

# Dance Performance BFA

## Program Mission Statement

### Program Mission Statement (Full Description):

The mission of the Division of Dance is to offer professional dance training within the context of a comprehensive liberal arts education. The BFA in Dance Performance is designed to develop the disciplined, versatile dance artist through a balanced study of ballet, modern and jazz techniques, complemented and reinforced by a broad range of theoretical studies and performance opportunities.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?: No

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?: No

During which academic year were students first enrolled in this program?: Prior to AY2020-2021

Progress: Complete

## PLO 1 - Modern dance technique Modern dance technique

### Step 1C: PLO Statement (Full Description):

Students will be able to produce intermediate/advanced level sequences utilizing the principals of modern dance. These include contraction/release, shift of weight, opposition, change of direction, and the production of upright and off center movement.

### Step 2A: Measure :

Student ability to perform with proficiency an intermediate level movement sequence in the Martha Graham Technique assessed on a scale from 1-5.

Students will learn and perform the "Bird" movement phrase, a Martha Graham based traditional movement sequence.

The many aesthetic and technical factors that are embedded in this phrase represent a broad spectrum of technical and artistic challenges provided by the Martha Graham technique.

Step 2B: Type of Measure (check all that apply): Objective Quiz or Exam

Step 2C: Is Measure direct or indirect?: Direct

Step 3A: Target for Measure:

75% of students in Modern III will receive at least a 4, on a scale of 1-5, on their "Bird" assessment.

Step 4A: Was the target met for this Measure?: Met

Step 4B: Results and Findings for this Measure:

Approximately 80%, or more, of students in Modern III Fall Semester 2022 achieved a 4 or higher on all the aesthetic/technical categories embedded in the "Bird" performance exam.

Attached Files

[Planning data for MODERN III Fall 2022.docx](#)

Step 4C: Interpretation of Results :

Meadows Dance majors consistently achieve 80% or higher on the "Bird" exam due to the diligent, thorough, and consistent training of the modern faculty, all of whom danced for Martha Graham when she was alive and who have been teaching the Martha Graham technique in undergraduate education for over twenty five years.

Step 5A: Use of Results for Seeking Improvement (Action Plan) :

All modern faculty strive to improve their teaching by understanding the ever-changing mindsets of student cohorts and adapting to their various learning differences.

Step 5B: Type of Action: Other

Step 5C: Dialogue Participants (check all that apply): Faculty

Step 5D: Evidence of Dialogue :

The Meadows Division of Dance Curriculum Committee meets twice per semester to discuss academic/pedagogical/creative research goals and tactics for success. The modern faculty discuss tactics and strategies for success in the studio.

Step 5E: Type of other Improvements (check all that apply): Other

Step 5F: Other Improvements (Full Description):

In the past few years the faculty have worked diligently to comprehend and adapt to the learning setbacks that recent student cohorts have experienced due to distanced learning. Remote learning has yet to match the effectiveness of live, embodied teaching environments. Adjusting current pedagogies in order to gradually bring these Covid affected cohorts "up to speed" in wholly live environments, has been a distinct challenge for all instructors of dance technique.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

To continue to emphasize a thorough and comprehensive approach to the foundational technique that is Martha Graham dance technique. The modern faculty approach Graham's foundational concepts from multiple perspectives thereby providing more avenues of success for each student to learn these primary modern principles of movement.

Step 6B: Status Update on Previously Identified Action Plan(s): In progress

Progress: Complete

## PLO 2 - Ballet technique Ballet technique

Step 1C: PLO Statement (Full Description):

Self awareness, coordination, dynamics, musicality, expressivity. Students will be able to demonstrate self awareness by accurately self analyzing their technique and performance qualities. Students will demonstrate strong coordination and correct technique in their ballet work. Students will be able to show dynamic musicality paired with individual expressivity in their ballet work.

Step 2A: Measure :

(Measures will be on a five point scale reflecting the UC example.) 1. Students will write a selfassessment paper at the end of each semester that accurately analyzes, in detail, the student's growth, deficiencies, and understanding of their ballet work. Students will have a filmed Final Movement Exam which will show student progress in the learning outcomes of the class. Students will perform various barre, center, and across the floor ballet work in their final exam.

