

Detailed Assessment Report
2010-2011 Dance (Dance Education) 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, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Perform exit competencies in dance technique

Students are able to perform 400 level (advanced level) exit competencies in dance technique. A minimum of two semesters of both DAN 402 and DAN 401 are required.

Related Measures:

M 1: Performance exam

400-level students complete semester 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.

Achievement Target:

75% earn minimum score of 3.5 out of 5.0.

Findings (2010-2011) - Achievement Target: Met

FA10: Met. 100% of students (6/6) earned at least a 3/5 out of 5 in semester juried performance assessments. Average score was 4.5. SP11: Met. 100% of students (5/5) earned at least a 3/5 out of 5 in semester juried performance assessments. Average score was 4.7. Overall target was met with 100% of students (11/11) earning at least a 3/5 out of 5 in semester juried performance assessments. Average score over the year was 4.6.

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

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

Performance Exam

Established in Cycle: 2009-2010

Student scores in annual juried assessments did not meet targets.

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

Achievement 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 (2010-2011) - Achievement Target: Not Met

FA 10. Not met. 89% of students (17/19) earned score of at least 75 (out of 100) informed written self-evaluation on technical progress in relation to given objectives and established criteria for excellence and competency. Average score was 93.2. SP11: Not met. 72% of students (8/11) earned score of at least 75 (out of 100) informed written self-evaluation on technical progress in relation to given objectives and established criteria for excellence and competency. Average score was 85.1. Overall, target was not met. 83% of students (25/30) earned score of at least 75 (out of 100) informed written self-evaluation on technical progress in relation to given objectives and established criteria for excellence and competency. Average score was 89.2. .

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

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

Self evaluation

Established in Cycle: 2009-2010

Written self evaluation process in 401 and 402 needs re-evaluated. Are self evaluations assigned in all sections of 401 and 402...

401 self evaluations

Established in Cycle: 2010-2011

The data does not accurately show the discrepancies between scores earned by students under different instructors. SR scores are...

DAN 401 self evaluations

Established in Cycle: 2010-2011

Students in DAN 401 complete summative self evaluations that are directed, yet personalized and reflective. The range of methods...

M 3: 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)

Achievement 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 (2010-2011) - Achievement Target: Not Met

FA10: Not met. 63% of students (12/19) in DAN 401 earned score of 75 or higher (out of

100) on instructor-determined performance exams based on instructor and program approved competencies. Average score was 79.3. SP11: Not met. 81% of students (9/11) in DAN 401 earned score of 75 or higher (out of 100) on instructor-determined performance exams based on instructor and program approved competencies. Average score was 85.5. Overall target was not met with 70% of students (21/30) earning score of 75 or higher (out of 100) on instructor-determined performance exams based on instructor and program approved competencies. Average score was 82.4.

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

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

develop modern dance exit competencies

Established in Cycle: 2008-2009

Continue to move forward with this project that is already underway.

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 ...

M 4: 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)

Achievement Target:

80% of students perform variations that demonstrate technical and artistic skills and competence and earn at least 37.5 out of 50.

Findings (2010-2011) - Achievement Target: Met

FA10: Target met. 100% of students (5/5) earned at least 37.5 out of 50 on variations (Paquita, Giselle, Carmen) that required technical and artistic skill and competence. Average score was 45.5. SP11: Target met. 100% of students (2/2) earned at least 37.5 out of 50 on variations (Remanso, Duarta) that required technical and artistic skill and competence. Average score was 49.3. Overall target was met with 100% of students (7/7) earning an average score of 47.4 on DAN 402 variations.

M 5: 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 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)

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

FA10: Target met. 100% of students (5/5) earned at least 187.5 (out of 250) on growth grade.. Average score was 230.4. SP11: Target met. 100% of students (2/2) earned at least 187.5 (out of 250) on growth grade.. Average score was 222. Overall target was met with 100% of students earning an average growth grade of 226.2 in DAN 402.

M 6: Alumni Survey- Dance Technique

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 out of 5 or higher.

Achievement Target:

90% of responders to graduate/alumni survey indicate they were technically prepared to enter the field of dance.

