Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term
Email to: assessment@unlv.edu

Program Information:

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<th>Program Assessed</th>
<th>Bachelor of Arts- Production and Stage Management</th>
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<tr>
<td>Department</td>
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<td>College</td>
<td>Fine Arts</td>
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<td>Department Chair</td>
<td>Louis Kavouras</td>
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<td>Assessment Coordinator</td>
<td>Cathy Allen</td>
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<tr>
<td>Date Submitted</td>
<td>Dec 14, 2015</td>
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Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Cathy Allen</th>
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<tr>
<td>Phone</td>
<td>702 525-09262</td>
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<tr>
<td>Email</td>
<td><a href="mailto:Cathy.allen@unlv.edu">Cathy.allen@unlv.edu</a></td>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
- Which learning outcomes were assessed?
- How were they assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What was learned from the assessment results?
- How did the program respond to what was learned?

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.
Program Information:

Degree Program: O BFA  O BAPM  O BASE
Department(s): DEPARTMENT OF DANCE
College: COLLEGE OF FINE ARTS
Program Assessment Coordinator: CATHY ALLEN 702 525-0262 cathy.allen@unlv.edu Dept Chair: LOUIS KAVOURAS 702 895-3827

Contact person for this report
Cathy Allen
702-525-0262

Unit Leader Approval
Department Chairs and Deans must review this document and ensure that it meets both UNLV and NWCCU requirements (these can be found on our website: http://provost.unlv.edu/Assessment/)

Department Chair

☑ Approved By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

Louis A. Kavouras 702-895-4287 louis.kavouras@unlv.edu

Assessment Report Narrative
- Assessments and Results
- Progress and Changes
- Opportunities
- UULOs assessed
Assessment tools used in the Department of Dance for 2015 are Jury scores and exiting exams and surveys. As per our last assessment report for 2014 we dropped the final course grade as an assessment tool.

The assessment for the Department of Dance for 2015 reflects several positive outcomes. The Jury scores for BFA students met the standard set by the department for a 3.0 mean or above. The Jury scores for BA students fell short of the 3.0 expectation set by the Department of Dance. BA Jazz dance scores were 3.15 while the BA Ballet scores were 2.68 and the BA Modern Dance scores were 2.98. Many new incoming freshmen students are having less initial dance training then many past years and the combination of their scores with continuing UNLV students shows a deficit. We expect to see these numbers rise as these students continue training at UNLV.

Exiting UULO Survey data shows 3.8-4.0 out of a rubric of 1.0-4.0. This indicates that our graduating seniors feel they met the standards “Strongly” for Department of Dance UULO’s. A more efficient system of disseminating the exiting exams must be implemented. It has been determined that the students will more likely take the exam if it is connected to their graduation application forms from the College of Fine Arts. We hope to have the college agree to distribute that exam at the same time they collect the graduation application.

Exiting Exam shows diminishing of scores in three areas. The Department will revisit the exam and update the questions that are most pertinent to each area. It has been suggested that the exiting exam be reduced from 80 questions to 40 questions. This will be addressed in our next faculty meeting beginning in the new calendar year.

Faculty member, Richard Havey, was granted a “Faculty Development Leave” for Spring 2015 to learn and observe Jazz Dance assessment practices within several dance institutions nationally and internationally. His report will be used in the upcoming year 2016 to reformulate assessment practices in the Jazz Dance area.

Senior Solo performances and E-Portfolio presentations have been designed and partially implemented this year. Choreography IV Spring 2014 required both of these formats for the BFA student’s milestone assessment. The department does however recognize that a scheduled departmental presentation and written form for these milestone and capstone assessments are needed. We see the benefit of all performance Faculty assessing these presentations as opposed to one faculty. A formal Rubric needs to be written and distributed to all assessors. BA portfolio assessment scores should be imported by Peter Jakubowski for the BA Assessment Report.

Additionally a better mechanism for obtaining the Final Graduation exiting exam and survey is needed. Currently the department tries to encourage students to volunteer to take the exam. In some instances like the BA degree there has been a lack of volunteering to take the exam. This also occurred due to the fact that the Department in Spring 2015 was without an administrative assistant/office manager. This allowed for the slip. There is an assessment retreat planned in January 2016 during the week before classes. At this time, faculty will address these issues and look at all 2015 assessments.
Purpose of Assessment Reporting at UNLV:

Annual assessment reports are designed to:

a) Articulate student learning objectives (what students will learn/what skills they will develop, and how they will be able to apply what they have learned)

b) Demonstrate use of direct and indirect instruments to assess student learning outcomes

c) Evaluate student learning outcomes and making curricular and/or pedagogical changes to inform decision-making

d) Align results with the University’s Undergraduate Learning Outcomes (UULOs)

Departments use reports to improve student learning and to fulfill the requirements of the Northwest Commission on Colleges and Universities (NWCCU), UNLV’s accreditation agency.

