

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:

Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)

Date Submitted: November 15, 2017

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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. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

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 it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Update:

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Updated Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

Curriculum Map Format

	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc....			
Core Courses in Department/Program								

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 (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a *minimum of three years* beyond the current year. Please review the plan displayed for your department at the above site. The plan should 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.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee's planning documentation.

Assessment plan: Performing Arts- Dance

Assessment Plan

Updated December, 2016

Current for the 2016/17 Academic Year

Student Learning Outcomes	Assessment Procedure	Assessment 2016-2021 in Planned Courses
1. 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.	DANC: 1010, 1200, 1310, 1450, 1500, 1520, 1580, 2250, 2300, 2410, 2470, 2500, 2490, 3020, 3440, 3450, 3470, 3490, 3500, 3510, 3520, 3580, 3640, 3860, 3910, 3911, 4250, 4700, 4910
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.	DANC: 1010, 1200, 1310, 1450, 1500, 1520, 1580, 2610, 2410, 2470, 2500, 2490, 3010, 3020, 3320, 3440, 3450, 3490, 3500, 3510, 3520, 3580, 3640, 3860, 3910, 3911, 4610, 4620, 4700, 4910
3. Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Quizzes, exams, journal writing, and paper submissions.	DANC: 1010, 1200, 1310, 1450, 1500, 1580, 2410, 3010, 3020, 3320, 3440, 3450, 3500, 3510, 3520, 3580, 3640, 3860, 3910, 3911, 4700, 4910
4. Meaning/Self Discovery: Students will discover, express and gain ownership of their own point of view about dance.	Observed through the choreography course sequence (Improvisation-Creative Synthesis).	DANC: 1010, 1200, 1310, 1500, 1580, 2610, 2410, 2470, 2500, 2490, 3010, 3020, 3320, 3440, 3450, 3490, 3500, 3510, 3520, 3580, 3640, 3860, 3910, 3911, 4610, 4620, 4700, 4910

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

- 2016-2017 Learning Outcome #3
- 2017-2018 Learning Outcome #4
- 2018-2019 Learning Outcome #1

Report due 11/15/2017

- 2019-2020 Learning Outcome #2
- 2020-2021 Learning Outcome #3

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

B. Course: DANC1100Ballet_I_F2016_Sp2017

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome #3:</p> <p>Creative Process: Students will engage in the evolving nature of the creative process in many settings.</p>	<p>Measure 1: Students attend dance concerts and write critique and personal response.</p>	<p>Measure 1: 80% of students will articulate the elements of dance and respond to construction of choreography in paper.</p>	<p>Measure 1: 80% of students will articulated the elements of dance and respond to construction of choreography in paper.</p>	<p>Measure 1: Students in the Ballet technique classes require more understanding of writing about dance.</p>	<p>Action plan is to spend more in class time developing an understanding of the elements of dance in relation to Ballet technique and how to effectively put those concepts into writing when creating concert critique paper.</p>
	<p>Measure 2: Students co-create end of semester performance for Dance Program Informal Showings.</p>	<p>Measure 2: 90% of students will effectively co-create and participate in end of semester performance for Dance Program Informal Showings.</p>	<p>Measure 2: 95% of students will effectively co-create and participate in end of semester performance for Dance Program Informal Showings.</p>	<p>Measure 2: Students in the Ballet technique classes are successful in co-creating and participating in end of semester performance for Dance Program Informal Showings.</p>	

Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC2410_Imprvisation Spring2017

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome #3 Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Measure 1: Students attend regularly in order to participate in group improvisation.	Measure 1: 90% of students will regularly attend class to to participate in group improvisation.	Measure 1: 95% of students regularly attended class to to participate in group improvisation.	Measure 1: Students enjoy dance improvisation very much. They crave the creative process and are willing participate.	No action plan is required. The class is well attended and students thrive in the creative outlet and physical expression they enjoy. The addition of more improvisational explorations outside of the studio has been suggested and the program will find ways to accommodate that request.
	Measure 2: Students create improvisational structures and facilitate group work.	Measure 2:100% of students will create improvisational structures and facilitate group work.	Measure 2: 100% of students did create improvisational structures and facilitate group work.	Measure 2: Students enjoy dance improvisation very much. They crave the creative process and are willing participate in creation and facilitation.	

Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC2610 Dance and Digital Technology Fall 2016/Spring2017

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome #3 Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Measure 1: Students will submit video choreographies. The capturing of movement on video in various way is explored.	Measure 1: 70% of students will explores the breadth of various way to capture movement on video as outlined in the course content.	Measure 1: 80% of students did explores the breadth of various way to capture movement on video as outlined in the course content.	Measure 1: Students did show growth in exploring the breadth of various way to capture movement on video as outlined in the course content.	Action plan is to allow more time for exploration of various way the camera can capture movement. Highly trained dancers struggle with seeing dance other than from a frontal or proscenium viewpoint. As far as editing and organizing through software, students show the natural aptitude they have for growing up with computers. They work more intuitively with computers that my dance students did 5 years ago.
	Measure 2: Students will engage in the activity of re-choreographing captured movement material through non-linear digital editing software.	Measure 2: 70% of students will engage in the activity of re-choreographing captured movement material through non-linear digital editing software.	Measure 2: 95% of students did engage in the activity of re-choreographing captured movement material through non-linear digital editing software.	Measure 2: Students did show a natural aptitude for re-choreographing captured movement material through non-linear digital editing software.	

Evidence of Learning Worksheet: **Courses within the Major**
 Course: DANC3520 Dance Practicum Fall 2016/Spring2017

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome #3 Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Measure 1: Students will guide participating cast members through improvisational methods to generate movement vocabulary.	Measure 1: 85% of students will successfully guide participating cast members through improvisational methods to generate movement vocabulary.	Measure 1: 95% of students successfully guided participating cast members through improvisational methods to generate movement vocabulary.	Measure 1: Several courses act as prerequisites for Choreography Practicum. These courses aid students in their creative research so they might be successful in their artistic work.	No immediate action is required. Course prerequisites, faculty guidance and peer feedback sessions prove to be useful in student success.
	Measure 2: Students will complete a choreographic work that explores the construction of movement through the elements of dance.	Measure 2: 95% of students will complete a choreographic work that explores the construction of movement through the elements of dance.	Measure 2: 100% of students completed a choreographic work that explored the construction of movement through the elements of dance.	Measure 2: Several courses act as prerequisites for Choreography Practicum. These courses aid students in their creative research so they might be successful in their artistic work.	

Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC3640 Teaching Creative Dance in Elementary School Fall 2016

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Learning Outcome #3 Creative Process: Students will engage in the evolving nature of the creative process in many settings.</p>	<p>Measure 1: Students will generate and document creative dance lesson plans for elementary students.</p>	<p>Measure 1: 75% of students will generate and document creative dance lesson plans for elementary students that are logical while teaching means for physical expression.</p>	<p>Measure 1: 85% of students did generate and document creative dance lesson plans for elementary students that are logical while teaching means for physical expression.</p>	<p>Measure 1: A majority of students did generate and document creative dance lesson plans for elementary students that are logical while teaching means for physical expression.</p>	<p>In all, I see students more easily construct lesson plans than facilitate. At the elementary level a joyful, yet clearly managing, energy must be present at all times. My action plan to allow my students more time to explore facilitating lessons in various setting and prompting them in ways that force improvisational teaching. Herein, we work to get the pre-service teachers off the paper and “seeing” their students, thus responding in time and appropriately.</p>
	<p>Measure 2: Students will facilitate creative dance experiences for elementary students.</p>	<p>Measure 2: 75% of students will facilitate creative dance experiences for elementary students with a sense of timing and a joyful demeanor.</p>	<p>Measure 2: 70% of students did facilitate creative dance experiences for elementary students with a sense of timing and a joyful demeanor.</p>	<p>Measure 2: Students struggle to facilitate creative dance experiences for elementary students with a sense of timing and a joyful demeanor.</p>	

Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC3910/3911 Moving Company Fall 2016/Spring2017

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome #3 Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Measure 1: Students will contribute to the creative process in rehearsals on a consistent basis.	Measure 1: 85% of contribute to the creative process in rehearsals on a consistent basis.	Measure 1: 90% of contributed to the creative process in rehearsals on a consistent basis.	Measure 1: Students in the Moving company course are dancers and performers. Thus, they contribute a great deal to fulfill their artistic passion.	No immediate action is required. Course prerequisites, faculty guidance and peer feedback sessions prove to be useful in student success.
	Measure 2: Students will attend all rehearsals, technical rehearsals, costume fittings and performances.	Measure 2: 90% of students will attend all rehearsals, technical rehearsals, costume fittings and performances.	Measure 2: 95% of students attended all rehearsals, technical rehearsals, costume fittings and performances.	Measure 2: On a whole, committed dancers know the importance of attendance in a performance group and respect the intensive time commitment necessary to achieve good work.	

Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC4700 Creative Synthesis Fall 2016/Spring2017

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome #3 Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Measure 1: Students will guide participating cast members through improvisational methods to generate movement vocabulary.	Measure 1: 85% of students will successfully guide participating cast members through improvisational methods to generate movement vocabulary.	Measure 1: 95% of students successfully guided participating cast members through improvisational methods to generate movement vocabulary.	Measure 1: Several courses act as prerequisites for Choreography Practicum. These courses aid students in their creative research so they might be successful in their artistic work.	No immediate action is required. Course prerequisites, thesis committee guidance and peer feedback sessions prove to be useful in student success.
	Measure 2: Students will complete a choreographic work that explores the construction of movement through the elements of dance.	Measure 2: 95% of students will complete a choreographic work that explores the construction of movement through the elements of dance.	Measure 2: 100% of students completed a choreographic work that explored the construction of movement through the elements of dance.	Measure 2: Several courses act as prerequisites for Creative Synthesis. These courses aid students in their creative research so they might be successful in their artistic work.	

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 3: Students will co-produce their senior dance concert for the main stage.	95% of students will co-produce their senior dance concert for the main stage.	100% of students will co-produce their senior dance concert for the main stage.	Measure 3: Several courses act as prerequisites for Creative Synthesis. These courses aid students in their creative research so they might be successful in their artistic work.	No immediate action is required. Course prerequisites, thesis committee guidance and peer feedback sessions prove to be useful in student success
	Measure 4: Students will complete a synthesis paper containing the nature of their choreographic work and implications of their creative research.	90% of students will achieve an A or better on the completion of a synthesis paper containing the nature of their choreographic work and implications of their creative research.	95% of students will achieve an A or better on the completion of a synthesis paper containing the nature of their choreographic work and implications of their creative research.	Measure 4: Several courses act as prerequisites for Creative Synthesis. These courses aid students in their creative research so they might be successful in their artistic work.	No immediate action is required. Course prerequisites, thesis committee guidance and peer feedback sessions prove to be useful in student success

Course: DANC4910 Rehearsal and Performance Fall 2016/Spring2017

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome #3 Creative Process: Students will engage in the evolving nature of the creative process in many settings.	Measure 1: Students will attend and complete all rehearsal and performance requirements.	Measure 1: 98% of students will attend and complete all rehearsal and performance requirements.	Measure 1: 98% of students did attend and complete all rehearsal and performance requirements.	Measure 1: Students understood the very strict attendance requirements of the course and the importance of honoring those for the success of the creative process.	Action plan is to continue regular discuss of course requirements and why they are necessary. Faculty mentoring and group discussions facilitate a nurturing process that assists dancers and choreographers to commit to the rigorous schedule and emotionally vulnerable place that the creative process in dance can lead.
	Measure 2: Dancers and choreographers will commit to collaborate and develop works of art in unique and challenging ways.	Measure 2: 75% of dancers and choreographers will commit to collaborate and develop works of art in unique and challenging ways.	Measure 2: 85% % of dancers and choreographers will commit to collaborate and develop works of art in unique and challenging ways.	Measure 2: The creative process in dance is both time intensive and artistically challenging for many students.	

b. Evidence of Learning: High Impact Practices (HIPs)

The Four Freedom's Project reached across departments and colleges of the university to bring a meaningful, cross-curricular educational experience to WSU students and our community. The problem addressed was the lack of interest youth have in American history, democracy and civic engagement, specifically, in the understanding of history's relevance to their personal experience. By using dance (hip hop and contemporary forms) as an enticing entry point to history, we initiated a remarkable level of engagement of our students at the university and in the community.

Central to our work is the knowledge that all people, primarily those coming of age, can make a difference in the world. Often youth feel disenfranchised from the political process for many reasons: political polarization, lack of understanding historical and/or current issues, feeling disconnected from policy makers, and the general sense that one's vote does not count.

