The University of Southern Mississippi

Detailed Assessment Report
As of: 10/01/2014 11:02 AM CDT
2013-2014 Dance BFA

Mission / Purpose
The mission of the dance program at The University of Southern Mississippi is to integrate theoretical and practical aspects of dance in a way that is meaningful to our students' lives. By providing a myriad of diverse perspectives to the study of contemporary and traditional forms of dance, and by engaging the students in holistic and comprehensive approaches to the study of dance, USM’s programs-its faculty, courses and opportunities-prepare the students for successful participation in the field of dance.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Perform exit competencies in dance technique
Students are able to perform 400 level (advanced level) exit competencies in dance technique. A minimum of 2 semesters of DAN 402 is required. A minimum of 2 semesters of DAN 401 is required.

Related Measures:

M 1: Performance exam
400-level students complete semesterly juried assessment. Juries assess technical and artistic skills, and disposition and professionalism on a standardized 5 point rubric. The jury is the full dance faculty. The overall highest score possible is 5.0.

Target:
75% earn minimum score of 3.5 out of 5.0.

Findings (2013-2014) - Target: Met
FA13: (performance juries only occur in the Fall semester) Target met. 91% of students (10 of 11) completed performance jury and received score of at least 3.5 (out of 5). Average score was 4.3 (out of 5).

M 2: Self-evaluation
As a part of DAN 401, students complete informed, written self-evaluation on their technical progress in relation to given objectives and established criteria for excellence and competency. These competencies include alignment/placement, range of motion/flexibility, strength and control, rhythmic skills/sequencing, coordination/connectivity, focus, musicality and phrasing, qualitative range combined with individual course objectives. Self-evaluations display synthesis of objectives and personal growth.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
90% of students successfully earn grade of at least 75 (out of 100) for informed written self-evaluation on technical progress in relation to given objectives and established criteria for excellence and competency.

Findings (2013-2014) - Target: Met
FA13: Target met. 100% of students (37 of 37) earned grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 92. SP14: Target met. 91% of students (32 of 35) earned grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 84. Overall, target met with 96% of students (69 of 72) earning grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 88.
M 3: Alumni Survey - Dance Technique
Responders to graduate/alumni survey indicate they were technically prepared to enter the field of dance.

Target:
90% of responders to graduate/alumni survey indicate they were technically prepared to enter the field of dance. 90% of respondents rank technical preparedness at 3.5 or higher (out of 5).

Findings (2013-2014) - Target: Not Met
Target not met. Survey administered in SP14 showed that 33% of graduating students (2 of 6) consider themselves technically prepared to enter the profession. Average score was 3.3 (out of 5).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Details of Action Plans
Established in Cycle: 2013-2014
Are our expectations reflective of the sentiments of our graduating seniors? Is the survey administered at the best time? Shou...

M 4: Growth score in DAN 402
In DAN 402, student technical and artistic growth is quantified in a growth score that is based on defined ballet exit competencies and that includes technical, artistic and performance skills and knowledge. These skills and knowledge are articulated in detail as well as aggregated into a single score for the student.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
80% of students earn a score of 187.5 (out of 250) on growth score in DAN 402.

Findings (2013-2014) - Target: Met
FA13: Target met. 100% of students (20 of 20) earned at least 187.5 (out of 250) on growth score in DAN 402. Average score was 218 (out of 250). SP14 Target met. 100% of students (17 of 17) earned at least 187.5 (out of 250) on growth score in DAN 402. Average score was 220 (out of 250). Overall, target met. 100% of students (37 of 37) earned at least 187.5 (out of 250) on growth score in DAN 402. Average score was 219 (out of 250).

M 5: DAN 402 Variation performances
In DAN 402, students perform a variety of instructor-selected ballet variations that intentionally range in style from classic to contemporary. These performances allow students to demonstrate and apply technical skills as well as develop artistry.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
80% of students earn at least 37.5 out of 50 on variations that require technical and artistic skill and competence.

Findings (2013-2014) - Target: Met
FA13: Target met. 93% of students (14 of 15) earned at least 37.5 (out of 50) on variation requiring technical skill and competence in DAN 402. Average score was 44 (out of 50). SP14: Target met. 97% of students (35 of 36) earned at least 37.5 (out of 50) on variations requiring technical skill and competence in DAN 402. Average score was 45 (out of 50). Overall, met. 95% of students (49 of 51) earned at least 37.5 (out of 50) on variations requiring technical skill and competence in DAN 402. Average score was 44.5 (out of 50).
M 6:DAN 401 Performance Exam
As a part of DAN 401, students complete instructor-determined performance exams based on given objectives and established criteria for excellence and competency. These competencies include alignment/placement, range of motion/flexibility, strength and control, rhythmic skills/sequencing, coordination/connectivity, focus, musicality and phrasing, qualitative range combined with individual course objectives. Exams are midterm and/or final performance exams. In these exams, skills are both applied and exactly demonstrated/identified.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
90% of students in DAN 401 earn score of 75 or higher (out of 100) on instructor-determined performance exams based on instructor and program approved competencies.