Department Mission Statement. What is the department’s purpose? What is it trying to achieve with students?

The Department of Dance at the University of Nevada, Las Vegas strives to provide the highest caliber of academic research and professional training for the dance artist. The advanced training program has been created, with the intent to attract students from across the globe. By studying with highly respected faculty in a world-class environment, these students are able to immerse themselves in the rich art of dance. The Department of Dance seeks to become one of the top training schools in the nation.

The Bachelor of Fine Arts Degree in dance has an in depth training program in ballet, modern, and jazz dance techniques. This extensive program prepares UNLV dance majors for national dance companies, as well as earning a Master of Fine Arts. The department recently added the Bachelor of Arts degree in Production/Management. It is an innovative program designed to provide a liberal arts curriculum while focusing on the dance design and production process.

With a focus on the fine art of dancing, the progressive study of ballet, modern, and jazz technique trains dancers and choreographers that are empowered to have an impact on the dance world. Students study with a faculty who are inspired educators, passionately gifted artists, dancers, choreographers, designers, visual artist, composers and poets. The innovative production program creates unique dance artists that create captivating visual and auditory environments for the dance arts. UNLV’s guest artist program continues to bring to Las Vegas prestigious and nationally known artists. The international travel programs and relationships exposing our students to new cultures, new traditions, new performance opportunities and people that reaffirm their belief that the world is in need of artists.

Located in Las Vegas, the Department of Dance strives to train world-class dancers who meet the growing needs of the entertainment capital of the world. Additionally, the scope of the training exceeds the Las Vegas commercial dance form. The international exchanges, world-renowned guests, and high-caliber artistic training give UNLV’s students a global understanding of the art of dance.

As a cultural center, the Department of Dance brings the residents of Las Vegas the highest caliber of artistic concert dance.

UNLV – A World of Dance!
Program Level Student Learning Objectives (SLOs)
- Please articulate student learning objectives by explaining what students will learn/what skills they will attain
- Please explain how they will attain them.
- Please number the objectives for later reference

#1. BA dance- production majors will be able to apply dance production and management standards in realized productions and understand the application and use of all physical production elements (lights, scenery, costumes, video, music, stage management...) for performance and choreographic needs through design projects, national and international internships, UNLV concert design work.

#2. BA dance- production majors will be able to organize and apply principles of research and critical thinking and aesthetics through portfolio, written historical analysis, rendering with communicated conceptual artist statement.

#3. BA dance- production majors will have knowledge of the dance art in a fine arts framework/ environment. The students will understand the dance from both physical and historical aspects through online discussions and research, design projects and communication about projects.

#4. BA dance- production majors will have a thorough understanding of the partnership between choreographer and designer and be able to create a collaborative working environment through semester concert process and design assignments.

SLOs/UULOs (UNDERGRADUATE PROGRAMS ONLY- graduate programs may delete this section)
UNLV UULOs List the number (assigned in section 2) of the Student learning objective(s) aligned to each UULO

| Intellectual Breadth and Lifelong Learning | 1 4 |
| Inquiry and Critical Thinking | 1 2 |
| Communication | 2 3 |
| Global/Multicultural Knowledge and Awareness | 1 2 3 4 |
| Citizenship and Ethics | 3 4 |

Milestone Experience (UNDERGRADUATE PROGRAMS ONLY- graduate programs may delete this section): The Milestone Experience should inform students of the learning objectives for the degree program and reinforce and assess the communication and inquiry and critical thinking University Undergraduate Learning Outcomes.
- What is your Milestone Experience?
- How do you inform students of the learning objectives for the degree?
- How do you reinforce the communication UULO in the Milestone Experience?
- How do you reinforce the Inquiry and critical thinking UULO in the Milestone Experience?
- How do you assess communication and inquiry and critical thinking in the Milestone Experience?

