

Detailed Assessment Report
As of: 10/04/2013 09:28 AM EST
2012-2013 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 (2012-2013) - Target: Met

FA12: (performance juries only occur in the Fall semester) Target met. 86% of students (6 of 7) completed performance jury and recieved 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 (2012-2013) - Target: Met

FA12: Target met. 100% of students (17 of 17) earned grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 92.

SP13: Target met. 100% of students (13 of 13) earned grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 86.

Overall, target met with 100% of students (30 of 30) earning grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 89.

M 3:Alumni Survey- Dance Technique

Responders to graduate/alumni survey indicate they were technically prepared to enter the field of dance.

Target:

80% of responders to graduate/alumni survey indicate they were technically prepared to enter the field of dance. 80% of respondents rank technical preparedness at 4 or higher (out of 5).

Findings (2012-2013) - Target: Met

Alumni survey administered in 2012-2013 reporting cycle. Data is reported separately for alumni and graduates from 2012-2013.

Alumni findings: Target met. 95% of responders (21 of 22) to alumni survey indicated they were technically prepared to enter the field of dance. Average score was 4.5 out of 5 with 21 of 22 responders "agreeing" or "strongly agreeing" to statement of technical preparedness.

2012-2013 graduates findings: Target met. 100% of responders (5 of 5) to graduate survey indicated they were technically prepared to enter the field of dance. Average score was 4.2 out of 5 with all responders "agreeing" or "strongly agreeing" to statement of technical preparedness.

Overall, target met for graduate and alumni with 26 of 27 responders "agreeing" or "strongly agreeing" to statement of technical preparedness. Overall average score was 4.35.

M 4:Growth grade in DAN 402

In DAN 402, student technical and artistic growth is quantified in a growth grade 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 75 (out of 100) on growth grade in DAN 402.

Findings (2012-2013) - Target: Met

FA12: Target met. 100% of students (12 of 12) earned at least 75 (out of 100) on growth grade in DAN 402. Average score was 90 (out of 100).

SP13: Target met. 85% of students (11 of 13) earned at least 75 (out of 100) on growth grade in DAN 402. Average score was 85 (out of 100). Overall, target met. 92% of students (22 of 25) earned at least 75 (out of 100) on growth grade in DAN 402. Average score was 87.5 (out of 100).

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 (2012-2013) - Target: Met

FA12: Target met. 83% of students (10 of 12) earned at least 37.5 (out of 50) in DAN 402 performance exam. Average score was 44 (out of 50).

SP13: Target met. 100% of students (13 of 13) earned at least 37.5 (out of 50) in DAN 402 performance exam. Average score was 44 (out of 50).

Overall, target met. 92% of students (23 of 25) earned at least 75 (out of 50) in DAN 402 performance exam. Average score was 44 (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 (2012-2013) - Target: Met

FA12: Target met. 92% of students (13 of 14) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 90 (out of 100).

SP13: Target met. 100% of students (30 of 30) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 90 (out of 100).

Overall, target met. 97% of students (43 of 44) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 90 (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:

80% of all projects will earn minumim score of 2.8 out of 4.

Findings (2012-2013) - Target: Met

FA12: Target met. 90% of students (4 of 5) earned a score of at least 2.8 (out of 4) on final research presentation in Capstone course. Average score was 3.1. (Capstone is only offered in Fall semesters.)

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:

80% of all projects will earn minumim score of 75 out of 100.

Findings (2012-2013) - Target: Met

FA12:

DAN 131: Target met. 94% of students (17 of 18) earned at least 75 (out of 100) on final project. Average score was 87.

DAN 240: Target met. 100% of students (10 of 10) earned at least 75 (out of 100) on final project. Average score was 87.

DAN 431: Target met. 82% of students (14 of 17) earned at least 75 (out of 100) on final project. Average score was 87.

DED 360: Target met. 100% of students (8 of 8) earned at least 75 (out of 100) on final project. Average score was 95.

SP13:

DAN 340: Target met. 93% of students (13 of 14) earned at least 75 (out of 100) on final project. Average score was 93.

Overall, target met. 93% of students (62 of 67) earned at least 75 (out of 100) on final projects. Average score was 90.

