

Performing Arts Department, Dance Program
Dance Minor ASSESSMENT REPORT
ACADEMIC YEAR 2020 – 2021

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Megan Nicely
Dance Program Co-Coordinator
Associate Professor, Dance
Performing Arts Department
University of San Francisco
nicely@usfca.edu

Amie Dowling
Dance Program Co-Coordinator
Associate Professor, Dance
Performing Arts Department
University of San Francisco
asdowling@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

(b) a Minor in Dance

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

No

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current mission statement below.

No

Mission Statement (Dance Minor):

Please note: we use the same Mission Statement for the Dance Minor that we do for the Performing Arts and Social Justice Major with a Dance Concentration:

Our department offers the unique Performing Arts and Social Justice (PASJ) major, with concentrations in Dance, Music, and Theater. PASJ faculty and staff are committed to providing coursework, activities, and productions that acknowledge and study the performing arts’ role as an agent of creative and social change. We strive to achieve academic and artistic excellence, while simultaneously working towards a more humane and just society in the classroom, on stage, and in the community.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current PLOs below.

No

PLOs (Minor):

DANCE PROGRAM LEARNING OUTCOMES

1. Analyze principles, works, and methods in dance within their socio-historical contexts.
2. Apply technique and conceptual skills to creative and scholarly dance practices.
3. Explain how dance contributes to a humane and just society.

3. State the particular program learning outcome(s) you assessed for the academic year 2020-2021. What rubric did you use?

PLO(s) being assessed (Minor):

#2: Apply technique and conceptual skills to creative and scholarly dance practices.
We used the rubric attached at the end of this report.

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

Method used (Minor):

The Dance Program used Direct methods to assess PLO #2. The Dance Minor structure changed 2 years ago and now includes many more 4-unit course options than in the past version. This change necessitated that the Dance Program collect work samples across many courses and over both semesters--i.e., many more and diverse samples. The assessment team enlisted the help of faculty members in these courses to identify and supply work products that spoke to PLO#2 from their syllabus. These faculty sent over copies of the assignments and work samples for Dance Minor students in their course.

We scored samples from the following classes:

- Composition I (DANC 200)
- Composition II (DANC 300)
- Philippine Dance & Culture (DANC 250)
- Hip Hop Dance & Culture (DANC 260)
- Dance in the Community (DANC 360)

Samples were in video form accompanied by written reflections. Names were redacted from all work samples.

Two FT faculty members each scored ALL the samples using a rubric created in 2017 by Megan Nicely and Amie Dowling to assess this same PLO. They recorded their scores using virtual rating sheets in Google Drive. One full time faculty member had taught two of the courses. As noted above, names were redacted, allowing for as unbiased reviewing as possible.

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise? This section asks you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

Results (Dance Minor):

The major takeaways from this assessment are as follows:

Strengths

1. Our highest scoring criteria was Criteria B: “Collaboration / Group Process Knowledge.” Students averaged a score of 3.67 out of 4 which illustrates their ability to apply work in community sharing knowledge and resources, which is a strength and focus of the Dance Program. This said, the sample size on this criteria was very small due to COVID and an inability to collaborate in movement over zoom, so while we feel this score is representative, the data is not as strong as in other areas. Criteria A and C both averaged nearly a 3 (2.62 and 2.95) out of 4, indicating that even with the challenges of the pandemic and instructing dance over zoom, students are achieving Acceptable learning of the outcomes.
2. While there were multiple courses from which work products were drawn and like last year, and assignments were not created specifically to address this PLO, the scores were middle to high. We take this to mean that the PLO’s criteria are embedded in many of the courses already, and thus only needs further awareness and refinement of these assignments to unite these criteria across the eligible courses.
3. The rubric remains an accurate tool for assessing this PLO.

Trends

4. Areas for Improvement: continuing to strengthen criteria A., which addresses kinetic and compositional knowledge through the assessment assignment. This will be addressed by creating a specific assignment across all courses.
5. We offer multiple cultural forms and modes of learning in the Dance Minor, and all courses must be used in assessing the PLOs. The question remains of how to evaluate them all together while at the same time creating assignments and rubrics that can apply equitably across the multiple cultural forms.
6. We note to remove the word “Mastery” from this process going forward, and to evaluate the language used in this assessment process for racial and gender equity.

Assessment Data: 10 students were assessed by 2 assessors

DANCE MINOR PLO#2: Apply technique and conceptual skills to creative and scholarly dance practices.	A. Kinetic/Somatic and Compositional Knowledge: Student <u>applies</u> a variety of movement patterns, rhythmic elements, spatial awareness, and dynamic range to choreographed and performed work (including focus, phrasing, energy usage)	B. Collaboration / Group Process Knowledge: Student <u>applies</u> collaborative principles for working in groups to the creative process and creates a productive, supportive working environment for creative work Note: small sample size due to covid	C. Critique: Student can identify and discuss dance vocabularies, structures, and expressive principles and demonstrates an understanding of their relevance within a dance performance
of students Mastery Level (3.25-4.0)	0%	66.6%	20%
% of students Acceptable Level (2.5-3.25)	60%	33.3%	60%
% of students Developing Level (1.75-2.5)	40%	0%	20%
% of students Inadequate Level (1-1.75)	0%	0%	0%

V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS

1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.

Closing the Loop (Dance Minor):

Gathering the work products for the assessment remains a challenge given the small number of Dance Minors (even lower due to COVID) and the multiple eligible classes. The faculty/assessment team is committed to developing assignments that can be distributed across multiple courses for each PLO for instructors to then adopt so we do not continue to cause additional labor for both the course instructor and the assessors. Our hope is that if we build out assignments for faculty to insert into their courses in advance, we save both faculty and assessment team time identifying and sending in work samples, and ultimately gather more accurate and useful data on the Dance Minor and whether it is meeting the PLOs indicated.

Thus, for next year's assessment we plan to write a general assignment to assess that year's PLO and distribute it to all Core F instructors in the Dance Program to embed in their classes so that we can capture similar work products across the many minor classes.

Two years ago, we were directed to David Chase's book, *Assessment in Creative Disciplines* as a potential resource for assessing collaborative and ephemeral assignments. Given the pandemic and workload we have not yet done so but will consider sourcing it while developing our streamlined assignments going forward.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2019-2020, submitted in October 2020)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

Suggestions (Dance Minor):

Last year's feedback noted that:

"Results generally indicate that students in the Dance minor are achieving the selected outcome. Student performance was particularly strong in one element ("applies content to self or world"), though students were less successful in another element (defining social justice/injustice). These generally positive results are particularly noteworthy and encouraging in that student work samples responded to a range of assignments (from diverse courses) that were not specifically tailored to the outcome selected.

The Dance minor report notes that its assessment team did not receive sample work from all relevant sections and that not all work products received "fit" the selected outcome. As a result, the Dance program is planning to develop assignments suited to its PLOs that can be distributed to relevant courses. Faculty in the program are therefore taking concrete action to promote alignment of assignments and curriculum with PLOs, which has the potential to improve both instruction and assessment.

Summary Comments: Faculty in the Dance minor have conducted thoughtful direct assessment of student learning of its third program outcome, collecting work samples from a variety of courses. Despite variation in work products, evidence generally demonstrated student achievement of the outcome selected. Faculty in the program plan assignment development to enhance their already substantial assessment efforts."

Response: With the challenges of covid, budgens on faculty teaching online, and the reduced number of Dance Minors, we did not feel it was prudent to implement a new assignment into all Core F classes. Thus the "closing the loop" and suggestions from last year's report remain to be implemented this year for next year's assessment. However, we feel we are in a good place to do so, and have a clear path forward.

ADDITIONAL MATERIALS

DANCE MINOR PLO #2: Apply technique and conceptual skills to creative and scholarly Dance practices.

DANC PLO #2 Rubric				
Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Below Expectations (1)
<p>A. Kinetic/Somatic and Compositional Knowledge: Student <u>applies</u> a variety of movement patterns, rhythmic elements, spatial awareness, and dynamic range to choreographed and performed work (including focus, phrasing, energy usage)</p> <p>(assess through video of solo or group choreography)</p>	Exhibits highly sophisticated movement skills and awareness and applies them to choreography and performance practices	Exhibits somewhat sophisticated movement skills and awareness and applies them to choreography and performance practices	Exhibits adequate movement skills and some awareness and applies them to choreography or performance practices	Exhibits limited movement skills; does not apply to choreography or performance practices
<p>B. Collaboration/Group Process Knowledge: Student <u>applies</u> collaborative principles for working in groups to the creative process and creates a productive, supportive working environment for creative work</p> <p>(assess through individual journal entry)</p>	Demonstrates a highly sophisticated understanding of group processes and can articulate in great detail the steps necessary in creating a supportive working environment that takes into account diversity of group participants.	Demonstrates a somewhat sophisticated understanding of group processes and can articulate in adequate detail the steps necessary in creating a supportive working environment that takes into account diversity of group participants.	Demonstrates an adequate understanding of group processes and can articulate some steps necessary in creating a supportive working environment; does not or only minimally takes into account diversity of group participants.	Demonstrates limited understanding of group processes and either does not or only minimally outlines steps necessary in creating a supportive working environment; does not take into account diversity of group participants.
<p>C. Critique: Student can identify and discuss dance vocabularies, structures, and expressive principles and demonstrates an understanding of their relevance within a dance performance</p> <p>(assess through individual written critique)</p>	Analyzes dance elements with exceptional accuracy and attention to detail and links these to the dance's overall theme, purpose, or context in a highly sophisticated manner	Analyzes dance elements with accuracy and attention to detail and links these to the dance's overall theme, purpose, or context in a sophisticated manner	Analyzes dance elements with accuracy and some attention to detail and links these to the dance's overall theme, purpose, or context, but in a limited manner	Does not analyze dance elements with accuracy and/or attention to detail and/or does not link these to the dance's overall theme, purpose, or context.

Developed by Megan Nicely and Amie Dowling- September 2017

		PLO1	PLO2	PLO3
Dance Minor Curriculum Map (updated 10.30.20)		Analyze principles, works and methods in Dance within their socio-historical contexts.	Apply technique and conceptual skills to creative and scholarly Dance practices.	Explain how Dance contributes to a humane and just society.
Courses or Program Requirement		assessed in 2018-19	assessed in 2017-18	assessed in 2016-17; again 2019-20
Dance and Culture Series (select 1 4-unit course)*				
	DANC 181 Dance and Social History	I	I	I/D
	DANC 220 Folklorico, Danza and Culture	I	I	I/D
	DANC 250 Philippine Dance and Culture	I	I	I/D
	DANC 260 Hip Hop Dance and Culture	I	I	I/D
Dance Composition (2 classes; 6 units)				
	DANC 200 Composition I	I	I/D	D
	DANC 300 Composition II	I/D	D/M	D
Dance Electives (10 units)*				
	DANC 200-300-level technique classes (Contemporary, Ballet, Hip Hop, African Dance Forms)		I/D/M	
	DANC 195 Dance in San Francisco	I	I	I
	DANC 140 Popular Dance Culture	I	I	I
	DANC 480-01 & 02 Workshop in Dance Production			I/D

*Note: “M” is not represented for PLOs #1 and #3. “D” should be considered “M” or “mastery at the minor level. Because the 4-unit dance and Culture course are just a single course without an upper division second course, and because the Dance Minor is built on breadth, we find this the most accurate way to express these outcomes.