Dept of Dance Milestone and Capstone Plan

E-portfolio
All dance majors will build an e-portfolio.
This e-portfolio will vary for BFA and BA majors.
BFA e-portfolio will include: bio, resume/vita, photo gallery and video gallery of performance and choreographic work, honors/awards/scholarships section.
BA e-portfolio will include: bio, resume/vita, photo gallery and video gallery of design renderings (reflecting concept, research, rendering, realized project)
Portfolios will also include conceptual communication about the project.
E-portfolios will be introduced to freshmen in DAN 199 Seminar class. They should be encouraged to learn how to build a Wix site, upload video to youtube, photo and video work, etc.

The department will develop an understanding of the projects for each class both choreography and design, how these fit into the learning outcomes, and how these projects will be included in the e-portfolio.

Answers to questions for the Assessment plan:
Students will be informed of the learning objectives for the degree via syllabus, class lecture, web site, and DAN 199 Seminar class.
Communication UULO's will be reinforced in the milestone experience – via Portfolio presentation, e-portfolio, and written conceptual statements and papers
Critical Thinking UULO's will be reinforced via – Understanding of historic and stylistic developments and trends, an ability to compare styles and communicate about them with regards to materials, artistic choices and how these choices serve the choreography and design.
Assessment of the communication, inquiry and critical thinking components of this milestone will be done via Portfolio review, presentation of portfolio, and Q and A.
Data will be collected in the departments assessment database system and analyzed.

BFA in Performance and Choreography
Milestone activities include:
Jury examinations with scores and results
Ensemble assessment (via rubric within Isadora) (Below/On Target/ Above Target in Performance (Perf/Interpretation/Embodiment) and Work Ethic (Professionalism/Time management/Commitment/Collaborative Engagement)
Chor 4 or BFA Project 1 (data collected in Isadora)
Phase 1 of eportfolio- bio, resume/vita, sections for photo gallery and video gallery, honors and awards and scholarships

Culminating capstone includes
Jury examination and historic results
BFA Final Project
BFA Final Solo
Complete Eportfolio

BA in Production and Management
One goal is that the design work within the Bachelor of Arts in Production and Management be in service to the choreographic intention of the work, form should follow the function, architectural not decorative, and based in research and historic understanding of design principle and style.

Milestone Experience
Milestone activities need to be collected in the design portfolio, which is both electronic (eportfolio) and physical (actual portfolio)
Projects should include work from Lighting 1, Costume 1, Scenic 1, Video/sound design,
Company Design Assignments (Below/On Target/ Above Target in Design (Perf/Interpretation/Embodiment/Research) and Work
Ethic (Professionalism/Time management/Commitment/Collaborative Engagement)
Production II -- drawing and rendering-- concept, design principal
Work should reflect and include: Research (both visual and literary (words and pictures), Rendering/Design on Paper or model,
Realized project if applicable, An articulated understanding of the craft and theory behind the work (this could arise from an in
class understanding of the 5 top designers or 5 schools of aesthetic/stylistic practice as well as a stylistic articulated understanding
of the elements of materials and design in this area)

Culminating Capstone
Perhaps the students should work in two design/management areas
Should there be a BA Project Course? (if so what should this include and how should it be structured)
This work should have work in portfolio that shows: research, Rendering/design on paper or model, articulated
concept/craft/theory/historic and stylistic place in the canon of design work, Realized and documented project
Students in BA could also organize, collaborate with BFA majors for the BFA final solos
Some mechanism to see communication and collaboration ability should be formulated
Final portfolio review should be in a public presented and communicated forum
Students should be given the opportunity to present these portfolios to a group of peers and assessors (this possibly could be
done in seminar class)

Planned Assessments: Methods, Instruments, and Analysis: Following up on the Assessment Plan for this program, what
direct instruments (e.g. exams, research papers, oral presentations) and indirect instruments (e.g. surveys) did the department
use to assess student learning outcomes during the current period of data collection?
DATA
Jury Exams

The dance technique standards within professional practice and performance were assessed by using a jury exam taken at the final week of the last semester of the students degree program. The jury is given in Rubric format 1-5 with 5 being the highest score. Areas of content evaluation are divided into three areas of technique, ballet, modern and jazz dance. In the three techniques, three divisions are assessed. They are Technique, and Performance/Quality.

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### Spring Jurries

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DEGREE OBJECTIVES GRADUATING EXIT SURVEYS 2015
It is expected that Scores in the composite areas for the Bachelor of Arts Production Mgmt
should be at or above a 3.0 average.

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GRADUATION EXIT EXAM RESULTS:
It is expected that Scores in the composite areas for the Bachelor of Arts Production Mgmt should be at or above a 70% average.

|-----------------|------|-------|-------|-------|-------|-------|--------|--------|--------|--------|-----------|