Attached Files

[Peck- Planning Ballet III Spring 2023.docx](#)

Step 2B: Type of Measure (check all that apply): Objective Quiz or Exam

Step 2C: Is Measure direct or indirect?: Direct

Step 3A: Target for Measure:

75% of students will score a 4 or higher in the overall scoring of the Spring Ballet III class.

Step 4A: Was the target met for this Measure?: Met

Step 4B: Results and Findings for this Measure:

80% of the Spring Ballet III students scored 4 or higher in the overall outcome.

Attached Files

[Peck- Planning Ballet III Spring 2023.docx](#)

Step 4C: Interpretation of Results :

Professor Peck is a consummate instructor in the Balanchine technique and she has consistently adapted her class to incoming cohorts based on peer review and student evaluations. Her success in accomplishing the 75% or better target is due in great part to her willingness to evolve and adapt her very sound, foundational Balanchine technique.

Step 5A: Use of Results for Seeking Improvement (Action Plan) :

The results of this year's assessment reinforce Professor Peck's current ballet pedagogy.

Step 5B: Type of Action: Other

**Step 5C: Dialogue Participants (check all that apply):** Faculty

**Step 5D: Evidence of Dialogue :**

Professor Peck dialogue with ballet colleague Carter Alexander on an ongoing basis. These dialogues were not recorded.

**Step 5E: Type of other Improvements (check all that apply):**

**Step 5F: Other Improvements (Full Description):**

Discussion with the Meadows Dance Curriculum Committee and with other dance faculty during our full faculty meetings.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

**Step 6B: Status Update on Previously Identified Action Plan(s):**

Progress: Complete

### **PLO 3 - Jazz technique Jazz technique**

**Step 1C: PLO Statement (Full Description):**

Articulation of complex rhythms, deepened musicality, individuality with regards to social values of jazz dance, stylistic competency, personal point of view in performance, improvisation, and stylistic nuance. To learn how to articulately embody complex rhythms and move with a deepened understanding of musical receptivity (how one is sensitive to and comprehends music) and creativity (what one does with the music through phrasing and dynamics) · To understand how one's individuality and personal branding are inherent to the kinetic and social values of jazz dance · To synthesize skill development and stylistic competency as a means of developing one's personal point of view and artistry through performance, improvisation, and application of stylistic nuance.

**Step 2A: Measure :**

Measures will be on a five point scale reflecting the UC example. Students will perform phrases in a jazz final exam in either an Africanist or Eurocentric aesthetic. Students will perform multiple jazz phrases in a final exam.

**Step 2B: Type of Measure (check all that apply):** Objective Quiz or Exam

**Step 2C: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

85% of the students in Jazz III Fall Semester 2022 will score 4 or higher on a 1-5 scale evaluating articulation of complex rhythms, deepened musicality, stylistic competency, and personal point of view in performance and stylistic nuance.

**Step 4A: Was the target met for this Measure?:** Met

**Step 4B: Results and Findings for this Measure:**

90% of students in Jazz III Fall Semester 2022 scored 4 or higher in the assessment exam.

Attached Files

[Coleman\\_PlanningJazz III Fall 2022.docx](#)

**Step 4C: Interpretation of Results :**

Professor Coleman is entering the fourth year of a very successful tenure-track. She is a highly adaptable teacher who has demonstrated a clear ability to advance jazz dance knowledge in her students, particularly in the JumpRhythm technique which is a foundational springboard to myriad forms of jazz dance.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

These results are a confirmation of Professor Coleman's highly effective jazz pedagogy.

**Step 5B: Type of Action:** Other

**Step 5C: Dialogue Participants (check all that apply):** Faculty

**Step 5D: Evidence of Dialogue :**

Professor Coleman confers with the other member of the Meadows Dance Curriculum Committee on all aspect of the Divisional offerings in ballet, modern, and jazz. I have observed her classes and read all of her student evaluations and she has been quite receptive constructive criticism on my part.

**Step 5E: Type of other Improvements (check all that apply):**

**Step 5F: Other Improvements (Full Description):**

Continued adaptation to evolving cohorts based on peer and Chair review and student evaluations.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

Professor Coleman continues to receive higher evaluation scores each semester and stronger student support.

**Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

Progress: Complete

### **PLO 4 - Dance pedagogy Dance pedagogy**

**Step 1C: PLO Statement (Full Description):**

Student capacity to teach myriad dance techniques in multiple environments.

Dance Majors will successfully learn to teach dance technique based on their area of movement aesthetic interest.

Dance Majors, at some point in their progression from sophomore to senior, will teach a full peer/faculty reviewed dance technique class.

**Step 2A: Measure :**

Dance Pedagogy (DANC 3366) covers multiple approaches of teaching dance to myriad levels of student in K-12, undergraduate, adult, and conservatorial institutions.

Students taking Dance Pedagogy in their sophomore, junior, or senior year will be required to construct and teach a dance technique class accompanied by live music.

Dance Pedagogy students teach a full technique class during their final exam.

Attached Files

[Pedagogy- Rubric for Making a Syllbus-1 \(1\).copy.docx](#)

[Pedagogy- Rubric for final exam part I, lesson plan.docx](#)

[Pedagogy Axial class plan rubric,'23.docx](#)

[Pedagogy-Dance Technique Syllabus-Mission Statement.docx](#)

[Dance Pedagogy Syllabus 2023.docx](#)

[Pedagogy- Rubric for part II-final studio teaching exam copy.docx](#)

[Pedagogy-Grading for final teaching exam.docx](#)

[PEDAGOGY, rubric for creating a warm-up copy.docx](#)

[Pedagogy, Technique Definition Rubric.docx](#)

**Step 2B: Type of Measure (check all that apply):** Objective Quiz or Exam

Performance

Other

**Step 2C: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

85% of Dance Pedagogy students will gain the skills and knowledge to teach well-crafted technique classes to cohort students.

85% of Dance Pedagogy students will score 4 or higher (on a scale of 1-5) on the final teaching presentation/exam.

**Step 4A: Was the target met for this Measure?:** Met

**Step 4B: Results and Findings for this Measure:**

Professor Westwick is a quite thorough and demanding instructor who has been teaching in undergraduate and graduate dance education for over 25 years. With a strong professional background in both ballet and modern, and a very supportive yet expectant teaching style, Professor Westwick consistently elevates a very high percentage of her students to a level of pre-professionalism in dance instruction that is evident in high exam scores on teaching in the classroom as well as many of our dance graduates immediately gaining employment as instructors upon leaving SMU.

**Step 4C: Interpretation of Results :**

Dance Pedagogy (DANC 3366) is one of the most successful dance major required courses in that it generates a very pragmatic and marketable skill for all dance majors.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

The action plan is to continue this successful structure and implementation of teaching information and practice.

**Step 5B: Type of Action:** Other

**Step 5C: Dialogue Participants (check all that apply):** Committee  
Faculty

**Step 5D: Evidence of Dialogue :**

Professor Westwick is a member of the Meadows Dance Curriculum Committee and hence is in direct discussion on all assessment of the dance curriculum.

**Step 5E: Type of other Improvements (check all that apply):**

**Step 5F: Other Improvements (Full Description):**

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

**Step 6B: Status Update on Previously Identified Action Plan(s):** Fully implemented

**Progress:** Complete

**PLO 5 - Senior Capstone (Writing) Senior Capstone - Senior Dance Concert**

**Step 1C: PLO Statement (Full Description):**

Student capacity to write comprehensive, well-crafted choreographic proposals and funding grants.

Student capacity to conduct and audition, cast dancers, choreograph (schedule and conduct rehearsals), collaborate with costume and lighting designers, and work with production staff to produce a full scale dance production with high aesthetic value.

The Capstone course (Danc 4391) is designed to provide them with the skills and mentorship needed to organize and create a concert with a high standard of excellence. The ability to relate the choreographic intent for their works is crucial to this process.

**Step 2A: Measure :**

Students write a choreographic proposals and funding grants for their proposed dances.

Students choreograph and produce 5-10min dances and perform them on the Bob Hope Mainstage.

Attached Files

[Coleman and Bondade Planning Capstone Spring 2023.docx](#)

[Moore, Karmen DDACG Proposal.pdf](#)

[Zachary Kushubar-Grant Narrative.docx](#)

[Moore, Karmen DDACG Narrative.docx](#)

[Zachary Kushubar- DDACG Proposal.pdf](#)

**Step 2B: Type of Measure (check all that apply):** Capstone project  
Performance  
Written paper/project

**Step 2C: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

100% of students in capstone class will write well-crafted choreographic proposals.