**Findings (2013-2014) - Target: Met**
FA13: Target met. 94% of students (32 of 34) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 98 (out of 100). SP14: Target met. 90% of students (35 of 39) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 95 (out of 100). Overall, target met. 92% of students (67 of 73) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 97 (out of 100).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Performance exams in DAN 401 and assessing them**
*Established in Cycle: 2010-2011*

The process of aggregating the data suggests a variance in how students are being assessed in performance exams in individual ...

SLO 2: Comprehensive knowledge of dance
Students display an integrated and comprehensive knowledge of the dance field -- historical, cultural, theoretical, and aesthetic, practical, and pedagogic.

**Related Measures:**

M 8: Capstone final presentation
Students complete final project in Capstone course DAN 491 that expands final creative project into contextual research. Final oral presentation involves thesis statement, review of literature, annotated bibliography, explanation of main points and is delivered with accompanying power point presentation.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
90% of all projects will earn minimum score of 75 out of 100.

**Findings (2013-2014) - Target: Not Met**
FA13: Target not met. 73% of students (8 of 11) earned a score of at least 2.8 (out of 4) on final research presentation in Capstone course. Average score was 80 (out of 100). (Capstone is only offered in Fall semesters.)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**review capstone final presentation**
*Established in Cycle: 2013-2014*

Target will be reviewed; it has not been met consistently over the past 4 reporting cycles. Unit expectations need to be consider...
**M 9: Final Projects**

Students complete final projects in individual dance theory courses (DAN 131, DAN 240, DAN 351, DAN 431, DED 360, DAN 340)

Source of Evidence: Project, either individual or group

**Target:**
90% of all projects will earn minimum score of 75 out of 100.

**Findings (2013-2014) - Target: Met**

FA13: DAN 131: Target met. 93% of students (12 of 13) earned at least 75 (out of 100) on final project. Average score was 89. DAN 240: Target met. 100% of students (13 of 13) earned at least 75 (out of 100) on final project. Average score was 93. DAN 431: not offered in 2013-2014. DED 360: Target met. 100% of students (9 of 9) earned at least 75 (out of 100) on final project. Average score was 91. SP13: DAN 340: not offered in 2013-2014. DAN 351: Target met. 100% of students (10 of 10) earned at least 75 (out of 100) on final project. Average score was 91. Overall, target met. 98% of students (45 of 46) earned at least 75 (out of 100) on final projects. Average score was 91.

**M 10: Exit Interview**

Seniors complete exit interview with faculty sub-committee where they discuss their progression through the program, their benchmarks of major growth, their growth since the Sophomore review, their cognitive discoveries/understandings and a review of their juries. Exit interview incorporates student response to standard questionnaire that addresses the above issues in addition to career/artistic goals.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of students pass exit interview with faculty subcommittee (program director, academic advisor and another selected faculty member). Interview is preceded with written submission of initial survey/questionnaire. Interview is assessed in terms of professionalism, quality of answers to subcommittee questions, and clarity in statement of career objectives and strategies for attaining them. A score of at least 2.5 out of 4 is passing.

**Findings (2013-2014) - Target: Met**

SP14: Target met. 100% of students (10 of 10) passed exit interview with faculty subcommittee with a score of at least 2.5 (out of 4). Average score was 3.83. (Exit interviews are only conducted in Spring semesters).

**SLO 3: Prepared to participate in various fields of dance**

Graduates are prepared to successfully participate in the dance field as performers, choreographers, graduate students, and/or scholars

**Related Measures:**

**M 11: Participation in the Repertory Dance Company**

Students gain adequate experience in dance repertory, public performance, and professional rehearsal situations through successfully completing a minimum of 2 semesters in DAN 420. Students are evaluated by the choreographers with whom they work on the RDC performer rubric in the following areas: Choreographic Integrity; Manifestation of Intent; Quality of Performance; Application of Feedback; Respect; Contribution to Choreographic Process; Work Ethic & Dedication; Personal Growth and Improvement.

Source of Evidence: Performance (recital, exhibit, science project)
Target:
100% of students earn at least 80 out of 100 on Repertory Dance Company rubric.

Findings (2013-2014) - Target: Not Met
FA13: Target not met. 96% of students (25 of 26) earned targeted score. Average score was 90.
SP14: Target not met. 97% of students (31 of 32) earned targeted score. Average score was 94.
Overall, target not met. 97% of students (56 of 58) earned targeted score. Average score was 92.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

RDC acceptance
Established in Cycle: 2010-2011
We had the largest body of auditionees SP11 ever. There was a 50% chance of being cast in the Repertory Dance Company (RDC). Bec...

