

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 field⁶

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 [Student Learning Outcomes](http://www.weber.edu/portfolio/departments.html) 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 [Curriculum Grid](http://www.weber.edu/portfolio/departments.html) 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 Area Learning Outcomes I-Introduced D-Developed M-Mastered | <u>Outcome 1</u> Technique and Performance: Students will apply dance technique and kinesiological principles to improve as dancers and performers. | <u>Outcome 2</u> Theory/Criticism: Students will apply and communicate principles of dance theory and criticism. | <u>Outcome 3</u> Creative Process: Students will engage in the evolving nature of the creative process in many settings. | <u>Outcome 4</u> Meaning/Self Discovery: Students will discover, express and gain ownership of their own point of view about dance, to speak the language of dance. |
|--|---|--|--|---|
| DANC1010- Introduction to Dance | I | I | I, D | I |
| 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 | I | 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- Alignment and Conditioning | I, D | | | |
| DANC 2300- Dance Kinesiology | I, D | | | |
| 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- Dance and Digital Technology | | I, D | I, D | I, D |
| DANC 2890 | | | | |
| DANC 2920-Short Courses, Workshops | I | I | I | I |
| DANC 2950-Dance Festival Participation | D | D | D | D |
| DANC 3010-Dance History I | | I,D | I,D | I,D |
| DANC 3020-Techniques and Materials for Teaching Modern Dance | I,D | I,D | I,D | I,D |
| DANC 3320-Dance History II | | D,M | D,M | D,M |
| DANC 3440-Dance for Musical Theatre | D,M | D | D | D |
| 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- Choreography I | I,D | I,D | I,D | I,D |
| DANC 3510- Choreography II | D | D | D | D |

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

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. High Impact Educational Experiences 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 Area HIEE | <u>HIEE 1</u> | <u>HIEE 2</u> | <u>HIEE 3</u> | <u>HIEE 4</u> | <u>HIEE 5</u> | <u>HIEE 6</u> |
|---|---------------------|-------------------------|---------------------------------------|--------------------|----------------------------|---------------|
| F-Foundation I-Integration T-Transformation | Team-based Learning | Under-graduate Research | Pre-professional / Career Development | Student Leadership | Community Engaged Learning | Capstone |
| DANC1010- Introduction to Dance | F | F | | F | | |
| 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- Alignment and Conditioning | | F | | | | |
| DANC 2300- Dance Kinesiology | F | I | I | | | |
| DANC 2410-Improvisation | T | I | I | I | | |
| DANC 2470-Ballet II | I | | I | | | |
| DANC 2500-Jazz II | I | | I | | | |
| DANC 2490-Modern II | I | | I | | | |
| DANC 2610- | I | I | I | | | |

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

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

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 |
|--|--|--|
| 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. | 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. |

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

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

Evidence of Learning: General Education Courses (DV)

Course: DANC 1010; Introduction to Dance

Semester taught F/Sp/Su

Sections included: All

| Evidence of Learning: General Education | | | | | | |
|--|--|--|--|---|--|---|
| Measurable Learning Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | “Close the Loop” |
| Students will... | | | | | | |
| Learning Outcome 1:DV: describe his/her own perspective as one among many, | Measure 1:Essay quiz. Individual research paper, e-portfolio. Hybrid: In class participation (dancing) followed by discussion. Creation of dancers. On-line: solo video choreographies. | 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. | Measure 1: Students successfully demonstrated his/her own perspective as one among many 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 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. |

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| | | | | Assignment protocol. | | |
| 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 than 5% failed Measure 1. | 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 than 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 |

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

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

Course: DANC 1100; Ballet I

Semester taught: F/Sp

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
|---|--|---|--|---|--|--|
| Measurable Learning Outcome | Method of Measurement* | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | “Closing the Loop” |
| 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 |

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

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

Course: DANC 1200; Modern I

Semester taught: F/Sp

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
|---|--|---|--|---|--|--|
| Measurable Learning Outcome | Method of Measurement* | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | “Closing the Loop” |
| 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 modern technique at an introductory level as observed through the practical demonstrations in class, | Measure 1: 75% of students achieves proficiency in modern 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 modern dance at the beginning 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, 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: 75% of students will clearly write 1) a self-evaluation that demonstrate 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 |

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| | | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | | | and group discussion these skills are improved over time. |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 1500; Jazz I

Semester taught:

F

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
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| Measurable Learning Outcome | Method of Measurement* | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | “Closing the Loop” |
| 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 jazz technique at an introductory level as observed through the practical demonstrations in class, | Measure 1: 75% of students achieves proficiency in jazz 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 jazz dance at the beginning level. Findings reflect additional rigor instituted since adopting NASD standards. | The creation and implementation of a Jazz 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: 80% of students will clearly write 1) a self-evaluation that demonstrate 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 |

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| | | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | | | and group discussion these skills are improved over time. |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 1520; Folk and Ethnic

Semester taught: F

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
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| Measurable Learning Outcome | Method of Measurement* | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | “Closing the Loop” |
| 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 folk dance technique at an introductory level as observed through the practical demonstrations in class, | Measure 1: 75% of students achieves proficiency in folk dance 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 folk dance at the beginning level. | No action needed at this time. | A variety of learning opportunities to study dances from around the world continues to provide a framework for our students to sense and understand the role of dance in human culture. |
| | 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: 80% of students will clearly write 1) a self-evaluation that demonstrate 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 |

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| | | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | | | and group discussion these skills are improved over time. |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 1580 Rhythm Tap

Semester taught: F

F

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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 rhythmic tap technique at an introductory level as observed through the practical demonstrations in class, | Measure 1: 75% of students achieves proficiency in rhythmic tap 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 rhythmic tap at the beginning level. | The creation and implementation of a Rhythm Tap 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: 80% of students will clearly write 1) a self-evaluation that demonstrate 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 |

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| | | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | | | and group discussion these skills are improved over time. |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 2250; Alignment and Conditioning/Pilates

Semester taught:

Sp

Sections included:All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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 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. |

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| | | of own technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | of own technical improvement and artistic growth and 2) wrote dance concert critiques that demonstrated ability to articulate dance technique and artistry in relation to dance performance | | | |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 2300-Dance Kinesiology

Semester taught: F

Sections included:All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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

Semester taught: Sp

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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 improvisational techniques as observed through the practical demonstrations in class, | Measure 1: 85% of students achieved proficiency in improvisational 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. |

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| | | and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | growth and 2) wrote a dance concert critique that demonstrated ability to articulate dance technique and artistry in relation to dance performance. | | | |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 2470-Ballet II

Semester taught: F/Sp

Sections included:All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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 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. |

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| | | technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | technical improvement and artistic growth and 2) wrote dance concert critiques that demonstrated ability to articulate dance technique and artistry in relation to dance performance. | | | |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 2490-Modern II

Semester taught:

F/Sp

Sections included:All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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 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. |

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| | | improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | improvement and artistic growth and 2) wrote dance concert critiques that demonstrated ability to articulate dance technique and artistry in relation to dance performance. | | | |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 2610- Dance and Digital Technology

Semester taught:F

Sections included:All

| Evidence of Learning: Courses within the Major | | | | | | |
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| Measurable Learning Outcome | Method of Measurement* | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | “Closing the Loop” |
| Learning Outcome 1: | Measure 1: Students will demonstrate knowledge of movement capture, framing and non-linear digital video editing. | Measure 1: 80% of students will demonstrate knowledge of movement capture, framing and non-linear digital video editing. | Measure 1: 75% of students demonstrated knowledge of movement capture, framing and non-linear digital video editing. | Measure 1: The majority of students demonstrated a knowledge of movement capture, framing and non-linear digital video editing. | No action needed at this time. | Through the introduction of updated technology and in class discussions and group learning sessions the course continues to provide a foundation for students to explore digital applications for their artform. |
| | Measure 2: Written self-evaluation and screen dance critique. | Measure 2: 80% of students will demonstrate a digital dance aesthetic via written self-evaluation and concert critique. | Measure 2: 75% of students demonstrated a digital dance aesthetic via written self-evaluation and concert critique. | Measure 2: The majority of students demonstrated strong self-evaluations and screen dance 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 and |

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

Course: DANC 2950; Dance Festival Participation

Semester taught: Sp

Sections included: All

| Evidence of Learning: Courses within 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 application of Technique and Performance skills while at festival. Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers. | Measure 1: 90% of students will demonstrate application of Technique and Performance skills while at festival. Students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers. | Measure 1: The majority of students demonstrated a more in-depth level of technical, kinesiological and artistic principles at completion of festival participation. | No action needed at this time. | The annual opportunity to take classes, observe dance concerts and perform at regional conferences provides continued professionalizing experiences for dance students. |
| | Measure 2: Written self-evaluation and concert critique. | Measure 2: 80% of students will clearly write 1) a self-evaluation | Measure 2: 80% of students demonstrated clearly written | Measure 2: The majority of students demonstrated strong self-evaluations and concert critiques | No curricular or pedagogical changes needed at this time. | Reviews, discussions, use of Writing Center and Library resources support current curriculum. |