100% of students will choreograph and produce dances between 5-10min length with full production value.

**Step 4A: Was the target met for this Measure?:** Met

**Step 4B: Results and Findings for this Measure:**

The Senior Dance Concert, which is the culminating production of the Senior Capstone course, had four performances and drew a total audience of over 300. The performances were well-received and were clearly successful on numerous metrics.

Attached Files

[Senior Dance Concert 2023 - Performance Links.docx](#)

**Step 4C: Interpretation of Results :**

The continued development and implementation of the entire creative process in dance making, from imagination to the stage, is a cornerstone of the Meadows Dance experience and every student who has graduated, since the inception of the Capstone Course/Senior Dance Concert, has successfully accomplished all of the tasks involved in this extensive culminating experience.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

The continued success of the Capstone Course is based on the faculty's goals of clear communication, logical scheduling, student accountability, and a deep and passionate support of student creativity and empowerment.

Provide clear and effective directives and guidance in support of the creation of well-written choreographic proposals.

Assignment prompt: Arrive at clear artistic construct for choreographic Capstone project. Be prepared to outline choreographic vision, intent, problem solving and are informed by research, along with utilization of advanced technologies.

**Step 5B: Type of Action:** Other

**Step 5C: Dialogue Participants (check all that apply):** Administrator  
Committee  
Faculty  
Staff  
Student

**Step 5D: Evidence of Dialogue :**

A successful Senior Dance Concert can only happen with the dedicated input of every member of the Meadows Dance organization. Faculty, staff, students, etc all collaborate to make this annual event the culmination of the academic year.

**Step 5E: Type of other Improvements (check all that apply):** Other

**Step 5F: Other Improvements (Full Description):**

STRATEGIC INITIATIVES

- Invest strategically in instruction, research, and creative interdisciplinary initiatives where SMU can be a world leader, such as high-performance computing; data science; ethics, leadership, and human development; and innovation, creativity, and entrepreneurship.

- Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research, along with utilization of advanced technologies.

Dance Capstone-Senior Dance Concert is continually driven by these two strategic initiatives. The final written/creative/performed individual projects represent interdisciplinary inquiry and collaboration, innovation, and creative problem solving, and all are realized in the theater using advanced technologies in lighting, sound, and video projection.

Dancers produce assignments requiring writing skills and critical analyses throughout the Dance curriculum, most specifically in their two semesters of dance history in the junior year. Writing well-crafted choreographic proposals that describe their unique choreographic vision with clarity focuses the skills they have attained in previous semesters. Faculty in Composition III, dance history and Capstone discuss and develop methodology that crosses the Dance curriculum and is designed to further develop analytical and writing skills that enable students to explore,

organize and articulate choreographic intent. Faculty in Composition III, dance history and Capstone discuss the further development of methodology that crosses the Dance curriculum and is designed to further develop analytical and writing skills that enable students to explore, organize and articulate choreographic intent. Writing and Writing in the Major are now both presented in the dance history courses under the Common Curriculum which, having just been implemented, will continue to play a significant role in this strategic planning process.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

The implementation of innovative, collaborative, and advanced technological skillsets and strategies are abundantly clear in the high caliber of technical performance and innovative production values in the annual Senior Dance Concert performed each April/May in the Bob Hope Theatre. Links to the 23 dances produced and performed are in a word document attached below.

Attached Files

[Senior Dance Concert 2023 - Performance Links.docx](#)

**Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

**Progress:** Complete

**PO 1: Student/faculty diversity Divisional diversity**

**Step 1C: PO Statement (Full Description):**

Attain a racially and/or culturally diverse faculty and student population in the Meadows Division of Dance. Increase overall diversity of students attending auditions and submitting video auditions.

Maintain a racially and/or culturally diverse faculty to better attract a more diverse student body. As Meadows leads the rest of SMU in cultural and racial diversity, it is the responsibility of Meadows Dance to maintain and hopefully increase diversity in these areas.

**Step 2A: Measure :**

Obtain data from admissions/recruiting and the Dean's office that provides clear and accurate evidence of racial and cultural diversity in both the faculty and the student body.