M 13: External Evaluations
Students work with guest artists while participating in DAN 420/Repertory Dance Company. Guest artists set new works and offer evaluations of students to the RDC director. The 100 point Dancer Evaluation rubric addresses disposition/professionalism, clarity of choreographic detail and quality, and performance in the creative process and product. Rubric is developed from similar instrument used in DAN 220 and DAN 420.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
50% of dancers earn 80 points or higher (out of 100) on the Dancer Evaluation rubric for their work with guest artists.

Findings (2013-2014) - Target: Not Reported This Cycle
Guest artists in the dance program for 2013-2014 did not set works on Repertory Dance Company members. Dance unit will refer to other measures (as outlined in Assessment Plan) for measuring this outcome for this reporting cycle.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

substitute for external evaluations for RDC members
Established in Cycle: 2010-2011
No data was reported this cycle because our guest artists residencies did not include setting a work (and thus evaluating) our...

M 15: Alumni Survey- Career Preparedness
Responders to graduate/alumni survey indicate that their course of study was integrated and comprehensive and prepared them to enter the field of dance.

Target:
90% of respondents rate dance program curriculum at 3.5 or higher (out of 5).

Findings (2013-2014) - Target: Not Met
Target not met. Survey administered in SP14 showed that 66% of graduating students (4 of 6) who responded to the survey rated the comprehensiveness of the dance program and their preparedness to enter the profession at at least 3.5 (out of 5). Average score was 4.6 (out of 5).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Administer exit survey to alumni
Established in Cycle: 2008-2009
The survey is now completed and ready to be sent (electronically and snail mail). The only hang up is the alumni mailing list th...  

review graduate survey targets and administration  
Established in Cycle: 2013-2014  
Are our expectations reflective of the sentiments of our graduating seniors? Is the survey administered at the best time? Shou...

SLO 4: Articulate dance theoretically and aesthetically  
Students are able to articulate the dance experience and situate creative works by themselves and others in the larger field of dance both theoretically and aesthetically.

Related Measures:

M 16: Thesis  
Students write theses that display substantial research. Thesis writing includes writing strategies from the QEP seminar. Students work incrementally in producing a final written document that is assessed in terms of thoroughness in documenting, analyzing, and critiquing the process and production of an original choreographic work. Theses are also evaluated on degree of written contextual investigatory inquiry into personal relationship to aesthetic perspectives and historical trends in dance.

Source of Evidence: Senior thesis or culminating major project

Target:  
a. 90% of student written theses display substantial research and evaluation of content earns a minimum score of 3.0 (out of 4.0)  
b. 90% of student written theses display substantial research and evaluation of quality of writing earns a minimum score of 3.0 (out of 4.0)  
c. 75% of student written theses display substantial research and evaluation of the process of writing (including drafting and application of feedback) earns a minimum score of 3.0 (out of 4.0)

Findings (2013-2014) - Target: Not Met  
Thesis writing is only offered in the Spring semester. SP14: a) Target not met. 40% of student written theses (4 of 10) displayed substantial research and evaluation of content earned a minimum score of 3.0 (out of 4.0). Average score was 2.9. b) Target not met. 80% of student written theses (8 of 10) displayed substantial research and evaluation of quality of writing earned a minimum score of 3.0 (out of 4.0). Average score was 3.2. c) Target not met. 70% of student written theses (7 of 10) displayed substantial research and evaluation of the process of writing (including drafting and application of feedback) earned a minimum score of 3.0 (out of 4.0). Average score was 3.7.

Related Action Plans (by Established cycle, then alpha):  
For full information, see the Details of Action Plans section of this report.

Thesis target update  
Established in Cycle: 2010-2011  
This target has not been met for 3 reporting cycles now and needs to be revised. Whereas at first we thought there was always on...

Revise thesis target  
Established in Cycle: 2013-2014  
Target has not been met for several reporting cycles. Expectations of student achievement and the scope of the written thesis ne...

M 17: Oral Presentation of Contextual Research  
All seniors orally present contextual research in DAN 491. Presentation is evaluated on a 4 point rubric that contains the following categories: content, organization/language/adaptation to audience and context, vocal and non-vocal delivery and quality of supplementary materials.
Target:
90% of students earn at least 2.5 points (out of 4) on oral presentation rubric.

Findings (2013-2014) - Target: Met
Assessment occurs in Fall semester only. Target met. 91% of students (10 of 11) earned at least 2.5 points (out of 4) on oral presentation rubric. Average score was 3.2.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Oral presentation of research, where is the weakness?
Established in Cycle: 2010-2011
Where this measure is successful is in that it measures content as well as presentational skills. It has not been met for 2 re...

