

## AC 2022 – 2023 Assessment

### Program: Bachelor of Fine Art (BFA) in Dance (244)

School of Creative and Performing Arts

College of Arts and Sciences

Prepared by: Kirstin Riehl

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Approved by: Dr. Francene Lemoine, Dean

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**College of Arts and Sciences' Mission.** The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

**NSU Theatre and Dance Mission.** The NSU Theatre and Dance program of the Dear School of Creative and Performing Arts seeks to assist students with the acquisition of skills and knowledge in theatrical and dance arts necessary to meet their professional, social, and personal needs. Through interaction of the arts, Northwestern Theatre and Dance desires to broaden the possibilities of self-development for all students and to extend its influence in the region served by the University, thus culturally enriching the area.

**Methodology:** The assessment process includes:

- (1) Data from assessment tools (direct & indirect and quantitative & qualitative) are collected and returned to the Department Head.
- (2) The Department Head will analyze the data to determine whether the applicable outcomes are met.
- (3) Results from the assessment will be discussed with the faculty.

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(4) The Department Head, in consultation with Advisory Committee, will determine proposed changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

**Note.** The Board of Regents has approved a Bachelor of Fine Arts (BFA) degree in Dance. As such, beginning in AC 2022-2023, the BFA in Dance program assessment report will be separate from that of Theater.

### **BFA in Dance**

#### **Student Learning Outcomes:**

**SLO 1. Students will develop technical mastery in dance techniques within both practice and performance.**

**DAN 1020 – Ballet I  
DAN 1030 – Modern I  
DAN 2020 – Ballet II  
DAN 2030 – Modern II  
DAN 3020 – Ballet III  
DAN 3030 – Modern III  
DAN 4020 – Ballet IV  
DAN 4030 – Modern IV  
DAN 1040, Jazz I  
DAN 2040, Jazz II  
DAN 3040, Jazz III  
DAN 4040, Jazz IV  
DAN 1190, Tap I  
DAN 2190, Tap II  
DAN 3190, Tap III  
DAN 4190, TAP IV  
DAN 2760, Pointe I  
DAN 3760, Pointe II**

#### **Measure 1.1. (Direct Knowledge).**

The target is to have 75% of students attain a final grade of  $\geq 75\%$  in all technique-based classes under the rubric measuring technique skill, performance skill, and disposition/professionalism.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Dance students were challenged to set higher goals for themselves in technique courses. Students were offered more one-on-one time to work on the materials they didn't understand in class.

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In accordance with the plan of action from 2021-2022, in 2022-2023, students in technique classes were reminded about their absences and when they reached their maximum number before it negatively affected their grade. Faculty met with students to discuss their work and improvement. Students understood that they would be graded on improvement from where they stood technically on day one of the class to where they stood by the end of the course. Students watched professional work and rehearsals or creative process documentaries on video to understand the trajectory they might be on. Through class discussions and written responses/reflections, students were called upon to discuss dance technique and artistry with more critical insight and understanding. They had to demonstrate an ability to communicate effectively through viewing dance, as well as writing about, listening to, and participating in class discussions.

As a result of these changes in 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, 92.8% of the students achieved a final grade of  $\geq 75\%$  in all skill-based technique classes. These changes had a direct impact on the students' ability to communicate dance subject matter.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will show more inspirational videos of current artists working today. They will also encourage more students to attend ACDA or summer intensives to boost desire and drive and to allow students to experience working in professional or pre-professional environments. Faculty will use clear communication to increase the students' ability for technique execution for appropriate levels. Faculty will begin filming assessments to create a visual understanding of how to self-assess their technique as well as to view improvements they have made.

### **Measure 1.2. (Knowledge/Skill/Ability).**

The target is to have 75% of students attain a grade of  $\geq 75\%$  on all written assignments in technique.

**Finding.** Target was not met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Faculty maintained high standards of written work and offered students the chance to resubmit their work for a higher grade. Dance students were encouraged to self-examine and become more detailed-oriented in their writing. Faculty gave sample test questions as a review. In some dance courses, the weight of written assignments in the rubric were increased to encourage students to place more value to and effort on written assignments. These changes had a direct impact on the students' ability to communicate learned skills.

In accordance with the plan of action from 2021-2022, in 2022-2023, more emphasis was placed to clearly explain in the syllabus and in class when the dates of the

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journals and written assignments were due. Requirements for each assignment were given at the start of the semester and reviewed before due dates. Feedback was given on journals to allow for improvements with each submission. Dance students were required to complete journal assignments to encourage them to become critical thinkers, analyze their work through written reflection, and learn to study more efficiently. Dance faculty pointed out events in class that students may find interesting to document or discuss in their journal assignments. Students evaluated themselves in the form of written assignments.

As a result of these changes in 2022-2023, the target was not met. Based on the analysis of the 2022-2023 results, 65.4% of the students achieved a final grade of  $\geq 75\%$  on all written assignments. These changes had a direct impact on enrolled students' ability to communicate learned skills in their discipline through written assignments for technique classes.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will continue to include in class and email reminders sent to students prior to assignment due dates. The dance rubric will be changed in all dance classes to emphasize the importance in written assignments. Students will be provided with examples of exemplary journals so that they may understand more clearly what is expected. To emphasize dance terminology, exercises will be given both through written, verbal, kinetic, and visual formats to allow for different learning styles. Faculty will allow students to submit one video responses or podcasts in place of one written assignment.

**SLO 2. Students will exhibit a working knowledge of the historical and cultural dimensions of dance in the classroom, in choregraphical and pedagogical environments.**

**DAN 3560 – Dance History & Criticism I**  
**DAN 3570 – Dance History & Criticism II**

### **Measure 2.1.**

The target is to have 75% of students attain a final grade of  $\geq 75\%$  in all courses pertaining to history or cultural studies of dance through application, demonstration, or reflection.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. The faculty of the Dance History classes added more time in class to watch important works.

In accordance with the plan of action from 2021-2022, in 2022-2023, the grading

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rubric and assignments utilized in Dance History & Criticism I and Dance History & Criticism II were clearly written out and explained. Faculty updated the grading percentage and assignments to center around viewing historical dance works and included the requirement that students write a critique of what they saw. Students were called upon to broaden their appreciation and understanding of modern and contemporary dance practices and performance. Physical application of various styles and historic movements in both dance technique classes and dance history classes were expanded. Faculty provided viewing samples of iconic repertoire followed by discussions of performances and professional creative processes. Student presentations on various choreographers or choreographies in the field past and present were included.

As a result of these changes in 2022-2023, the target was not met. Based on the analysis of the 2022-2023 results, 71.7% of the students achieved a final grade of  $\geq 75\%$  in all courses related to the history of dance. These changes had a direct impact on students' ability to exhibit a working knowledge of history in the performing arts.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Dance History & Criticism are on a two-year rotation. Faculty will incorporate history assignments in other areas of study throughout the curriculum to allow students a broader understanding of the development of dance. One faculty member will be redesigning the dance history course for its next offering. Faculty will plan trips to see live professional performances to expand students' interest in critiquing. Students will be encouraged to attend ACDA as it is a wonderful opportunity for them to become deeply emersed in the art form through experience and observation. These changes will have a direct impact on students' ability to exhibit a working knowledge of history in the performing arts.

### **Measure 2.2 (Knowledge/Skill/Ability).**

The target is to have 75% of students attain a grade of  $\geq 75\%$  in course written assignments related to dance history & criticism.

**Finding.** Target was met.

**Analysis:** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Grading rubrics were explained in each area of the research assignment. Explanations of grading rubrics were given and changed to the research paper assignment.

In accordance with the plan of action from 2021-2022, in 2022-2023, faculty incorporated required rough draft submissions so that instructors could provide feedback on written assignments as well as offer peer review. Students worked in groups to give presentations on various figures from dance history primarily focused on the figure's contribution to codified dance techniques.

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As a result of these changes in 2022-2023, the target was not met. Based on the analysis of the 2022-2023 results, 70% of the students achieved a final grade of  $\geq 75\%$  in course assignments. These changes had a direct impact on students' ability to exhibit skills learned in their coursework.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will implement creative ways to encourage students to become more invested in their course work especially through written assignments. All written assignments in dance history will comprise 40% of students' grades. Assignments will be strategically distributed through semester to encourage greater participation. Surveys will be administered on student interests in choreographers and historical periods. These changes will have a direct impact on students' ability to exhibit skills learned in their coursework.

**SLO 3. Students will demonstrate critical thinking and creative problem-solving skills in theoretical and practical application in the creative process of choreography and improvisation.**

**DAN 1660, Dance Improvisation**

**DAN 2590 – Dance Composition I**

**DAN 3590, Dance Composition II**

**Measure 3.1 (Direct Knowledge).**

The target is to have 75% of students attain a grade of  $\geq 75\%$  on assignments, presentations, or projects of an analytical nature.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Faculty reminded and encouraged students to read assignment instructions and deadlines more carefully. Faculty used dance composition class time for students to write reflective journals and construct peer feedback on choreographic assignments. Faculty devoted class time in dance composition to discuss views rather than only having the students submit their views/opinions to the faculty only. These changes improved students' confidence in their ability to develop analytical skills. Faculty created more performance opportunities with casual concerts in the community.

In accordance with the plan of action from 2021-2022, in 2022-2023, students were offered detailed prompts and rubrics on all assignments. They also participated in daily practice in responding to prompts or cues; improvisational performance; and

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crafting and performing solos, duets, and group choreographic works. Students were guided in each level to improv with more structure at lower levels and more creative freedom at higher levels. Level III students explored choreography by composing a short group piece for a portion of their final presentations. Faculty allowed students freedom in their approach in improvisation and composition to find their artistic voice. As a result of these changes in 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, 89% of the students achieved a final grade of  $\geq 75\%$  on written assignments, presentations, or projects of an analytical nature. These changes had a direct impact on students' ability to develop analytical skills.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Students will be required to document outside work time for various group projects. Faculty will incorporate more opportunities to improv and choreograph throughout the semester. Students will be encouraged to practice analytical skills through in-class discussions.

### **Measure 3.2 (Knowledge/Skill/Ability).**

The target is to have 75% of students attain a grade of  $\geq 75\%$  in written assignments, presentations, or projects of a unique point of view.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Faculty sought to find new projects that helped students to develop a unique point of view through writing and reflection. Students were encouraged from the beginning of the semester to develop their own ideas and perspectives rather than just right and wrong answers.

In accordance with the plan of action from 2021-2022, in 2022-2023, students were instructed on the proper way to give constructive feedback in a healthy and supportive way. Students' improv assignments were located on different areas on campus to fulfill creative exploration in their practice and writing.

As a result of these changes in 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, 86.74% of the students achieved a final grade of  $\geq 75\%$  in written assignments, presentations, or projects of a unique point of view. These changes had a direct impact on students' ability to develop in written assignments, presentations, or projects of a unique point of view.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will foster students' ability to express perspectives, provide and accept constructive feedback, and explore how these will further them as artists and performers. Faculty will create specific class assignments that will help students compile a journal of ideas that they can use for future choreography, how to work with others, build trust,

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as well as constructively and professionally voice their ideas and opinions. These learned skills will be utilized in their final capstone experience in their senior year.

**SLO 4. Students will demonstrate an integral understanding of the principles in dance training as it applies to practice of dance pedagogy, somatic practice, rhythmic analysis, and dance anatomy.**

**DAN 1720, Anatomy for Dancers**

**DAN 3180, Somatic Practice**

**DAN 4180, Pilates - Mat II**

**DAN 3280, Yoga**

**DAN 4280, GYROKINESIS**

**DAN 2050, Rhythmic Analysis and Dance Accompaniment**

**DAN 3800, Dance Pedagogy**

**Measure 4.1. (Direct Knowledge/Skill/Ability).**

The target is to have 75% of students attain a grade of  $\geq 75$  in assignments, presentations, quizzes/tests, or projects of an analytical nature in pedagogy, rhythmic analysis, somatics, and anatomy.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Students had increased number of lab assignments to make connections of learned material from text into the body. Faculty examined somatic practice fundamental exercises in more depth in groups to see proper execution of exercises. Additional written assignments were included in courses.

In accordance with the plan of action from 2021-2022, in 2022-2023, faculty implemented anatomy videos to correspond with lectures. They dedicated instructional days for review before tests as well as giving sample questions for tests. Faculty added critical thinking assignment in Pilates on their progress and goals.

As a result of these changes in 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, 98.2% of the students achieved a final grade of  $\geq 75\%$  on assignment's, presentations, quizzes/test, or projects of an analytical nature in pedagogy, rhythmic analysis, and anatomy. These changes had a direct impact on students' demonstration of knowledge and skills through practical application.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will work to utilize tools that appeal to different types of learners. They will incorporate anatomy coloring and vocabulary that correspond with practical application in labs. In Pilates, faculty will build from fundamentals to incorporate more advanced exercises through demonstration, applications, and observation. This will create full



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body understanding of strengths and weaknesses. These changes will have a direct impact on students' demonstration of knowledge and skills through practical application.

### **Measure 4.2 - Knowledge/Skill/Ability/Target.**

The target is to have 75% of students attain a grade of  $\geq 75\%$  in interactive labs, discussions, and final performance.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Students were required to complete an increased number of lab assignments to make connections of learned material from text into practical application in the body.

In accordance with the plan of action from 2021-2022, in 2022-2023, lecture material was used in movement labs to inform students bodies on correct execution of muscle groups, muscle initiations, strengthening, and stretching. A licensed physical therapist presented to the class common injuries and how to take care of the body.

As a result of these changes in 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, 97.2% of the students achieved a final grade of  $\geq 75\%$  in interactive labs, discussions, and final performance. These changes had a direct impact on students' demonstration of knowledge and skills through practical application.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will work to relate information by application through movements and observation. Additional labs will be incorporated into the course and a nutritionist will be invited to class for open discussion and learning. These changes will have a direct impact on students' demonstration of knowledge and skills through practical application.

**SLO 5. Students will demonstrate a knowledge of production and performance through creative application of skills utilized in the field of dance.**

**DAN 1800 – Dance Production**  
**DAN 1900, Dance Performance**  
**DAN 2800 – Dance Production**  
**DAN 2900, Dance Performance**  
**DAN 1000, Freshman Seminar**  
**DAN 4400, Senior Seminar**  
**DAN 4660, Dance & Technology**

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### DAN 4100 – Senior Dance Concert

#### **Measure 5.1. (Direct Knowledge).**

The target is to have 75% of students attain a grade of  $\geq 75\%$  in dance production and dance performance responsibilities and assignments.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Faculty placed more of an emphasis on showing up to class on time, attending all rehearsals, and completion of assignments outside of class time. The dance technology course streamlined projects. These changes improved students' ability to develop a unique point of view on dance topics.

In accordance with the plan of action from 2021-2022, in 2022-2023, dance students were reminded how important "professionalism" effects their final grade. Students were reminded verbally and through email about their responsibilities. Technical faculty reinforced the structure of the course with all new students, explained how their assignments were graded, and answered all student questions early. Faculty treated each class project as if it were happening in the professional world.