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 (2012-2013) - Target: Met

SP13: Target met. 100% of students (5 of 5) passed exit interview with faculty subcommittee with a score of at least 2.5 (out of 4). Average score was 3.8. (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 two semesters in DAN 420. Students are given Process and Product grades by the choreographers with whom they work. The Process Grade includes: Professionalism/Approach & Attitude; Commitment to the Choreographic Process; Consistency in Work Ethic; Ability to Receive & Apply Feedback, Coachability; Investment in the Development/Evolution of the Dance; Spirit of Exploration; Personal Improvement in Artistry; Commitment to Fellow Cast Members & Choreographer

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

Target:

At least 100% of student earn at least 54 (out of 60) on Process Grade for Repertory Dance Company.

Findings (2012-2013) - Target: Not Met

FA12: Target not met. 90% of students (19 of 21) earned targeted score. Average score was 56.

SP13: Target not met. 56% of students (17 of 30) earned targeted score. Average score was 54.

Overall, target not met. 71% of students (36 of 51) earned targeted score. Average score was 55.

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...

RDC target

Established in Cycle: 2012-2013

An updated RDC rubric requires an updated target. The new rubric does not have a "process" portion. 2012-2013 findings are lik...

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. If no guest artist is available faculty will evaluate students in RDC performance on "Evaluation of the Dancer" rubric.

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 (2012-2013) - Target: Met

SP13: Target met. 100% of students (15 of 15) earned at least 80 (out of 100) in evaluation from guest artist. Average score was 92. All scores were a combination of Adrienne Clancy and faculty rehearsal director.

(Guest artist residency only took place in Spring semester).

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 R...

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:

80% of respondents rate dance program curriculum at 4 or higher (out of 5).

Findings (2012-2013) - Target: Met

Alumni survey administered in 2012-2013 along with survey of 2012-2013 graduates.

Findings are presented independently and combined.

Alumni findings: Target met. 100% of alumni responders (22 of 22) rated the comprehensiveness of the dance program and their preparedness to enter the profession at at least 4 (out of 5). Average score was 4.6 (out of 5) with all responders "strongly agreeing" to statement regarding dance program curriculum.

2012-2013 graduates findings: Target met. 100% of graduating students (5 of 5) rated the comprehensiveness of the dance program and their preparedness to enter the profession at at least 4 (out of 5). Average score was 4.6 (out of 5) with all responders "agreeing" or "strongly agreeing" to statement regarding dance program curriculum.

Overall, target met with 27 of 27 alumni and 2012-2013 graduates "agreeing" or "strongly agreeing" to statement regarding dance program curriculum. Average score was 4.6.

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...

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 2.8 (out of 4.0)
- b. 90% of student written theses display substantial research and evaluation of quality of writing earns a minimum score of 2.8 (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 2.8 (out of 4.0)

Findings (2012-2013) - Target: Not Met

Thesis writing is only offered in the Spring semester. SP13: a) Target not met. 80% of student written theses (4 of 5) displayed substantial research and evaluation of content earned a minimum score of 3.0 (out of 4.0). Average score was 3.2. b) Target not met. 80% of of student written theses (4 of 5) displayed substantial research and evaluation of

quality of writing earned a minimum score of 3.0 (out of 4.0). Average score was 3.4. c) Target not met. 80% of student written theses (4 of 5) 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 2.6.

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...

Thesis targets

Established in Cycle: 2012-2013

Portions of the multi-part target have not been met in several reporting cycles. Target will be reconsidered. Format of Thesis w...

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 (2012-2013) - Target: Met

Assessment occurs in Fall semester only. Target met. 100% of students (5 of 5) earned at least 2.5 points (out of 4) on oral presentation rubric. Average score was 3.1.

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 repo...

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:

80% 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 (2012-2013) - Target: Met

Alumni survey administered in 2012-2013 along with survey of 2012-2013 graduates. Findings are presented independently and combined.

Alumni findings: Target met. 93% of alumni responders (41 of 44) rated their sense of

theoretical placement and understanding in the field of at least 4 (out of 5). Average score was 4.4 (out of 5).

2012-2013 graduates findings: Target met. 100% of graduating students (5 of 5) rated their sense of theoretical placement and understanding in the field of at least 4 (out of 5). Average score was 4.8 (out of 5).