M 18: Alumni Survey: Theoretical/aesthetic understanding
Responders to graduate/alumni survey indicate they were able to participate in the field of dance with a clear sense of theoretical and/or aesthetic placement and/or understanding.

Target:
90% of responders to graduate/alumni survey indicate they were able to participate in the field of dance with a clear sense of theoretical and/or aesthetic placement and/or understanding.

Findings (2013-2014) - Target: Not Met
Target not met. Survey administered in SP14 showed that 83% of graduating students (5 of 6) indicated they had a clear sense of theoretical placement and understanding in the field of at least 3.5 (out of 5). Average score was 4.3 (out of 5).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

review graduate survey targets and administration
Established in Cycle: 2013-2014
Are our expectations reflective of the sentiments of our graduating seniors? Is the survey administered at the best time? Shou...

SLO 5: Applies and demonstrates knowledge of dance-making
Students apply broad knowledges and experiences to dance-making and demonstrate a developed sense of what constitutes a serious work of dance with coherent and embodied goals and ideas.

Related Measures:

M 20: Performance and written presentation
Students track and articulate their individual choreographic and aesthetic preferences and technical growth. This is evidenced in performance and written work presented in DAN 31, and DAN 312. A final group study in DAN 310, final evaluations of the Quality of Work in DAN 312 and DAN 410 and final paper in DAN 312 and DAN 410 are required. They are evaluated with a rubric and put into student files.

Source of Evidence: Presentation, either individual or group

Target:
a. 90% of students earn at least 3 points (out of 4) on final project in DAN 310. b. 90% of students earn at least 80 points (out of 100) on final paper in DAN 312 and DAN 410. c. 90% of students earn at least 3 points (out of 4) on Quality of Work rubric in DAN 312 and DAN 410.

Findings (2013-2014) - Target: Partially Met
a. Final project SP14: DAN 310. Target not met. 75% of students (9 of 12) earned at least 3 (out of 4) on final project in DAN 310. Average score was 3.75 (out of 4). b. Final paper FA13 DAN 312.
Target not met. 0% of students (0 of 1) earned at least 80 (out of 100) on final paper. Score was 73 (out of 100). FA 13 DAN 410. Target met. 91% of students (10 of 11) earned at least 80 (out of 100) on final paper. Score was 90 (out of 100). SP14: DAN 312. Target not met. 80% of students (8 of 10) earned at least 80 (out of 100) on final paper. Average score was 89 (out of 100). Overall for final paper, target not met. 82% of students (18 of 22) earned at least 80 (out of 100) on final paper. Average score was 84 (out of 100). c. Quality of work rubric score FA13: DAN 312. Target not met. 0% of students (0 of 1) earned at least 3 (out of 4) on Quality of work rubric. Score was 2.9. DAN 410: Target met. 100% of students (11 of 11) earned at least 80 (out of 100) on Quality of Work rubric. Average score was 3.7 (out of 4). SP14: DAN 312: Target met. 100% of students (10 of 10) earned at least 3 (out of 4) on Quality of work rubric. Average score was 3.5 (out of 4). Overall, target met for target c. with 95% of student (21 of 22) earning at least 3 (out of 4) on Quality of work rubric. Average score was 3.4.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
revise target for performance and written presentations in comp & choreo
Established in Cycle: 2013-2014
Target has either been not met or partially met for several years. The measure has been undated in the past 3 years, but it need...

M 21: Oral defense of senior thesis
Students orally defend senior thesis to faculty subcommittee that consists of program director, academic advisor, and creative project advisor. Defense is evaluated on a 4 point rubric that contains the following categories: content, organization/language/adaptation to audience and context, vocal and non-vocal delivery and quality of supplementary materials.

Target:
90% of seniors will earn at least 2.5 points (out of 4) on oral presentation rubric.

Findings (2013-2014) - Target: Met
Oral defense of thesis occurs in the Spring semester only. SP14: Target met. 100% of students (10 of 10) earned at least 2.5 points (out of 4) on oral presentation rubric for defense of senior thesis. Average score was 3.6.

M 22: Alumni Survey- Apply and Demonstrate Knowledge
Responders to graduate/alumni survey indicate they are able to apply and demonstrate their broad experiences of dance-making in post-baccalaureate creative work.

Target:
90% of responders to graduate/alumni survey indicate they are able to apply and demonstrate their broad experiences of dance-making in post-baccalaureate creative work.

Findings (2013-2014) - Target: Not Met
Graduate survey administered in SP14. Target not met. 66% of responders (4 of 6) to graduate survey indicated they were able to apply and demonstrate their broad experiences in dance-making. Average score was 3.7 (out of 5).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
review graduate survey targets and administration
Established in Cycle: 2013-2014
Are our expectations reflective of the sentiments of our graduating seniors? Is the survey administered at the best time? Shou...

