

## Assessment Record

<b>Program: DANCE BALLET/ EMPHASIS BACHELOR FINE ARTS</b>	<b>Assessment period: FALL 2008- SPRING 2010</b>
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<b>Program or Department Mission:</b>
<p>The mission of Utah Valley University Department of Dance is to foster academic and artistic excellence through an intensive technical and reflective study of dance. Anchored in a common core curriculum, with several areas of emphasis, our program provides a rich stimulating environment where students cultivate their technical aesthetic creative and scholarly potential. We value superior teaching which promotes dance as an artistic and cultural expression that has the power to enrich, transform the individual, community, and society.</p>

<b>Plan</b>		<b>Report</b>	
<b>Intended goals, outcomes, or objectives</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary &amp; Analysis of Assessment Evidence</b>	<b>Use of Results</b>
<p>1. Develop, initiate and evaluate academic program and degrees based upon an established set of criteria. Students completing the B.F.A. in Ballet Emphasis will be able to demonstrate successful audition skills through the ability to rapidly assimilate movement sequences and using technical and performance skills.</p>	<p>1. Dance students completing their first year of required course work as pre-dance majors will be auditioned spring semester to be accepted into the B.F.A. program, by a panel of 3 or more Faculty members. Evaluator's scores will be compiled and criteria for success will be that 80% of students evaluated will complete objectives.</p>	<p>The evaluators determined that although 75% percent of the students had a success in meeting the criteria for good audition skills. It was obvious that the 25% had no audition experience prior to beginning the program as a pre-major.</p>	<p>It was determined that although success was achieved with the 75% we did not meet our criteria for success. Use of results will include additional reflection and analysis in technique class to increase knowledge of dance vocabulary in a practical sense that would inform the approach for all students' in auditions. Instructors will add more in depth discussions and mentoring on a day-to-day basis in technique classes. A repeat of this goal and objective would be necessary</p>

<p>2. Develop, initiate and evaluate academic program and degrees based upon an established set of criteria. Students completing the B.F.A. in Ballet Emphasis will be able to write a well-focused resume that uses correct Dance terminology with accurate information, professionalism in presentation, and content.</p>	<p>2. Dance students completing their first year of required course work as pre-dance majors will be auditioned spring semester to be accepted into the B.F.A. program, by a panel of 3 or more Faculty members. Students will submit a resume that will be reviewed by faculty. Upon the completion of graduation requirements, a current resume will be gathered. Criteria for Success will be that 90% of graduates will complete objectives.</p>	<p>The program-coordinator gathered a resume from each Matriculated student in the B.F.A. Program. Those resumes were evaluated by faculty and compared with each of the graduating majors in their senior capstone class. Evidence was gathered from 100% of the graduates. Which showed that 100 % of the students had completed a well-written, professional resume, with correct criteria assessed.</p>	<p>Results are that the Senior Capstone class is informing our students with all necessary skills to prepare their resumes for graduation from the University. Another means of assessment will be chosen for the next round after achieving success with this intended goal.</p>
<p>Plan submission date: October 6, 2008</p>		<p>Report submission date: April 24, 2010</p>	
<p>Submitted by: Jacqueline Colledge</p>		<p>Submitted by: Jacqueline Colledge</p>	

**Instructions for Completing the Assessment Record**  
(revision 11-2006)

1. Here is a summary of changes from the previous Assessment Record forms A, B, and C:
  - The revised form gathers the same information but does it with one form versus three.
  - This generic form works for both academic and administrative programs.
  - There is a clearer delineation of what constitutes a “plan” and what constitutes a “report.”
  
2. Previous forms may be used. If your plan is on the old forms your next report can continue on those forms or you can transfer the plan to the new format. Most should find the new form helpful but it is not necessary to use a form as long as your program can address the key assessment questions; i.e., *Where are we now and where should we be in the future? What impact should our program or services have on students? What evidence can I gather about how well our goals are being realized? What is success? What does the evidence tell us about our effectiveness? Can we see specific areas where there is a need or opportunity for improvement? What can we do to improve? How will we implement any changes, initiatives, or innovations?*
  
3. Here is an explanation of each portion of the form:

Program: A “program” for academic areas is usually defined as a degree. For administrative and support units a program is defined by the respective Vice President and usually consists of a particular area of services that are provided.