Overall, target met with 94% (46 of 49) of alumni and 2012-2013 graduates rating their sense of theoretical placement and understanding in the field at least 4 (out of 5). Average score was 4.6.

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:Oral and written presentation

Students track and articulate their individual choreographic and aesthetic preferences and technical growth. This is evidenced in oral and written research presented in DAN 212, DAN 310, and DAN 312 and DAN 410. Journals, project proposals and final papers are the written documents 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 project proposal in DAN 310, 312, 410.
- b. 90% of students earn at least 3 points (out of 4) on final paper in DAN 212, 310, 312, 410.
- c. 90% of students earn at least 4 points (out of 4) on journal in DAN 212, 310, 312, 410.

Findings (2012-2013) - Target: Not Met

a. Project proposal

SP13: DAN 312. Target not met. 50% of students (4 of 8) earned at least 3 (out of 4) on project proposal. Average score was 3 (out of 4).

FA12: DAN 312. Target met. 100% of students (3 of 3) earned at least 3 (out of 4) on project proposal. Average score was 3.9 (out of 4).

FA12: DAN 410. Target met. 100% of students (5 of 5) earned at least 3 (out of 4) on project proposal. Average score was 3.5 (out of 4).

Overall for project proposal, target not met. 75% of students (12 of 16) earned at least 3 (out of 4) on project proposal. Average score was 3.5 (out of 4).

b. Final paper

FA12: DAN 212. Target not met. 80% of students (8 of 10) earned at least 3 (out of 4) on final paper. Average score was 3.3 (out of 4).

SP13: DAN 310. Target not met. 66% of students (6 of 9) earned at least 3 (out of 4) on final paper. Average score was 2.9 (out of 4).

SP13: DAN 312. Target met. 100% of students (8 of 8) earned at least 3 (out of 4) on final paper. Average score was 3.7 (out of 4).

FA12: DAN 312. Target not met. 66% of students (2 of 3) earned at least 3 (out of 4) on final paper. Average score was 3.3 (out of 4).

FA12: DAN 410. Target met. 100% of students (5 of 5) earned at least 3 (out of 4) on final paper. Average score was 3.4 (out of 4).

Overall for final paper, target not met. 83% of students (29 of 35) earned at least 3 (out of 4) on final paper. Average score was 3.3 (out of 4).

c. Journal

FA12: DAN 212. Target not met. 100% of students (5 of 5) earned at least 3 (out of 4) on journal. Average score was 3.1 (out of 4).

SP13: DAN 310. Target met. 90% of students (9 of 10) earned at least 3 (out of 4) on journal. Average score was 3.3 (out of 4).

SP13: DAN 312. Target met. 100% of students (8 of 8) earned at least 3 (out of 4) on journal. Average score was 4 (out of 4).

SP13: DAN 312. Target met. 100% of students (3 of 3) earned at least 3 (out of 4) on journal. Average score was 4 (out of 4).

FA12: DAN 410. Target not met. 60% of students (3 of 5) earned at least 3 (out of 4) on journal. Average score was 3.5 (out of 4).

Overall for journal, target not met. 80% of students (28 of 35) earned at least 3 (out of 4) on journal. Average score was 3.6 (out of 4).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

212, 301, 312, 410 targets

Established in Cycle: 2012-2013

Target have not been met over successive reporting cycles. Scope of target may be too broad (should 212 and 310 be included?) Ar...

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 (2012-2013) - Target: Met

Oral defense of thesis occurs in the Spring semester only. SP13: Target met. 100% of

students (5 of 5) 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:

80% 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 (2012-2013) - Target: Met

Alumni survey administered in 2012-2013 along with survey of 2012-2013 graduates. Findings are presented independently and combined.

Alumni findings: Target met. 86% of alumni responders (19 of 22) rated their ability to apply and demonstrate knowledge of dance-making at at least 4 (out of 5). Average score was 4.4 (out of 5).

2012-2013 graduates findings: Target met. 100% of alumni responders (5 of 5) rated their ability to apply and demonstrate knowledge of dance-making at at least 4 (out of 5). Average score was 4.2 (out of 5).

Overall, target met with 89% (24 of 27) of alumni and 2012-2013 graduates combined rating their their ability to apply and demonstrate knowledge of dance-making at at least 4 (out of 5). Average score was 4.3 (out of 5).

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. Administered Fall 2012.

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.

Projected Completion Date: 10/29/2011

Responsible Person/Group: Stacy plus dance faculty

Additional Resources Requested: allocated faculty meeting

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 of 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.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Oral Presentation of Contextual Research | **Outcome/Objective:** Articulate dance theoretically and aesthetically

Implementation Description: Target not modified and met in 12-13. No change needed; instructional strategies and presenting the assignment as "high stakes" seem to have had an impact.

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 the 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?

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: If no guest artist is available, faculty will evaluate students in RDC performance on "Evaluation of the Dancer" rubric. Evaluation will be done outside the scope of faculty and students working together in faculty choreographic projects.

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 our 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. Faculty decided to modify targets.

Responsible Person/Group: Stacy and choreography faculty

Change Capstone target

After 2 years of this target not being met, it is clear that student achievement is not on par with faculty expectations. Yes, we wish students were more consistently successful in this presentation. The course structure has been modified several times to allow for more in class time, more lead time, etc to facilitate success in this presentation. Efforts are being made to have more overlap between Capstone and DAN 410. Also, restructuring DAN 431 should help students be better prepared for this presentation.

It is time to lower the target to 75% earn 3 out of 4? Or should we make curricular strategies first?

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Implementation Description: faculty meeting to discuss FA12. Target modified to 80% earn 3 out of 4.

Responsible Person/Group: Stacy

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

Graduate survey and technique

This target was not met because one student was suffering an injury at the point of graduation and was unsure about her technical abilities. The dance faculty, familiar with the profession and with working through injuries understand this phenomenon and are not concerned about this student's technical preparedness. The data is transparent. Target will not be changed.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Implementation Description: Subsequent survey revealed suspicions of 11-12 results in this area to be true. Small sample sets can do this.

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 weaknesses are in the RDC experience.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Implementation Description: full faculty discussion FA12. This remain an issue after 12-13 reporting cycle.

Responsible Person/Group: Stacy and dance faculty

Thesis target update

This target has not been met for 3 reporting cycles. Student work on thesis writing is passing, but could be of higher quality from all students. Seeking more overlap between research undertaken in DAN 410 and DAN 411 will assist in improving the quality of thesis work and the faculty plan to work towards this in 12/13.

Target will not change because our expectations are not lowered.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Implementation Description: full faculty discussion FA12 Targets modified for 12-13 cycle; they were still not met.

Responsible Person/Group: Stacy and 410 instructors

212, 301, 312, 410 targets

Target have not been met over successive reporting cycles. Scope of target may be too 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: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Oral and written presentation | **Outcome/Objective:** Applies and demonstrates knowledge of dance-making

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 findings are likely skewed for this reason.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: SRF and dance faculty

Thesis targets

Portions of the multi-part target have not been met in several reporting cycles. Target will be reconsidered.

Format of Thesis writing is changing and more faculty are being rotated into instruction, so it is an appropriate time to clarify minimum expectations.

Established in Cycle: 2012-2013

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Thesis | **Outcome/Objective:** Articulate dance theoretically and aesthetically

Responsible Person/Group: SRF

Analysis Questions and Analysis Answers

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

You will notice overlap in this section and the following in the Licensure emphasis and the Performance/Choreography emphasis area assessment reports. This is intentional and reflects that our majors, regardless of emphasis area, are in the same courses and are held to the same expectations. When measures are specific to one area, they are only addressed in the corresponding report.

Reviewing the findings in this report reveal that we are primarily meeting targets for all SLOs. SLO#1 and #2 were met by all measures. This indicates that we are doing well in developing the technical skills of our majors. For SLO #1 there are 6 measures that vary from performance to written work, so we are assured that our majors are proficient in their skill acquisition on both physical and cognitive levels. SLO#2 (comprehensive knowledge of dance) is one in which our majors have been inconsistent in the past, especially with the written thesis. This year, however, we met all targets for this outcome. That SLO #1 and #2 are both met affirms our department value for majors being skilled and further able to integrate their skills to "non-dance" coursework.

Part of training artists in any field is preparing them for the realities of the "real world" when they graduate. SLO#3 is directly concerned with this. SLO#3 was met except for the measure regarding student work in the Repertory Dance Company which is under review. (Student achievement is not the issue, but how our unit measures it is.) It is worth mentioning that one measure for this SLO, as in others, is the results of an alumni survey. That alumni view themselves as prepared for the field is perhaps the most valuable indicator.