The Four Freedoms Project introduced students at the junior high and secondary levels to the significance of Roosevelt's 1941 State of the Union address. Through cross-curricular lesson plans that integrated the subjects of dance and American history, we worked to increase student awareness of the intersection of arts and politics. Students engaged in a creative process that bridges time lines and disciplines.

Project Outcomes:

Project leaders evaluated the merits of the project in three ways:

- Artistic merit produced and executed by WSU Moving Company dance students.
- Over the course of the 2-year project dance students engaged with internationally renowned artists that opened doorways to new, creative processes and technical ways of moving. Our dancers increased their artistry and professionalism as they met the various expectations of these choreographers, experiencing real-world challenges. Growth in pedagogical practice for both Dance and Political Science students.
- WSU students engaged in lesson preparation and discussion facilitation, in both the public sector and non-profit environments. They acquired skills in how to share knowledge, learned in the dance studio and in their college classrooms, with members of the community. Effectiveness of collaboration between Dance, Political Science, and English
- Dr. Leah Murray was instrumental in helping to educate WSU dance students about the socio-political era in which FDR presented his Four Freedoms Speech. Additionally, she assisted in connecting WSU dance and community members, crafted feedback forms, and participated on discussion panels.
- During the last segment of The Four Freedoms Project, Laura Stott's creative writing students joined the dancers on stage to share their poetry, relating to the Four Freedoms. Dancers and poets learned from one another, the power of art as a vehicle of social activism. K-12 Student Outcomes in relation to cross-curricular dance/history/social science lesson plans.
- Public school students involved with The Four Freedom's Project learned about FDR, aspects of WWII, human rights, and art as advocacy. These students engaged in the creative process, developing their own choreographic studies in the studio, and performed on-stage, a work investigating the American values that continue today, set forth in FDR's Four Freedoms Speech.
- Evaluation & Dissemination Outcomes: Joanne Lawrence and Amanda Sowerby have been selected, by blind peer review, to present The Four Freedom's Project: A Higher Education Exploration of Dance and Democracy at the National Dance Education Organization's Annual Conference, San Antonio, TX. November, 2017. Joanne Lawrence and Amanda Sowerby presented The Four Freedom's Project: An Exploration of Dance and Democracy for Diverse Learners to Utah elementary school teachers. March, 23, 2017

Performance and Educational Engagement Events:

- The Four Freedom's Project for junior and senior high school students, WSU April 2017
- Orchesis Dance Theater, The Four Freedoms Suite, WSU April 2017
- Relaxed Performance for children with disabilities, WSU April 2017

- The Four Freedom's Project Panel Discussion with Utah Justice Christine Durham, Carol McNamara, Meghan Durham-Wall, moderated by Dr. Leah Murray, WSU April 2017
- Ben Lomond High School workshops, February 2017
- Davis High School workshops, January 2017
- Orchesis Dance Theater, WSU November 2016
- The Four Freedoms Project student poster presentation, Utah Dance Education Organization's Fall Conference, UVU November 2016
- Relaxed Performance for children with disabilities, WSU April 2016
- Orchesis Dance Theater, WSU April 2016
- The Four Freedom's Project Panel Discussion with Michael Vaughan, Joanne Lawrence, Dr. Leah Murray, moderated by Christine Denniston, WSU April 2016
- American College Dance Association Regional Conference, University of WY, March 2016
- Orchesis Dance Theater, WSU November 2015
- Nurture the Creative Mind Workshop October 2015
- Youth Impact Workshop October 2015

c. Evidence of Learning: General Education Courses

Evidence of Learning: General Education, Diversity Course
 Course DANC1010; Introduction to Dance. Summer 2016/Fall 2016/Spring 2017

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1	Each student will describe his/her own perspective as one among many.	Measure 1: Chapter Response papers require personal essay component wherein students reflect upon their own artistic, cultural and social experiences in relation to dance content.	75% of students will score 80% or better on Chapter Response papers.	80% of students scored better than 80 % on Chapter Response papers.	Students successfully demonstrated how to construct a personal reflection in relation to chapter content.	No curricular changes required at this time. However, ongoing discussion, explanation and clarification of how to write a personal response continues to allow students to be successful in this measure.
		Measure 2: Students engage in class discussion that allow for a diversity of opinions and experiences to be expressed in a safe and guided environment.	80% of students will participate in class discussions on a weekly basis.	70% of students participated in class discussions on a weekly basis.	A small number of students continue to find in-class discussion difficult for a variety of reasons. A majority, however, are able to find the freedom to express, support and argue a breadth of opinions over the course of the semester.	Finding various and innovative ways to engage more students in class discussions will be explored. Possibilities include smaller discussion groups and written contributions.

