaching, social and 3 cultural explorations and the use of creative technologies. With attention to collaboration and interdisciplinary involvement, the degree provides education for enthusiastic and energetic students to use their passion for the art form to guide their career interests or advanced study choices." "Based within the disciplinary core of the Dance program, the BA and BS Dance Education K-12 degree offerings help to guide and prepare students for teaching dance in public school settings (grades K-12), private studios, and/or non-profit environments. In addition to the core dance requirements, secondary licensure requirements are mandatory for all teaching degrees leading to eligibility for Utah State Board of Education licensure. It is comprised of 33 hours of coursework within the Department of Teacher Education.	

Recommendation 2	Text of recommendation	Undate:	
Recommendation 2 Dance Area governance structure. Recommendation 3 Dance Area admission protocol	It is not clear how the current governance and administrative structures serve the purposes of the dance unit. Text of recommendation It is not clear whether the institution is recruiting and admitting students with aptitudes and prospects for success in its	Update: The Dance Area has taken clear steps to organize roles within the program. Professor Erik Stern is now area head and teaching loads, advising and miscellaneous responsibilities are clearly defined. Update: Because Weber State University prides itself on being an open-enrollment institution, the dance unit has chosen to institute a	
	dance degree programs. The institution is requested to provide information on the following.	sophomore jury. The jury will build on existing assessment and communication opportunities such as regular group and individual advising sessions, and aforementioned majors meetings. The jury will be implemented in lieu of an entrance audition. The dance unit will track the use of this model on student success and as a means to counsel students who may not be thriving within the program. The dance unit sees the implementation of this system to be in accordance with NASD Standard for AccreditationPer V.D.3 (note) "Some institutions have open admission policies. In such cases, auditions and evaluations associated with confirming degree candidacy must occur no later than the end of the first half of the degree program".	
Recommendation 4	Text of recommendation	Updated:	
Dance technical proficiency	The Commission requests the reply clearly outlines the levels of technical	The Dance Area has generated and is now implementing Dance Technique proficiency	

competency required for graduation.	rubrics for Ballet, Modern, Jazz and Rhythm
	Tap courses.

Additional narrative: The recommendations in the table above are from the National Association of Schools of Dance Commission Action Report following a 2018 site-visit. The Dance Area is addressing the action items as we make application for national accreditation.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-28	2018-19
With Doctoral Degrees (Including MFA		
and other terminal degrees, as specified by		
the institution)		
Full-time Tenured	0	0
Full-time Non-Tenured (includes	0	0
tenure-track)		
Part-time and adjunct	0	0
With Master's Degrees		
Full-time Tenured	3	3
Full-time Non-Tenured	0	0
Part-time and adjunct	4	4
With Bachelor's Degrees		
Full-time Tenured	0	0
Full-time Non-tenured	0	0
Part-time and adjunct	1	1
Other		
Full-time Tenured		
Full-time Non-tenured		
Part-time		
Total Headcount Faculty		
Full-time Tenured	3	3
Full-time Non-tenured	0	0
Part-time	5	5

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

<u>Target Performance</u> (previously referred to as 'Threshold')

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE - High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies.