

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Dance BFA

Goal **Dance Performance Proficiency** 🔑
Dance BFA candidates will demonstrate proficiency in dance technique.

Objective (L) **Proficiency In Dance Technique** 🔑
Dance BFA students will demonstrate proficiency in both modern and ballet techniques through juried presentations.

Indicator **Ballet And Modern Technique Juries** 🔑 🔑
A panel of jurists composed of dance faculty and guest professionals assesses students in designated technique classes at the end of each semester. A variety of rubrics have been used in recent semesters; one example is attached. Students are evaluated on specific technical elements as well as on performance qualities. Jurists are also encouraged to include comments for each student.

Criterion **Standard Of Technical Achievement** 🔑
The department goal is that at least 90% of students receive composite assessment of at least 80% in the jury.

Finding **Juries Were Not Conducted** 🔑
Due to logistics, finances, and faculty opinion, juries for the dance technique classes were not arranged.

Action **Determine How We Will Assess Dancers' Abilities** 🔑
The faculty will meet to decide whether we can return to the model of juries within technique classes that we have done in the past, or whether we need to look at a different model. We will also consult with peer faculty at other institutions.

Goal **Dance Choreography Proficiency** 🔑
BFA candidates will become proficient in the craft and art of choreography.

Objective (L) **Students Will Demonstrate Proficiency In The Tools Of Choreography** 🔑
Each student will demonstrate their ability to use the tools of choreography to create and present original, effective work.

Indicator **Sophomore Gate Presentation** 🔑
The Sophomore Gate is used to determine that students are making satisfactory progress towards the BFA degree. Each student is paired with a faculty mentor at the beginning of the fourth semester of study, generally in conjunction with enrollment in Choreography 2, DANC 2376. The faculty mentor meets with the student a minimum of three times within the semester as the student proposes and develops a 3-5 minute solo to be performed for the dance faculty at

the end of the semester.

Students whose work is assessed as unsatisfactory, less than 80% composite score, will have one opportunity to repeat the Gate; if they do not perform at 80% or higher in the second presentation, they will be advised out of the BFA program.

Criterion

Demonstrate High Level Of Choreographic Proficiency 🔍

The department goal is that 95% of students will receive composite scores of 90% or better, and that of those students, at least 80% will score 90% or better.

Finding

Sophomore Gate Presentations Were Exceptional 🔍

The sophomore class of 25 presenters scored well above 90% in the solo presentations.

Action

Continue To Require Intensive Mentorship During The Semester 🔍

The faculty attribute the high success this year to a tiered mentorship plan, plus students taking initiative beyond our instruction. In addition to the three meetings throughout the semester with the faculty mentor, sophomores also met with an assigned graduate student at least once. The faculty learned that the students arranged a group showing for one another two days before the presentations for the faculty. This group showing gave the students an opportunity to offer one another support and feedback, and gave them more confidence in their presentations. We will specifically encourage such an event for the sophomores in spring 2016.

Previous Cycle's "Plan for Continuous Improvement"

We recognize the need to meet as a faculty to review the content of our course sequences--the four levels of ballet, modern, and choreography--to determine expectations for each level. Having established what those expectations are, our next step will be to create better tools for assessments of student achievement in technique and choreography.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Although we had planned to formalize objectives for each of the four levels of both ballet and modern techniques, the process has only progressed to discussions focused on planning a standardized curriculum, semester by semester, so that our sequence of training coordinates with the degree plan structure while giving students appropriately sequenced training. Discussions encompassed the large number of transfer students we admit, and challenges of fitting them into our training sequence effectively while giving credit for as many transferred dance courses as possible.

The content of choreography courses in its succession has been established.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The faculty will formalize the objectives for each level of modern and ballet techniques. These will be documented, and may be shared with the students in the syllabi as appropriate. We will determine whether we can return to the model of juries or find another model for assessing dancers' technique. The sophomore gate process has received the most focus in becoming a more structured process, with satisfactory outcome for the students and faculty. Our challenge as faculty is to agree on the objectives for the course sequences, to document those objectives, and then to apply them to our students.

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