SLO#4 lets us know how we are doing in educating our majors about the historical and aesthetic context of their work. Of the three measures we use to assess this, we fell short in one: the thesis. (See Areas Needing Attention below). SLO#5 expresses how our students are able to apply and demonstrate their knowledge of dance making. Two of three measures were met. (See below for discussion of the measure not met).

There are obvious areas to reconsider which are addressed below. We will maintain our present expectations and targets for another reporting cycle to be assured of student achievement over a span of time.

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

While each program SLO was met through more than one measure, there are still areas for improvement. They are:

1.
SLO#4 lets us know how we are doing in educating our majors about the historical and aesthetic context of their work. Of the three measures we use to assess this, we fell short in one: the thesis. This is a recurring issue. We have already worked to define what we want the written thesis to be. We have assessment instruments that work. We have thought about the curricular progression from Capstone and Senior Project through Thesis Writing and the Oral Defense. We have modified instructional strategies, although more attention will be needed in this area as class sizes are expected to grow in the near future. What needs more attention at this juncture is the course progression from other courses to thesis writing. We just started conceptualizing how the upper level Dance History course can positively influence thesis writing, but mainly in terms of how the former can give students practice in writing. The issue we see in this report is contextualization and student ability to situate their own creative research in the larger field. How this is developed in the history course and in others needs to be addressed so that seniors can do so at a more sophisticated level in their final written thesis.

An additional factor is the balance between necessary student autonomy in the process of content development and developing student skills in planning and time management. At present drafts are ungraded, but this will be reconsidered because students do not consistently demonstrate accountability to themselves and their work.

2.
SLO#5 expresses how our students are able to apply and demonstrate their knowledge of dance making. The existing measures are adequate, but the unit will consider adding a measure here, specifically the score from the "Quality of Work" rubric for the Senior Choreographic Project. This would add a summative assessment to the measures for this SLO.

3.
It appears that guest artists evaluate our student dancers in their work from a less rigorous perspective than the regular dance faculty do. This was immediately apparent in the data received and for this reason, we have modified the measure/target to reflect a score that is partially the guest artist and partially the RDC director or faculty rehearsal director.

4.
We are still not satisfied with how we are assessing/reporting on student written work in composition/choreography courses. Our measure (meas. #20) regarding journals, final papers and project proposals in DAN 212, 310, 312 and 410 needs attention. In the past 3 years we created and implemented a consistent assignment across these courses, but it appears that there is not yet consistency in how they are evaluated (by the instructors, who rotate) and/or in how "featured" or attended to they are in each course (specifically the journal).

5.
Assessment of student work in RDC needs attention. The measure (meas. #11) was changed for the 12-13 reporting cycle, but mid-cycle the assessment instrument was changed as well. The data in this report does not completely capture what we wish for-which is student work in the rehearsal process (not the process and product combined). What we ultimately care about knowing is how prepared our students are for the "real world" (SLO #3).

Annual Report Section Responses

Program Summary

The following events were unique to the 2012-2013 year. This section is the same for both BFA emphasis areas.

- We expanded our faculty to seven with the addition of an Instructor. Rebecca McArthur instructed 10 courses and contributed to the artistic community. Students benefitted from her perspectives on technical training and faculty benefitted from a new (non-USM) perspective.
- Due to asbestos abatement, our primary performance venue, the Mannoni Performing Arts Center (PAC) was not available to us. We had anticipated this for the Fall semester, but the February 2013 tornado rendered it unusable for our Spring production. We compensated (and met accreditation standards for performance and choreographic opportunities for our majors) through producing a series of site-specific works in the Hattiesburg area in fall and in reconfiguring our Spring PAC concert into a series of smaller concerts in the convertible dance studio theatre. It was not ideal, but we managed. The site-specific works were wildly successful in terms of audience attendance, creating visibility for the department and in generating buzz.
- On July 1, 2013, we officially became a stand-alone department at USM. We split from the Theatre department and now govern ourselves autonomously within the institution. This is the result of several years of work and planning and has been a point of pride and celebration all year long.
- Faculty were prolific in their creative research, Prof. White published in the *Journal of Dance Education*, and faculty made off campus research and creative presentations. White was awarded the CoAL Teacher of the Year and Reischman Fletcher was honored with the *Dance Teacher* magazine 2013 Award in Higher Education. Faculty are serving on national board and hold leadership positions in service organizations. Lester chaired the UAC and Reischman Fletcher the Academic Council.
- Surprisingly, there was no Gala concert at the American College Dance Festival in March 2013. Our department made a very good showing, especially with the faculty works, but we missed the opportunity to show our work more than once in the regional setting.
- 2012-2013 saw the advent of departmental strategic planning, which includes curricular revisions and possible degree expansion. The process is inclusive, focused and will generate a 5 year plan for the department. This is in part a result of the Spring 2012 reaccreditation visit.
- The department (White and Lester) administered a grant-funded guest artist residency with ClancyWorks, a company from Washington D.C.. The residency had a large education component and integrated our licensure program in a way not typical.