As a result of these changes in 2021-2022, the target was met. Based on the analysis of the 2022-2023 results, 98% of the students achieved a grade of  $\geq 75\%$  in dance production and dance performance responsibilities and assignments.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will emphasize attendance to class, rehearsals, and productions as a major factor in the students' final grades. Additionally, faculty will combine the final project with the lighting students for real life experience.

#### **Measure 5.2. (Knowledge/Skill/Ability).**

The target is to have 75% of students attain a grade of  $\geq 75\%$  in the presentation of their capstone experience of senior concert.

**Finding.** Target was met.

**Analysis.** In 2021-2022, the target was met. Based on the analysis of the 2021-2022 results, the faculty implemented the following changes in 2022-2023 to drive the cycle of improvement. Senior dance students explored in greater detail artistic challenges, and deadlines were clearly articulated from the beginning of the semester. Senior dance majors explored creating original choreographed works to be presented in the senior dance concert at the end of the semester.

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In accordance with the plan of action from 2021-2022, in 2022-2023, the students used skills that they learned in composition classes to produce a concert including choreography, advertising, program creation, poster creation, costuming, lighting, creating schedules, production meetings, rehearsals, and directing skills.

As a result of these changes in 2022-2023, the target was met. Based on the analysis of the 2022-2023 results, 100% of the students achieved a grade of  $\geq$  75% in the presentation of their capstone experience of senior concert.

**Decision.** Based on the analysis of the 2022-2023 results, the faculty will implement the following changes in 2023-2024 to drive the cycle of improvement. Faculty will incorporate more in person communication to help verbalize what some challenges are and how they are navigating them individually and as a group. This will give them more experience in problem solving for the professional world. Faculty will have students brainstorm creative ideas the summer before their senior dance concert. Ideas will include concept, music, and proposal.

**Comprehensive Summary of Key evidence of seeking improvement based on the analysis of the results.** The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2022-2023. These changes are based on the knowledge gained through the AC 2021-2022 results analysis.

- In technique classes, students were reminded about their absences and when they reached their maximum number before it negatively affected their grade. Students were offered more one-on-one time to work on the materials they didn't understand in class.
- Faculty met with students to discuss their work and improvement.
- Students were informed that they would be graded on improvement from where they stood technically on day one of the class to where they stood by the end of the course.
- Students watched professional work and rehearsals or creative process documentaries on video to understand the trajectory they might be on.
- Through class discussions and written responses/reflections, students were called upon to discuss dance technique and artistry with more critical insight and understanding. They had to demonstrate an ability to communicate effectively through viewing dance, writing, listening, and participating in class discussions.
- More emphasis was given to clearly explain in the syllabus and in class the due dates of the journals and written assignments.
- Requirements for each assignment were given at the start of the semester and reviewed before required due dates.

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- Feedback was given on journals to allow for improvements with each submission. Dance students were required to complete journal assignments to encourage them to become critical thinkers, analyze their work through written reflection, and learn to study more efficiently.
- Dance faculty pointed out in class events that students may find interesting to document or discuss in their journal assignments. Students evaluated themselves in the form of written assignments.
- In Dance History & Criticism I and Dance History & Criticism II, the grading rubric and assignments were clearly detailed and explained.
- Faculty updated the grading percentage and assignments to facilitate understanding historical dance works and included students writing a critique of what they saw.
- Students were called upon to enlarge their appreciation and understanding of modern and contemporary dance practices and performance. Physical application of various styles and historic movements in both dance technique classes and dance history classes. This was done through viewing samples of iconic repertoire and through video and discussions of performances and professional creative processes. Student were required to complete presentations on various choreographers or choreographies in the field past and present.
- Faculty incorporated rough drafts with instructor feedback into written assignments as well as peer review.
- Students worked in groups to give presentations on various figures from dance history and primarily focused on the figure's contribution to codified dance techniques.
- Students were offered detailed prompts and rubrics on all assignments.
- Faculty incorporated daily practice in responding to prompts or cues; improvisational performance; and crafting and performing solos, duets, and group choreographic works.
- Students were guided in each level to improv with more structure at lower levels and more creative freedom at higher levels. Level III students explored choreography by composing a short group piece for a portion of their final presentations.
- Faculty allowed students freedom in their approach in improvisation and composition to find their artistic voice.
- Students were taught the proper way to give constructive feedback in a healthy and supportive way.
- Students' improv assignments were located on different areas on campus to fulfill creative exploration in their practice and writing.
- Faculty implemented anatomy videos to correspond with lectures.