Evidence of Learning: General Education, Creative Arts
 Course DANC1010; Introduction to Dance. Summer 2016/Fall 2016/Spring 2017

Gen Ed Learning Goal Students will:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1	Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Measure 1: Chapter response papers, individual research exploration papers and essays.	75% of students will score 80% or better on quiz essays and individual research papers.	85% of students scored 80% or better on quiz essays and individual research papers.	Students successfully demonstrated an increased understanding of various aspects of the creative process in dance.	Continued class discussion regarding the clear expectations of these assignments for a better success rate. Additionally, the opportunity for submitting multiple drafts, for better score, increases better learning and outcomes.
		Measure 2: Face to Face course offering: In-class and on-line discussions. Hybrid: In-class participation (dancing) followed by discussion. Online: Solo video choreographies.	75% of students will score 80% or better on class participation, discussions and/or video choreographies.	85% of students scored 80% or better on class participation, discussions and/or video choreographies.	Students successfully demonstrated increased class participation, discussions and/or video choreographies.	Continued class discussion regarding the clear expectations of these assignments for an improved success rate.

G. Summary of Artifact Collection Procedure

Artifact	When/How Collected?	Where Stored?
Quizzes	2-4 times per year	Electronic and Hard Copies
Response papers	2-4 times per year	Electronic and Hard Copies
Final project presentations and performances.	1-3 times per year	Electronic Copies

Summary Information (as needed)

Appendix A

Most departments or programs receive a number of recommendations from their Five-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: #####	Recommendation	Progress Description
Recommendation 1	Text of recommendation	
Strategic Plan	The Review Committee suggests that Dance articulate a long-term strategic plan, a plan that would present their needs and priorities.	The Dance area is currently writing their first self-study for application to National Association of Schools of Dance (NASD). This requires a procedure that includes strategic planning.
Recommendation 2	Text of recommendation	
	The Review Committee encourages the Dance area to create a two-year certificate or Associate Degree.	The Dance area, in prioritizing NASD accreditation, has not yet written a certificate of Associate Degree for Dance.
Recommendation 3		
(add as needed)		

Additional narrative:

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 2016-17	
Headcount	8
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	1
Full-time Tenured	3
Full-time Non-Tenured (includes tenure-track)	0
Part-time and adjunct	4
With Master's Degrees	4
Full-time Tenured	3
Full-time Non-Tenured	0
Part-time and adjunct	1
With Bachelor's Degrees	3
Full-time Tenured	0
Full-time Non-tenured	0
Part-time and adjunct	3
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	7
Full-time Tenured	3
Full-time Non-tenured	0
Part-time	4

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

The Dance faculty are pleased with our ongoing assessment procedures and the focus it brings to the teaching protocols in our program. Throughout the assessment process we continually find ways to make our curriculum and its' implementation more efficient and effective. In doing so we see the fruits of our labors in the increased proficiency of our students and in our overall program outcomes. In all areas (most specifically technique, composition, and pedagogy) dance faculty observe a rise in skill level, competency, and personal investment. The Dance Area will maintain focus on our learning outcomes by continually referring back to these goals in all of our teaching endeavors. We also focus on providing our students an open and safe learning environment where they thrive in both their scholarly and creative pursuits. Lastly, we are in the midst of creating the self-study for accreditation with the National Associations on Schools of Dance. Evaluation site team is scheduled for March 2018.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

The Dance Program requires courses in both the Bachelors of Art in Dance and the Bachelor of Art/Bachelor of Science in Dance Education that assess graduating seniors for readiness in the field as professional artists and educators. DANC 4700; Creative Synthesis is the senior capstone for both degree offerings and requires the formation of thesis committee members to mentor students through both creative and scholarly research projects. In addition, DANC 4610; Dance and Digital Technology prepares dance artists and educators to effectively employ technology for creative, pedagogical and professional pursuits. The creation of an electronic portfolio also readies students to begin marketing themselves for job placement upon graduation.