SLO 6: Acceptance as a dance major in the Dance Department
Prospective students audition for acceptance into the Dance Department. The number of auditionees is higher than the number accepted. The department acceptance rate helps us know the external demand for our program in the region as well as our selectivity.

**Related Measures:**

**M 23: Acceptance rate**

The acceptance rate for entry into the Dance Department as a major is determined by the number of prospective students who audition divided by the number accepted. Acceptance is based on scores in a live dance audition, an interview with a faculty member and the submission of an application.

Source of Evidence: Administrative measure - other

**Target:**

The acceptance rate of the department will be no more than 60% for dance performance and choreography majors.

Findings (2013-2014) - Target: Met

Target met. 68% of prospective students (13 of 19) who auditioned for acceptance into the BFA in Dance Performance & Choreography emphasis area were accepted.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Administer exit survey to alumni**

The survey is now completed and ready to be sent (electronically and snail mail). The only hang up is the alumni mailing list that remains a work in progress.

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Finished
- **Priority:** High
- **Relationships (Measure | Outcome/Objective):**
  - **Measure:** Alumni Survey- Career Preparedness | **Outcome/Objective:** Prepared to participate in various fields of dance
  - **Implementation Description:** Summer and fall 2011: Professor Meredith early has taken over this project. The majority of all alumni contacts are updated. The survey is being reviewed and will be posted to Survey Monkey (or another survey source) and we hope to administer the survey December 2011.
  - **Responsible Person/Group:** Meredith and Stacy

**401 self evaluation**

Although this target is met for this Assessment Plan, it was not met for our Licensure plan. For this reason, and because our 2 degree plans are so tightly intertwined, we intend to take the following action that will affect this measure in both Assessment Plans: Students in DAN 401 complete summative self evaluations that are directed, yet personalized and reflective. The range of methods through which professors of this course (there are between 2 to 4 per academic year) meet this objective is widely varied. The self evaluations need to be addressed as a faculty of a whole (including some new instructors for this course) so that we can assure that the divergent methods we use to assess this outcome are still targetted to the same end. Because this target has been met in the past, we will review the data in this report and see if we can interpret what it implies. Are our students not meeting our expectation? Or can the faculty do a better job in measuring this outcome?

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Finished
- **Priority:** High
- **Implementation Description:** Fall 2011: The dance faculty decided to utilize a "reflective paper" rubric to assess all student written work in DAN 401. The rubric allows for consistency in assessment, with the appropriate amount of flexibility for individual instructor assignments. This was first used Fall, 2011. This change will apply to all majors.
Capstone final project target

The target was not met because of one weak student project in the course. Because this is a culminating project, it is expected that its quality be high and that the stakes be correspondingly high. The full faculty (upon review this report) will discuss if the target should be changed.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Implementation Description: Fall 2011 faculty discussion: We will change the target to 80% and see how this works after gathering 2 years of data. Hopefully, this will better address intellectual disparity.
Projected Completion Date: 10/29/2011
Responsible Person/Group: Stacy plus full faculty
Additional Resources Requested: allocated dance faculty meeting

Oral presentation of research, where is the weakness?

Where this measure is successful is in that it measures content as well as presentational skills. It has not been met for 2 reporting cycles now, but has not been missed by too much. We will leave the target as it is for one more year and work instead to prepare students on the front end of the challenges of this presentation. This is a culminating experience and should be rigorous. Aside from program reporting, the dance faculty can look at the rubrics for these presentations and determine where the weaknesses are? Content? Adapting to context? Speaking skills? Supplementary materials? Once this information is had, the instructor can work to address them specifically in the course. SU14: measure was met in 13-14, but there is still concern for student achievement in the culminating PC work (senior project, capstone, thesis writing). This topic is being address by faculty and is included in current curriculum revisions. new 13-14 action plan is another version of this, so this will be deleted and the 13-14 plan will take over.

Established in Cycle: 2010-2011
Implementation Status: Terminated
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Oral Presentation of Contextual Research | Outcome/Objective: Articulate dance theoretically and aesthetically
Projected Completion Date: 08/30/2011
Responsible Person/Group: Stacy

Performance exams in DAN 401 and assessing them

The process of aggregating the data suggests a variance in how students are being assessed in performance exams in individual sections of DAN 401. DAN 401 faculty should meet as a whole to determine their assessment methods and which are shared and which are unique. The content of the performance exams are not the issue, but how each individual instructor determines if they are being met or not perhaps is. Each student encounters up to 4 different instructors and assessment process per year in DAN 401, so this action is certainly relevant to assuring course continuity in terms of the experience of the students who take it repeatedly.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: DAN 401 Performance Exam | Outcome/Objective: Perform exit competencies in dance technique

Implementation Description: Fall 2011: The dance faculty met to review this measure and target. We decided to NOT change the target, but to work harder to impart and share the relevance of the final performance assessments with our students. Specifically, these activities prepare students for high stakes performing, which they will encounter in the profession. Additionally, these activities reflect the rigor and high expectations within our program. Also these performances are just a component of the final grade.

