

**School of Human Movement, Sport, and Leisure Studies**  
**Dance Program - Kinesiology Division**  
**Summary of Assessment Accomplishments (SAAC)**  
**2007-2008 Academic Year**

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**Learning Outcomes for the Dance Major and Minor:**

The seven specific learning outcomes listed below are what the Dance Program adopted from the National Dance Association's Content Standards (1994) as the student learning outcomes for this program. These standards address the Dance Program learning expectations for both Dance majors and minors

1. Identifying and demonstrating movement elements and skills in performing dance. (Technique Content Development)
2. Understanding choreographic principles, processes, and structures. (Creative Process & Technology)
3. Understanding dance as a way to create and communicate meaning. (Communication)
4. Applying and demonstrating critical and creative thinking skills in dance. (Analysis & Assessment)
5. Demonstrating and understanding dance in various cultures and historical periods. (Historical & Theoretical Content Development)
6. Making connections between dance and healthful living. (Life-long Learning)
7. Making connections between dance and other disciplines. (Collaboration, Diversity)

**Annual Report:**

**1. Learning (or Service) Outcomes assessed this year:**

The focus of this year's assessment was on SLO #1 Identifying and demonstrating movement elements and skills in performing dance. (Technique Content Development), SLO #2 Understanding choreographic principles, processes, and structures. (Creative Process & Technology), and SLO #5 Demonstrating and understanding dance in various cultures and historical periods. (Historical & Theoretical Content Development). All seven learning outcomes have been assessed to varying degrees.

**2. Assessment Methods and Procedures**

**Internal Assessments:**

The Dance Program has numerous internal methods of assessment often involving analysis of the process, product and/or performance. Each faculty member creates their own evaluation movement combinations and other specific evaluative criteria. As

students progress through specific courses and toward the completion of the dance major (and minor) curriculum, they are continually asked to reflect on their progress and performance. They are assessed through numerous movement evaluations (3-4 per class per semester), written examinations, written and creative research projects, creative projects, quizzes, portfolios, video performance analysis, instructor, self and peer evaluation and journaling. In movement classes the goal is demonstrated technical growth. To progress to the next level, students must achieve perform at a level that indicates their understanding and increased movement ability.

Specifics of the assessment process vary from class to class, and instructor to instructor. The technique based classes DANC 107, 110, 115, 120, 207, 215, 220 and 316 address SLO #1 and include movement evaluations (3-4 per class per semester), video performance analysis, instructor, self and peer evaluation and end of the semester performances in **Footfalls** (Fall semester) and **Footlights** (Spring semester). DANC 326 and 427 focus on SLO #2 Understanding choreographic principles, processes, and structures and include creating numerous short studies of movement to finished final project dances. In order to complete the required choreographic assignments students must demonstrate their understanding of the concepts and choreographic tools. DANC 150, 350, and 425 were taught this year. These classes emphasize historical and cultural investigation through readings, video clips, research papers and projects and specifically address SLO #5 Demonstrating and understanding dance in various cultures and historical periods. Three different instructors taught these courses so students received a broader perspective in terms of instruction.

The Dance Program continues to refine the audition process used as an evaluative tool for admission to the major for new, transfer and/or continuing students. Four auditions were held during the 2008-09 academic year. This process appears to help the selection of quality students admitted to the program. Additionally, dance majors must matriculate into the program after 45 hours of specified coursework and have a “pass” rating on their audition. Junior & senior level students work to complete the matriculation process once they have met all criteria.

### **External Assessments:**

External assessment of select dance students in faculty choreography took place through external adjudication. The BGSU Dance Program had 19 students participate in 2009 American College Dance Festival Association (ACDFA) assessing the performance of BGSU dance students. Through live adjudications, the dancers received positive feedback from their performance of a modern dance work choreographed by part-time faculty, Tammy Starr. Students that were member of the University Performing Dancers auditioned for admission and scholarships for American Dance Festival summer program(as a course requirement). Three students were accepted into that competitive program. BGSU dance students also participated in master classes offered at this conference, learning new techniques and exposure to a diverse faculty and dance content. This external assessment directly applies to SLO #1 Identifying and demonstrating movement elements and skills in performing dance, SLO #2 Understanding choreographic principles, processes, and structures and due to the repertory that was the focus of this year, and SLO #4 Applying and demonstrating critical and creative thinking skills in dance.

### **3. Inferences from Assessments:**

- Recent graduates of the dance program (majors and minors) continue to be admitted to graduate programs in dance, teaching at private dance studios and parochial schools and performing in a small regional dance company.
- Students in DANC 387 were accepted into a variety of practica/internship experiences, higher education institutions, and diverse career options. Examples of these include: teaching dance classes for The Beat Dance Studio, with one student doing office work for the same studio, doing dance technology work, choreographing and teaching dance classes for the YMCA and the Jewish Community Center in Toledo. The three students taking DANC 487 Dance Practicum II participated in a variety of practica experiences. This included all three serving as teaching assistants in jazz and modern dance technique classes, producing choreography, and one doing production work for a regional dance company. Student's use of technology continues to increase with demonstrated use of Blackboard, I-movie, sound editing, PowerPoint, digital video recording and editing, video performance assessment, and various methods of producing recorded content. Quality of technologically enhanced class presentations continues to improve. More students are participating in editing and archivist work to preserve dance program documentation video continues as example of technology growth.

### **4. Actions Taken/Program Improvements**

- Four auditions for admission into Dance Program were held this past year in August, December, February and April. Students are placed in the appropriate technique levels. Additionally, dance majors must receive a "pass" for the audition in order to matriculate. Students may take the audition more than once to achieve the required passing evaluation.
- The second graduating class with a portfolio requirement in DANC 487 practicum class successfully produced their final copy of e-portfolios. This class shows a better understanding of technology.