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| | | <p>that demonstrate comprehension of own technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance while at a festival.</p> | <p>1) a self-evaluation that demonstrate comprehension of own technical improvement and artistic growth and 2) wrote dance concert critique that demonstrated ability to articulate dance technique and artistry in relation to dance performance while at a festival.</p> | <p>while at festival.. Outcomes similar to last reporting.</p> | | |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 3020; Techniques and Materials for Teaching Modern Dance

Semester taught:

F, Sp

Sections included:

| Evidence of Learning: Courses within 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, explanation and facilitation in accordance with the Utah State Board of Education standards for Dance. | Measure 1: 80% of students will apply dance technique, kinesiological principles, and artistry to improve as dancers and performers. | Measure 1: 75% of students applied dance technique, kinesiological principles, and artistry to improve as dancers and performers. | Measure 1: The majority of students demonstrated a beginning level of technical, kinesiological and artistic principles in relation to teaching modern dance at the secondary level. Findings reflect additional rigor instituted since adopting NASD standards. | No action needed at this time. | The connection of national and state standards for dance, in class practice and off-site practicums under public school dance instructor supervision has yielded strong outcomes for the dance areas pre-service dance educators. |
| | Measure 2: Written self-evaluation | Measure 2: 80% of students will clearly write 1) | Measure 2: 75% of students demonstrated | Measure 2: The majority of students demonstrated strong self-evaluations and | No curricular or pedagogical changes needed at this time. | Reviews, discussions, use of Writing Center and Library resources |

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

Course: DANC 3440; Dance for Musical Theatre

Semester taught:

Sp

Sections included: All

| Evidence of Learning: Courses within 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 dance for musical theater technique as observed through the practical demonstrations in class, | Measure 1: 70% of students achieved proficiency in dance for musical theater technique 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 for Musical Theater at the beginning level. Findings reflect additional rigor instituted since adopting NASD standards. | No action needed at this time. | The study of movement technique and vocabulary to support the performance of dance within musical theater presentations continues to positively prepare Department of Performing Arts students for professional theatrical auditions and productions. |
| | 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: 70% of students wrote clearly write 1) a self-evaluation that demonstrated comprehension of own | Measure 2: The majority of Dance for Musical Theatre students demonstrated a clearly written 1)self-evaluation that demonstrated comprehension of own technical improvement and | No curricular or pedagogical changes needed at this time. | Reviews, discussions, use of Writing Center and Library resources support current curriculum. |

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| | | <p>technical improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance.</p> | <p>technical improvement and artistic growth and 2) write dance concert critique that demonstrated ability to articulate dance technique and artistry in relation to dance performance.</p> | <p>artistic growth and 2) a written dance concert critique that demonstrated ability to articulate dance technique and artistry in relation to dance performance.</p> | | |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 3470; Ballet III

Semester taught:

F, Sp

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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. |

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| | | <p>improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance.</p> | <p>improvement and artistic growth and 2) wrote dance concert critiques that demonstrated an ability to articulate dance technique and artistry in relation to dance performance.</p> | <p>concert critique that demonstrated ability to articulate dance technique and artistry in relation to dance performance.</p> | | |
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Evidence of Learning Worksheet: **Courses within the Major**

Course: DANC 3490; Modern III

Semester taught: F, Sp

Sections included: All

| Evidence of Learning: Courses within the Major | | | | | | |
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| 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. |

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| | | improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | improvement and artistic growth and 2) write dance concert critique that demonstrates ability to articulate dance technique and artistry in relation to dance performance. | a written dance concert critique that demonstrated ability to articulate dance technique and artistry in relation to dance performance. | | |
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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. | <p>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.”</p> <p>“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.</p> |

| Recommendation 2 | Text of recommendation | Update: |
|----------------------------------|---|--|
| Dance Area governance structure. | It is not clear how the current governance and administrative structures serve the purposes of the dance unit. | 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. |
| Recommendation 3 | Text of recommendation | Update: |
| Dance Area admission protocol | It is not clear whether the institution is recruiting and admitting students with aptitudes and prospects for success in its dance degree programs. The institution is requested to provide information on the following. | Because Weber State University prides itself on being an open-enrollment institution, the dance unit has chosen to institute a 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 Accreditation Per 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 tenure-track) | 0 | 0 |
| 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.

Target Performance (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.