Projected Completion Date: 10/30/2011
Responsible Person/Group: Stacy, Meredith, Kelly, Elizabeth

RDC acceptance
We had the largest body of auditionees SP11 ever. There was a 50% chance of being cast in the Repertory Dance Company (RDC). Because we do not see this trend changing, target will be changed to 65% of students are accepted into the company. The dance program is developing RDCII as a training ground for students who did not get into RDC, so the target may be modified to add a target about 50% of those not accepted opt to participate in RDCII.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Participation in the Repertory Dance Company | Outcome/Objective: Prepared to participate in various fields of dance

Implementation Description: FA11 faculty discussion: We decided to change to measure for this objective. We will now report on the process portion of the RDC grade. This should be a better indicator of student preparedness to work in the profession.

Projected Completion Date: 10/30/2011
Responsible Person/Group: Stacy plus dance faculty

substitute for external evaluations for RDC members
No data was reported this cycle because our guest artists residencies did not include setting a work (and thus evaluating) our RDC dancers. Residencies instead included master classes and lectures. For the upcoming year, we will have at least one guest artist who can do this evaluation. However, is there an alternative in case the opportunity doesn't exist for an external judgement such as this? Should faculty evaluate RDC members not in their own works? And should we do so with a slightly different perspective, one that is maybe more akin to what exists in the professional world of dance? Dance faculty to brainstorm the idea with the objective being: how can we satisfy this measure when we do not have a guest artist set a work? Added in SU 14: faculty need to consider if there should be an alternative measure here or if the measure should be deleted.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: External Evaluations | Outcome/Objective: Prepared to participate in various fields of dance

Projected Completion Date: 10/30/2011
Responsible Person/Group: Stacy plus full dance faculty

Thesis target update
This target has not been met for 3 reporting cycles now and needs to be revised. Whereas at first we thought there was always one outlier affecting the data, now we see that there IS always one outlier affecting the data. The target for quality of work needs to be accommodated in the updated target. (Of note, there has also always
been at least one student doing an Honors Thesis as a part of this same data.)

Established in Cycle: 2010-2011  
Implementation Status: Finished  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Thesis | Outcome/Objective: Articulate dance theoretically and aesthetically

Implementation Description: Updated to 2.8 in 11-12 Plan.  
Projected Completion Date: 08/30/2011  
Responsible Person/Group: Stacy

212/310/312/410 target update
In both emphasis areas, all targets for this measure were mainly not met. There has been some revision to the written work required in these courses (project proposal, final paper, journal), but targets were also not met last year. The targets should be REVISED as clearly program expectations are not in line with student achievement. At the same time, the accompanying and observable work of student in their choreography IS meeting expectations, so while are targets are high, lowering them should not sacrifice the quality of student creative work.

Established in Cycle: 2011-2012  
Implementation Status: Finished  
Priority: High  
Implementation Description: full faculty discussion FA12  
Responsible Person/Group: Stacy and choreography faculty

Final projects/DED 360
This target was almost met, with the one course where student achievement was lacking being DED 360. DED 360 is WI and SI and we know it poses a serious challenge for our majors. Target will not be changed because we have high expectations in all our courses, and lowering expectations in a particularly rigorous course is not in order.

Established in Cycle: 2011-2012  
Implementation Status: Finished  
Priority: High  
Implementation Description: full faculty discussion FA12.  
Responsible Person/Group: Stacy and dance ed faculty

Repertory Dance Company Process Score target.
Target was not met by either Dance Education or Dance Performance/Choreography students. This was the first year we have used this measure, so we will wait to see if it is met or not next year. Knowing the average RDC Process Score will, in a larger view, assist the dance department in determining where student weakness are in the RDC experience.

Established in Cycle: 2011-2012  
Implementation Status: Finished  
Priority: High  
Implementation Description: full faculty discussion FA12.  
Responsible Person/Group: Stacy and dance faculty.

