

Assurance of Student Learning Reflection 2024-2025

Potter College of Arts and Letters

Department of Theatre & Dance

BA in Dance 630 & 630P

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Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here
☒ Yes, they match! (If they don't match, explain on this page under **Evaluation**)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Students should be able to analyze dance from historical, cultural, and aesthetical contexts and perspectives.
Evaluation	Through careful consideration and reflection, the dance faculty find that this learning outcome speaks to the core teaching embedded within our curriculum. We have at least ten courses, many of which are courses that our BA dance majors take multiple times (levels 1-4 of ballet, jazz, tap, modern dance), within our curriculum map that build toward this learning outcome. This allows us to measure this outcome regularly. Faculty have been pleasantly impressed with the degree to which students have been able to articulate the impact of this learning outcome through specific courses and program experiences.
Measurement Instruments	The faculty has found that this measurement instrument is highly effective in assessing the learning outcome. Because students are orally articulating their analysis during their senior exit jury, we do not believe the rise of AI use will affect the assignment and measurement. Embedded within each project that a student could choose to discuss incorporates a creative component along with group discussion.
Criteria & Targets	Criteria for success reflect the size and scope of our program.
Results & Conclusion	Dance faculty are pleased with the degree to which some students are able to articulate their analysis and reach the target for Learning Outcome 1. The target for this measurement is at least 75% of Dance majors reviewed should receive an average score of 7 points or higher. From 2021-2024 Dance majors scored an average of between 78% at the lowest, and 90% at their highest. After careful review, the Dance Faculty feel the learning outcomes, rubrics, and measurement tools all reflect the goals of our BA in Dance degree. However, we do expect a slightly higher number of students to meet our criteria for success. We feel strongly that courses throughout our curriculum directly addresses learning outcome 1 in their content and coursework. We acknowledge that some students have a difficult time understanding or articulating how the projects or coursework they completed helped them to analyze dance from historical, cultural, and aesthetical contexts and perspectives. Faculty are working to revisit the way this outcome is presented and addressed within relevant courses. Specific attention is being given to the implementation of the reflective element within each project to help students make deeper connections.

	We are a small program, with a graduating class that varies from between 6- 15 BA Dance majors a year. This leads to a small assessment pool. One weak assessment can drastically affect the outcome of our results, which then does not accurately affect the success of the majority.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Our plan for the next assessment cycle is to revisit our curriculum map to assess areas where we can improve in preparing students to meet the goals of Learning Outcome 1. We will address and revise coursework that does not seem relevant to meeting the goals of learning outcome 1. Faculty will emphasize the continuity of group and individual reflection of these creative research projects from semester to semester and between the various courses within the curriculum, revise the language and approach to designing class projects that give students better resources to articulate how they have analyzed dance from historical, cultural, and aesthetical contexts and perspectives, and find ways they can practice this articulation prior to their senior exit jury where we currently assess this outcome.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate competency in dance technique; achieve level four in one genre; level three in a second genre
Evaluation	This outcome is still relevant as this technique criteria aligns with the National Association of Schools of Dance (our accrediting body) and ensures that students achieve competency in dance technique. It is a highly measurable outcome as it is based on actual enrollment in our upper-level dance technique courses.
Measurement Instruments	The measurement instrument for Learning Outcome 2 is the evaluation of the student's technique course registration. To graduate with the BA in Dance, students must achieve a level four in one dance genre and a level three in a second dance genre, thus demonstrating dance technique competency. This is the most direct measure of our learning outcomes as the review of the student's technique course registration demonstrates the attainment of this learning outcome.
Criteria & Targets	Criteria for success is based on the recommendations of our accrediting body (NASD) and our requirements for the degree. We require all BA Dance students to achieve this outcome
Results & Conclusion	The clear criterion for the dance technique levels along with consistent faculty assessment of student progress leads to student competency in dance technique. Established level requirements are attainable for the dance degree seeking student. Program faculty find this learning outcome to be central to our program's core mission of Creating Thinking Artists. Our program provides ample opportunity for students to develop competency in dance technique in multiple genres of dance. Student advising and mentorship by program faculty supports the success of this learning outcome. We are pleased with the inclusion of this metric and find it to provide a reliable source of objective and concrete data collection for our program.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Our current assessment plan for this outcome is direct, appropriate, and applicable. Technical competency is a core requirement within the BA in Dance degree program. Our curriculum map and student assessment process support the student's journey in meeting this outcome.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Apply an understanding of choreographic principles to the creation and production of original choreographic work
Evaluation	We believe this learning outcome is still relevant to the BA in Dance degree program. Sequence of courses support this outcome, and the program provides ample production opportunities for students to demonstrate their application of this outcome.
Measurement Instruments	Dance faculty have shifted how we measure this outcome from year to year. We have used rubrics, acceptance into our yearly student choreographic showcase, and projects created in the Choreography II course. The artifact used for this outcome is appropriate as it is the student's original choreography as presented in a departmental production following their enrollment in the three courses that directly prepare for this learning outcome.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? Criteria for success reflect the size and scope of our program
Results & Conclusion	The results for this learning outcome are within the range of expectation. Not every dance student will possess the ability to be a great choreographer; however, the curriculum is designed for students to achieve competency in the application of choreographic principles. Over the course of the assessment cycle all senior choreography was positively adjudicated and accepted into the concert. The curriculum mapping for this learning outcome leads to the appropriate percentage of the program achieving the target for success. Courses are appropriately sequenced within the curriculum and include logical and well-designed content leading to appropriate student understanding and application of choreographic principles. Dance faculty can do a better job with consistency in assessing this learning outcome.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Dance faculty have been inconsistent in how we have assessed this outcome. Our plan for the next assessment cycle is to develop a clear evaluation process for Learning outcome 3, revisit and revise our current rubric, develop a target that reflects our size and scope, the goals off our degree program, and consider the individual ability of students to actually meet the criteria of this learning outcome.

To add more outcomes, if needed, select the table above and copy & paste below.