**Step 2B: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

Attain at least 25% cultural/racial diversity within the Dance faculty.

Attain at least 40% BIPOC population of students within the Division of Dance.

**Step 4A: Was the target met for this Measure?:** Met

**Step 4B: Results and Findings for this Measure:**

The Division of Dance has, in the past year, hired three full-time faculty of color bringing our BIPOC diversity to 30%. The incoming student class is 47% BIPOC bringing our student body to approximately 43% BIPOC.

The Division of Dance recognizes the percentage of BIPOC students is but one factor of many regarding overall diversity which involves myriad factors of gender identity, sexual preference, socio-economic status, etc. The Division continues to provide an open and welcoming environment to all members, guests, and associates.

**Step 4C: Interpretation of Results :**

Although our current diversity numbers are above target goals, the Division strives to maintain an holistic and respectful environment that is the very foundation of diversity as a metric of cultural, civic, mental, and physical well being.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

The Division of Dance views these results as an affirmation that we continue to be a leading cultural example on the SMU campus.

**Step 5B: Dialogue Participants (check all that apply):** Faculty

Staff

Student

**Step 5C: Evidence of Dialogue :**

Our annual faculty/staffe/student meeting (held on the first day of class), 3 per semester student representative meetings, and end of the semester student evaluations all bear evidence of dialogue on the health of human diversity within the Division.

**Step 5D: Type of other Improvements (check all that apply):** Other

**Step 5E: Other Improvements (Full Description):**

Continued practice of creating a "family" environment in the Division of Dance. Community, accountability, mutual support, and respect are practiced daily and the members of the Division, on the whole, hold all participants accountable to themselves, their peers, and the Division overall.

**Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):**

**Step 6B: Status Update on Previously Identified Action Plan(s):** In progress

**Progress:** Complete

**PO 2 - Performance Excellence Excellence in dance performance.**

**Step 1C: PO Statement (Full Description):**

Dance major graduates will attain a high level of excellence in at least one of the the primary idioms of ballet, modern, or jazz dance. They will leave SMU with a marketable performance skillset leading to jobs in various arenas of dance performance. Dance performance is defined as performing or choreographing dance and/or as leading/instructing a dance class as an instructor/demonstrator.

The Division of Dance produces annually:

Two mainstage productions (Fall and Spring Hope Shows) choreographed by national/international artists and current faculty; one all-student choreographed informal performance (Student Choreography Showcase); and one senior choreographed fully produced production on the Mainstage (Senior Dance Concert).

These performance opportunities act as training labs for all student participants in preparation for post graduation success in gaining employment in the dance field.

**Step 2A: Measure :**

Collect post graduation data from 6 months to 2 years, pertaining to employment related to the field of dance.

**Step 2B: Is Measure direct or indirect?:** Direct

**Step 3A: Target for Measure:**

Over 80% of dance graduates will gain employment as a dance performer, choreographer, or instructor within the first two years of graduation.

**Step 4A: Was the target met for this Measure?:** Partially Met

**Step 4B: Results and Findings for this Measure:**

For 2020-21 graduates the 6 month out placement was 85%. The 6 months out placement data for 2021-22 graduates was 79%. The 6 months after graduation placement timeframe is defined as a student being employed full-or part-time, or, being enrolled in continuing education.

**Step 4C: Interpretation of Results :**

This is a newly stated programatic objective. It will take a few years of data to accurately interpret the target percentages of this objective.

**Step 5A: Use of Results for Seeking Improvement (Action Plan) :**

The Division of Dance is constantly striving to improve job placement for graduates through faculty professional networking, alumni networking, stronger emphasis on student driven personal promotion, assistance with reel development and distribution, and greater allowances for student absences while attending regional and national auditions.

**Step 5B: Dialogue Participants (check all that apply):** Faculty

Staff

Student

**Step 5C: Evidence of Dialogue :**

Student representative meetings that are held 3 times per semester and twice yearly student evaluations.

Step 5D: Type of other Improvements (check all that apply):

Step 5E: Other Improvements (Full Description):

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

This is a new programmatic objective.

Step 6B: Status Update on Previously Identified Action Plan(s): In progress

Progress: Complete