Findings (2010-2011) - Achievement Target: Met

Target met. 100% of responders (5/5) to graduate/alumni survey indicated they were technically prepared to enter the field of dance. Average score was 4.6 out of 5 with all responders "agreeing" or "strongly agreeing" to statement of technical preparedness.

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

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

Administer exit survey to alumni

Established in Cycle: 2008-2009

The survey is done. The mailing list is a work in progress. Electronic and snail mail.

O 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 7: Capstone final Presentation

Students complete final project in Capstone course, DAN 491, that integrates field of dance education to other areas of scholarship. 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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Not Met

Target not met. 84% of students (5/6) earned minimum score of 75 out of 100 on final, integrative project presentation in Capstone. Average score was 82.5 out of 100.

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

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

Capstone course final presentation

Established in Cycle: 2010-2011

Because this is a culminating project, it is expected that its quality be high and that the stakes be correspondingly high. T...

M 8: Final Projects

Students complete final projects in individual dance theory courses (DAN 131, DAN 240, DAN 351, DAN 431, DED 360, DAN 340, DED 260, DED 361)

Source of Evidence: Project, either individual or group

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

FA10: DAN 131, met. 100% of students (8/8) earned at least 75 out of 100 on final project. Average score was 92. DAN 240, met. 100% of students (9/9) earned at least 70 out of 100 on final project. Average score was 89.3. DAN 431, met. 91% of students (10/11) earned at least 75 out of 100 on final project. Average score was 90. SP11: DAN 340, met. 100% of students (4/4) earned at least 75 out of 100 on final project. Average score was 90.8. DED 360, met. 100% of students (5/5) earned at least 70 out of 100 on final project. Average score was 91.8. DED 260, not met. 66% of students (6/9) earned at least 75 out of 100 on final project. Average score was 82.9. DED 361, met. 100% of students (5/5) earned at least 75 out of 100 on final project. Average score was 91.6. Overall, target met. 94% of students (53/56) earned at least 75 out of 100 on final project. Average score was 89.8.

M 9: Exit Interview

Seniors complete exit interview with faculty sub-committee where they discuss their progression through the program, their benchmarks of major growths, their growth, and their cognitive discoveries/understandings. 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

Achievement 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 (2010-2011) - Achievement Target: Met

Target met. 100% of students (5/5) passed exit interview. Average score was 3.7 (out of 4).

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

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

Administer exit survey more effectively

Established in Cycle: 2008-2009

Find simpler way to distribute survey to students who are not on campus.

M 10: Portfolio- DED 460/461 Student Teaching

Dance education students present two portfolios (that adhere to University and state licensure guidelines) of student teaching experience. These portfolios are compilations of both mentor and supervising teacher assessments of the skills, knowledge and disposition they display during their teaching placement as well as all required written work in a diversity of supporting pedagogical areas. Examples include weekly lesson and unit plans, reflective journals, student assessment studies, and classroom management profiles and plans to name a few.

Source of Evidence: Portfolio, showing skill development or best work

Achievement Target:

90% of students earned at least 85 points out of 100 on average of two OEFE/SPA portfolios

Findings (2010-2011) - Achievement Target: Not Met

Target not met. 80% of students (4/5) earned at least 85 points out of 100 on average of two OEFE/SPA portfolios. Average score was 92.6.

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

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

Portfolio-Student Teaching

Established in Cycle: 2009-2010

Target needs to be updated to reflect new practices in OEFE. Rigor will not change for 10-11.

Student Teaching Portfolio target

Established in Cycle: 2010-2011

This is the first reporting cycle for this measure, so even though it was not met we will not change the target for at least one...

O 3: Prepared to participate in various fields of dance

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

Related Measures:

M 11: Acceptance into 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 for Dance Education majors. Students must remain eligible through earning an un-weighted DAN/DED course grade point average of 2.5. RDC auditionees are assessed through a 4 point rubric that covers technique, creativity/improvisation and professionalism.

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

Achievement Target:

At least 70% of eligible majors audition for and are accepted in RDC. 100% of majors who

are not accepted have an overall increase in audition scores the following semester. Data is aggregated from Fall to Spring semesters.