212, 301, 312, 410 targets
Target have not been met over successive reporting cycles. Scope of target may be to broad (should 212 and 310 be included?) Are assessment instruments consistent? Are expectations too high? What is relation between Quality of Work score and scores in these areas (project proposal, final paper, journal)?
Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Responsible Person/Group: SRF plus composition/choreography faculty

RDC target
An updated RDC rubric requires an updated target. The new rubric does not have a "process" portion. 2012-2013 finding are likely skewed for this reason.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Responsible Person/Group: SRF and dance faculty

review capstone final presentation
Target will be reviewed; it has not been met consistently over the past 4 reporting cycles. Unit expectations need to be considered and include consideration of expectations for PC versus DED.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Capstone final presentation | Outcome/Objective: Comprehensive knowledge of dance
Responsible Person/Group: SRF and dance faculty

review graduate survey targets and administration
Are our expectations reflective of the sentiments of our graduating seniors? Is the survey administered at the best time? Should it be given twice so that we have 2 sets of data to compare? It seems that seniors at the point of graduating are second guessing "how good they are" and that this is skewing their perception of their technical (and other) competence.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Alumni Survey- Apply and Demonstrate Knowledge | Outcome/Objective: Applies and demonstrates knowledge of dance-making
Measure: Alumni Survey- Career Preparedness | Outcome/Objective: Prepared to participate in various fields of dance
Measure: Alumni Survey- Dance Technique | Outcome/Objective: Perform exit competencies in dance technique
Measure: Alumni Survey-Theoretical/aesthetic understanding | Outcome/Objective: Articulate dance theoretically and aesthetically
Responsible Person/Group: SRF and faculty

revise RDC target
The target for the updated measure was not realistic. The target will be modified to 90%, instead of 100%.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Responsible Person/Group: SRF and dance faculty

revise target for performance and written presentations in comp & choreo
Target has either been not met or partially met for several years. The measure has been undated in the past 3 years, but it needs to be reviewed again. Because this is a multi-part target, we need to know if there are trends in certain areas of the target where students are not meeting our expectations.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Performance and written presentation  
- **Outcome/Objective:** Applies and demonstrates knowledge of dance-making  
- **Additional Resources Requested:** SRF and comp/choreo faculty

**Revise thesis target**

Target has not been met for several reporting cycles. Expectations of student achievement and the scope of the written thesis need to be addressed. (This overlaps with GEC assessment reporting because this is a GEC 07 course).

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Thesis  
- **Outcome/Objective:** Articulate dance theoretically and aesthetically  
- **Responsible Person/Group:** SRF, Meredith

**Analysis Questions and Analysis Answers**

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

The data shows that we are doing an outstanding job in technically training Performance/Chorography emphasis area majors. 5 of 6 measures were met. The 6 measures used range from low to high stakes performing situations, vary across technical styles, and incorporate the ability to critically reflect upon one’s own technical achievement. The technical development of our BFA majors is paramount our BFA program.

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

SLO#2 measures our student’s abilities to display a comprehensive knowledge of dance. This measure pulls data from a large sampling of coursework and assignments. The unmet measure (#1) is in the Capstone final presentation, which is disconcerting because it is culminating and intended to be a "defining moment" in each major’s path to graduation. As mentioned elsewhere in this report (and in Annual & Periodic GEC Assessment Reporting), student achievement and program goals/expectations in this area are under review. We need to determine an appropriate balance between the scope of this project, our expectations, and what individual students need to succeed in the real world. SLO #3 is concerned with preparing our students to participate in the field of dance. We use 3 measures to determine how we are succeeding this area annually. In this reporting cycle, 1 measure was unreported and the other 2 were not met. The dance unit will attend to Measure #11 (participation in RDC), although the average score was high (92 out of 100). Overall, the 2014 graduate survey yielded lower results than expected and this also plays into SLO #3. Perhaps there are also other ways to measure how prepared our students are to participate in the field of dance? SLO#4 falls prey to lower than expected alumni survey results as does SLO#3. SLO#4 measures a student’s ability to articulate dance theoretically and aesthetically. The written thesis is a key measure used to determine this and, as is mentioned above and in the Continuous Improvement portion of this report, the dance unit is prepared to address student achievement in this area. The issue of the graduate survey is a new one for the dance unit. Results do not seem to mesh with what we would expect. For instance, we know what skill level is needed for a dancer to be ready to enter the profession and we know what kind of broad knowledge they will need to make an impact in the field. However, there appears to be a disconnect between what we know and what student’s perceive. This can be addressed explicitly in our interactions with students throughout their senior year, project and research.
Program Summary