We are continuing to attract a larger number and more talented incoming class. The ramifications of a more skilled incoming class should be manifest in the level of student achievement in areas such as those presented in this report. Will targets need to be adjusted in the future to account for this? Will their technical growth be paralleled by "academic" growth? Accepting students who are pre-prepared for our program and who have gone through the audition-acceptance process also appears to be contributing to a higher retention rate (although in 2012 we started deliberately addressing retention through student engagement and faculty contact). Because contemporary dance is more mainstream than it was even 5 years ago is aiding us in attracting students, assuaging parent fears about majoring in the arts and in guaranteeing that our incoming majors have exposure to the field in relevant ways.

Continuous Improvement Initiatives/Additional Action Plans

1.

Administering the alumni survey was a large scale departmental initiative encompassed and addressed more than one SLO. The electronic survey was administered to *about 40* USM dance program alums. This survey polled respondents on each of the SLOs in this WEAVE report. The responses are reported in this annual report and the department is using them for further department planning and decision making (curricular, artistic and programmatic). The alumni survey is being utilized in establishing the Dance Advisory Board, which will start work in summer, 2013. Generally, survey results are positive and reflect that our graduates are using their degrees and are satisfied with their USM dance education.

2.

In 2012-2013 we continued with administering the Chicago Dance Artist Series (CDAS). This program brings a variety of working artists from Chicago to USM to work with students in classes, rehearsals, performances, lec-dems and informal discussion. We had always intended for this program to be a way to expose our majors to dance outside of the immediate geographic region. Literally, we have brought the Chicago dance scene to our majors (and the public who participate). Our original intentions have been magnified and we now have proof that exposure to the larger dance world is essential to the training and development of our students (and will be addressed in our strategic plan). We have seen immediate success and already have a 2012 graduate performing professionally in Chicago. We intend to continue the CDAS model with dance artists from other cities and to see how we can mine the idea to augment our students' educational and artistic experiences at USM. CDAS is not included in this report as a measure because its intent (and rewards) transcend more than one program objective.

3.

We are using assessment results to help us make decisions about curricular progression across series of courses. For instance, Capstone final presentations, which are used as a key indicator of student achievement in their final year of study have been (yet again) revised in terms of the scope and expectations for the assignment. 2012-2013 saw modified targets and they were met for both emphasis areas. The curricular links between Capstone and the subsequent course in thesis writing are clearer now and we are better able to see how they work together to develop student skills. The next step is configuring how the pre-Capstone writing/speaking intensive course (DED 360) and the post-Capstone student teaching experience can likewise be beneficial and benefited within the existing curricular structure.

4.

We are revising our juried performance assessment instrument (and perhaps processes). The present one has been in use for many years. We are using new(er) faculty to contribute an outside/objective eye to our processes. We are concerned with remaining relevant and being efficient in our juried assessments.

Closing the Loop/Action Plan Tracking

Some departmental processes (for both emphasis areas) are now working effectively and efficiently and reflect past time spent as a result of annual assessment reporting and follow through. They include: assessing student work in ballet and modern technique courses with rigor and consistency; evaluating written work in modern technique courses in a way that is standard, yet flexible for the range of professors who instruct these courses; administering the exit interview and using it as a way to capture student self perceptions on their achievement at the point of graduation (literally, these happen the week of graduation).

All of the above have been under review/revision for several reporting cycles and now we see the rewards of their implementation.