Missouri Valley College

Academic Program

Assessment and Planning Report

Year: 2013-2014
Academic Program: Dance
Division: Fine Arts
Chair/Dean: Diana Malan

I. Mission

The Missouri Valley College Dance program is committed to developing the full potential of students through creative and intellectual inquiry and giving students opportunities to develop their performance, choreography, and teaching skills.

II. Goals

- Ensure students have an understanding of how dance is affected and effects society
- Ensure students understand the collaborative process through performance, choreography, teaching, and guest artist
- Ensure students have the knowledge to hone their technical skills through safe dance practices
- Ensure the student exhibits academic and artistic excellence
- Develop motivation, independent thinking and self discipline

III. Student learning outcomes

1. Students will demonstrate the ability to use safe dance practices as a:
   a. Dancer
   b. Performer
   c. Choreographer
   d. Teacher

2. Students will demonstrate the ability to clearly articulate verbally and written their
   a. Purpose as an artist
   b. Creative process

3. Students will demonstrate the ability to clearly portray the intention of their work both as a
   a. Performer
   b. Choreographer

4. Students will demonstrate the ability to be successful in the professional world

5. Students will demonstrate an appreciation and respect for their body as the instrument for their art

6. Student will demonstrate the ability to give and receive critique effectively

7. Students will demonstrate an understanding of dance in a historical and social context.

IV. Course map

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<thead>
<tr>
<th>Course</th>
<th>1.a</th>
<th>1.b</th>
<th>1.c</th>
<th>1.d</th>
<th>2.a</th>
<th>2.b</th>
<th>3.a</th>
<th>3.b</th>
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### V. Assessment tools

- Students take a written pre-test/post-test as freshman and seniors. This test helps to show both students and the program how much information students are learning and retaining. There are few questions from almost every course students take. Other SLO are addressed in this test but the main focus is SLO 7
- Students are constantly being evaluated on their technical, performance and choreography skills in classes as well as in all performances we do on and off campus by faculty, peers and observers. Students perform movement exams during classes, where the faculty and students critique the individuals. SLO 1, 3 & 5
- All dance majors must participate in Student Juries each March where they are evaluated on their performance and choreography skills, if applicable, as well as the way they present themselves in person and on paper through a resume, artist statement, and headshot, and they must also respond to questions about their growth and future goals. SLO 1-7
- Seniors must participate in the senior project course where they usually create a 15-minute choreography project (but the project maybe be something different) and supporting written documents to go along with the project. SLO 1-7

### VI. Summary of findings/Level of achievement of student learning outcomes

One dance major graduated this year. She received an A on her senior project and was the recipient of the dance scholar award. Her senior project was a 15 minute choreography project. I am the only one that grades her project. She is graded on her prospectus, choreography project (including her ability to work with students), conclusion paper, resume, artist/teaching statement, headshots/body shots, and video portfolio. She submitted excellent work in all areas. She also presented part of her choreography project at the American College Dance Festival Conference and her work was very well received. She continued to increase her overall scores each year in the jury process and on the pretest/posttest she increased her score by 40%. She also received if not all A, mostly A’s in all her dance courses.
VII. Analysis/Interpretation

It appears our students are getting what they need. I stay in contact with the graduates, and often ask them if there is anything they feel they were not prepared for upon graduating and so far they have all felt very prepared. Most have stated that they felt a little ahead of their peers because of the experiences they received being able to work in music and theatre as well.

‘14 Torey Miller- Dance teacher at Broadway Bound Dance Studio Marshall, MO- searching for graduate school
’13 Rebecca Whitsett- Dance teacher in Joplin, MO
’13 Rachel LaGrou- Virginia, still searching employment
’12 Charlique Rolle- Chicago-Business Manager for Inaside Dance Chicago, dancer, teacher, and choreographer all over Chicago, is a lighting design, and does much more. Currently pursuing a MBA in non-profit management, and about to start a degree at Moody in Seminary.
‘12 Hana Urabe- NY, NY freelance dancer and teacher, is currently back in Tokyo
‘10 Jessica Shobe- Cheer and Dance Team coach at Concordia University Nebraska 2009-2010; has since become the manager of Back in Time Toys in Cole Camp, MO.

VIII. Action plan/Closing the loop

I believe currently the department is serving the needs of students except financially. I did receive a budget increase from $1,200-$1,700 but if we could receive $3,000 the students would have to fundraise so much to offer the types of things a dance major should, such as guest artist, master classes, and costumes. I would like to see the college support the program more financial so the money raised in fundraising can be used to help the students pay for their expenses to the American College Dance Festival and other performance opportunities.

I would also like to see the theatre stage reconstructed. As the students entering the program are more talented, and I’m giving them harder choreographer and their bodies take a beating when we move over to the stage. The theatre floor is incredibly hard to dance on, and by the end of a show my student’s bodies are beaten and abused. I can’t expect them to dance full out in rehearsals leading up to the show, or they wouldn’t make it through the performances. Creating a sprung floor on the stage would benefit the entire division.

Eventually the program will need to add a 3rd level of jazz and a 4th level of modern and ballet. Currently once the juniors and seniors have completed the third level they begin repeating the courses which puts seniors in a class with freshman. We currently don’t have the enrollment to support this addition but hopefully in the next year or two we will.

I would also like to be able to offer a Kinesiology for Dancers course rather than the current Kinesiology course the students are taking. The essential information that the students need is covered but the way in which a dancer understands and uses their body is very different from other athletes.

IX. Faculty/Student information
Table 1. Program Faculty
Program faculty are those who taught at least one course in the program in the past year. Add/delete rows as needed.

FULL-TIME*
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
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<tbody>
<tr>
<td>Janie Morgan</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Lyndi Fuemmeler</td>
<td>Nursing and Health Sciences</td>
</tr>
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<td>Michael Martin</td>
<td>Fine Arts</td>
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ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: __1_______________

Table 2. Student Profile
Supply the numbers for each category in the table.

<table>
<thead>
<tr>
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<th>Fall</th>
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<tr>
<td></td>
<td>Male</td>
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<td>Graduating seniors</td>
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X. List of individuals who assisted in the completion of this report
Janie Morgan

XI. OPTIONAL: You may respond to any or all of the criteria below.

Ten Criteria for Prioritizing Academic Programs

1) History, development, and expectations of the program
The program has been around for 5 years, each year improvements have been made and new opportunities have been given to the students.

2) External demand for the program
There are few dance programs in Missouri, and even fewer programs in private liberal arts schools.

3) Internal demand for the program
The dance program serves the theatre and music programs, as well as the dance and cheer squads. We provide free concerts and workshops to the community, which is a serves otherwise not met in Marshall or surrounding areas.

4) Quality of program inputs and processes
5) Quality of program outcomes
The dance students are generally excellent students. They traditionally have above a 3.0 GPA, they are academically strong, honest, and self motivated individuals. The majority of the student did their research, searched for a college dance program and found Valley.

6) Size, scope, and productivity of program
We are a small program, and always will be in comparison to other majors such as education and business. All dance programs across the country are small in comparison. One of the things that attract students to our program is the small classes and individual attention they receive.

7) Revenue and other resources generated by the program
The students fundraise half of the dance budget currently.

8) Costs and other expenses associated with the program
We currently survive off of $1,700. I would love to see an increase to $3,000.

9) Impact, justification, and overall essentiality of the program
10) Opportunity analysis of the program