The Dance department was productive and saw positive external reward over the course of this reporting cycle. Highlights are listed below. (Please note that the overlap in this section between the two dance reports reflects the organizational and instructional overlap between our two emphasis areas). Our enrollment was 75 majors in 2013-2014 with seven full time faculty members. We graduated 11 majors. We implemented electronic, juried assessments. Faculty no longer circle numbers on forms. Students are provided a summary of their jury that is quantitative as well as rich with extensive written commentary from the full faculty. We started our curriculum revision, to be implemented Fall 2015. The process is inclusive and extensive (and is described more in the "Continuous Improvement" section). Faculty member, Meredith Early, had her work Beyond/Him selected to represent the South region of the National College Dance Festival. The work will be performed by five dance majors at the Kennedy Center in June, 2014. In our second year without our main performance venue, the Mannoni Performing Art Complex, we continued to produce student and faculty work. Concert dance is now augmented with Dance for Film, site specific dance, etc. Our student performance ensemble performed in downtown Hattiesburg, at Kamper Park, at Brewski’s, at The Thirsty Hippo, etc. Our relations with these communities are increased and our students are more prepared for “dance in the real world.” We had our second exchange day with the dance department at Belhaven University. This event was an artistic exchange that demonstrates the spirit of collegiate dancers in Mississippi. This is also an opportunity for students to gauge their skills against others and to network. The dance program had seven guest artists in 2013-2014. These mini residencies are supported through grants and the service of dance faculty and are critical to exposing our majors to the field. We may have had one too many in this reporting cycle and will scale accordingly in the coming years. The dance department collaborated with the theatre department on a devised theatre production as part of a $20,000 National Endowment for the Arts grant. The Dance Advisory Board was initiated and was extremely active in the areas of audience and membership development, marketing and public relations and alumni development. Particularly, the dance department has gone social and has a strong presence on Facebook and Instagram. This is significant as we are working towards non-print media to advertise our productions. We had students successfully awarded scholarships to attend the American Dance Festival in summer, 2014. Dance faculty were awarded a Summer Grant for the Improvement of Instruction, Partners for the Arts grants and a CoAL faculty research grant. A student received a University undergraduate research grant to produce a dance film. Dance faculty were involved in service at all levels of the University, including University Assessment Committee, Faculty Senate, Council of Chairs, Space Planning Committee, etc.

Continuous Improvement Initiatives

Some actions in the dance unit are broader than discrete action plans. Actions currently underway (or planned) that are done so in the spirit of continuous improvement include the following. Please note that the items below, with the exception of #2, are duplicated for both dance reports. This is because the degree plans, instruction and faculty greatly intersect and overlap. Almost never do we distinguish between the two emphasis areas of our BFA degree. As a department offering one BFA degree with two emphasis areas (Performance/Choreography and Dance Licensure), we have a long-standing commitment to holding all students, regardless of emphasis area, to the same standards. Most dance coursework is offered to students of both emphasis areas and courses of study do not diverge until the junior year. We have planned both our WEAVE reports to diverge where appropriate. For example, the Performance/Choreography plan incorporates reporting on their senior choreographic project and accompanying written thesis. Conversely, the Licensure plan includes many measure related to student teaching. Over the course of annual program reporting, we are beginning to see where students in one emphasis area or the other excel in certain courses/experience/etc. The dance unit needs to consider if the shared measures (performance in technique courses and in dance coursework that all majors take) need to have the same target for students of both emphasis areas. We need to review measures that HAVE been met over 5 or 6 reporting cycles then see if we should raise our expectations/targets. These include for the Dance BFA Plan: Measures 1, 2, 10, 21, 24. We need to keep an eye on the new “Acceptance Rate” measure that assesses Student Achievement. It will be informative to see how this measure relates to demand for our program in addition to its quality. The largest instance we have of Continuous improvement is the current, complete curriculum revision process that is underway. The full faculty has reviewed our mission, our strengths, our relevance and the state of the field with input from our accrediting agency and alumni. Intended to be implemented Fall 2015, we are redesigning all Dance degree plans. This includes adding/deleting courses, modifying how we offer elective choices and creating room for
students to study off campus in a way suited for them. Without doubt, assessment results from this process and from annual GEC reporting are key factors in our decision making. Recognizing that students need performance opportunities each semester in order to gain performance skills (which we measure in this report), we formalized Repertory Dance Company 2 (RDC2), to a greater degree. RDC2 tours on behalf of the department and is a training ground for students who are not quite skilled enough to be accepted into the first Repertory Dance Company. One particular item spans several discrete action plans and concerns student achievement in their senior project and accompanying written thesis. Through this report and through annual GEC reporting, it is clear that we need to continue to address this facet of our program. Changes to instructions and courses have been implemented at the most local level and efforts have been made to address student achievement from a broad perspective through looking at course progressions and overlap. More work is to be done.

Closing the Loop

In this reporting cycle, some planned actions have been completed. These include the following: 1. We decided to not include student participation in off-campus study (in intersession and/or summer programs) because we were only measuring a student’s ability to afford such an opportunity. In the future, our degree plan will likely include some form of required off campus work (internship, service learning, etc.) and that can potentially be a better and more fair way to assess our student’s preparedness for the post baccalaureate success. 2. Beyond the scope of last year’s action plans, we are seeing more success in the performance component of our program. Specifically, there appears to be more consistency in instructor evaluation of individual student performances (we see this as we aggregate the data from specific courses). There is also a clear, demonstrated pattern of student performance in DAN 401/402 that meets our expectations. These can be contributed to a pattern of annual, internal review that the dance unit engages in.