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- Faculty dedicated days for review for test as well as gave sample questions for tests.
- Faculty added critical thinking assignment in Pilates on their progress and goals.
- Lecture material was used in movement labs to inform students bodies on correct execution of muscle groups, muscle initiations, strengthening, and stretching.
- A licensed physical therapist presented a class on common injuries and how to take care of the body.
- Dance students were reminded how important "professionalism" is and how it affected their final grade.
- Students were reminded verbally and through email about their responsibilities.
- Technical faculty reinforced the structure of the course with all new students, explained how their assignments were graded, and answered all student questions early.
- Faculty treated each class project as if it were happening in the professional world.
- The students used skills that they learned in composition classes to produce a concert including choreography, advertising, program creation, poster creation, costuming, lighting, creating schedules, production meetings, rehearsals, and directing skills.

### Plan of action moving forward:

- Provide more inspirational videos of current artists working today.
- Provide opportunities to and encourage more students to attend ACDA or summer intensives to boost their desire and drive and to experience working in professional or pre-professional environments.
- Provide clear communication on curriculum to increase technique execution for appropriate levels.
- Film assessments then provide them to students to create a visual understanding of how to self-assess their technique as well as to view improvements they have made.
- Provide in-class and email reminders about up-coming due dates.
- Change the dance rubric for all dance classes to emphasize the importance of written assignments.
- Show examples of exemplary journals to model more clearly what is expected.
- Emphasize dance terminology, exercises will be given both in written, verbal, kinetic, and visual forms to allow for different learning styles.
- Allow students to submit one video responses or podcasts in place of one

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written assignment.

- Incorporate history assignments in other areas of study throughout the semester to allow students a broader understanding of the development of dance.
- Redesign the dance history course.
- Plan trips to see live professional performances to expand students' interest in critiquing.
- Encourage students to attend ACDA as it is a wonderful opportunity for students to become deeply immersed in the art form through experience and observation.
- Implement creative ways to engage students to become more invested in their coursework especially through written assignments.
- All written assignments in Dance History will equal 40% of students' grades.
- Distribute assignments strategically through semester to encourage more participation.
- Administer surveys on student interests in choreographers and historical periods.
- Require documented outside work time for various group projects.
- Incorporate more opportunities to improv and choreograph through the semester.
- Encourage students to practice analytical skills through in-class discussions.
- Support students' ability to express perspectives, constructive feedback, and how these will further them as artists and performers.
- Make specific class assignments that will help students compile a journal of ideas that they can use for future choreography, how to work with others, build trust, as well as constructively and professionally voice their ideas and opinions. These learned skills will be utilized in their final capstone experience in their senior year.
- Employ tools for different types of learners. Those will include anatomy coloring and vocabulary that correspond with practical application in labs.
- In Pilates, we will build from fundamentals to include more advanced exercises through demonstration, applications, and observation. This will create full body understanding of strengths and weaknesses. These changes will have a direct impact on students' demonstration of knowledge and skills through practical application.
- Relate information by application through movements and observation.
- Add more labs and bring in a nutritionist to further expose students to that area.
- Faculty will emphasize attendance to class, rehearsals, and productions as a major factor in students' final grades.

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- Combine the final project with the lighting students for real life experience.
- Incorporate more in person communication to help students verbalize what some challenges are and how they are navigating them individually and as a group.
- Have students brainstorm creative ideas the summer before their senior dance concert. Topics to be discussed will include their concept, music, and proposal.