Findings (2010-2011) - Achievement Target: Met

FA10: Target met. 88% of eligible students (16/18) auditioned for and were accepted in the Repertory Dance Company. SP11: Target not met. 63% of eligible students (12/19) auditioned for and were accepted in the Repertory Dance Company. 100% of students (2/2) who were not accepted in the Fall semester increased audition scores in the spring semester. Overall, target met with 75.5% of eligible students (28/37) auditioning for and being accepted in the Repertory Dance Company.

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

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

RDC

Established in Cycle: 2009-2010

Tracking from one semester to the next is improved, however, target should be adjusted for the Spring semester, when Freshmen ar...

M 12: Employment

Current students are encouraged to participate in summer intensives in dance and to audition for dance companies for scholarships and/or employment.

Source of Evidence: Honors and awards outside the institution

Achievement Target:

a) 10% of students participate in summer study. b) 50% of current students who audition for summer study and/or dance companies gain scholarships and/or employment.

Findings (2010-2011) - Achievement Target: Met

a) Not met. 13% of students (4/29) participated in summer study. b) Met. 50% of students who auditioned for summer study (2/4) were awarded scholarships.

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

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Guest artists in the dance program for 2010-2011 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 *Action Plan Details* section of this report.

External Evaluation

Established in Cycle: 2009-2010

Target was not met, and will not be changed. The data reflects an unusual situation with one dancer and a lack of professionalism...

Substitute for external evaluations of 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 14: Festival Participation

Dance students are encouraged to attend the annual American College Dance Festival as it is a valuable educational and professional experience.

Achievement Target:

30% of dance students attend the annual American College Dance Festival.

Findings (2010-2011) - Achievement Target: Met

Target met. 37% of students (10/27) attended the American College Dance Festival.

M 15: Licensure

Dance education graduates with licensure who try to achieve employment will have a job in the field.

Achievement Target:

75% of dance education graduates with licensure who seek employment in the field achieve it.

Findings (2010-2011) - Achievement Target: Met

Target met. 100% of graduates (1/1) who sought employment in the dance education field achieved it. (The remaining DED graduate was accepted into and is now attending graduate school).

M 16: Praxis II exam

Students will take and pass the Praxis II state teacher's examination. This exam correlates to University and state measures of effective teaching and professional readiness.

Source of Evidence: Certification or licensure exam, national or state

Achievement Target:

90% of students will pass Praxis II exam.

Findings (2010-2011) - Achievement Target: Met

Target met. 100% of students (5/5) completing licensure program passed Praxis II exam.

M 17: Teacher Candidate Evaluations

Teacher candidates are evaluated by mentor and supervising teachers using standardized instrument from the Office of Educational Field Experiences. Formative, summative, in-class and final-summative evaluations exist for both mentor and supervising teachers.

Achievement Target:

- a) 90% of students earn at least 304 points (out of 380) on mentor teacher evaluation forms.
- b) 90% of students earn at least 233 points (out of 292) on supervising teacher's evaluations.

Findings (2010-2011) - Achievement Target: Not Met

- a) Target not met. 80% of students (4/5) earned at least 304 points (out of 380) on mentor teacher evaluation forms. Average score was 358.9. (Scores were adjusted to reflect new point values on mentor teacher evaluation forms)
- b) Target not met. 60% of students (3/5) earned at least 233 points (out of 292) on supervising teacher's evaluations. Average score was 246.9. (Scores were adjusted to reflect new point values on mentor teacher evaluation forms)

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

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

mentor/supervisor evaluations and targets

Established in Cycle: 2010-2011

Target language needs to be updated to read "388 points (out of 454)" for mentor teacher evaluations and "778 points (out of 972..."

M 18: Program alumni as mentor teachers

Dance program alumni become mentor teachers in their schools, K-12. Becoming a mentor teacher requires 5 years of service at a school as well as proven excellence as an arts educator.

Source of Evidence: Academic indirect indicator of learning - other

Achievement Target:

50% of eligible K-12 dance education graduates become mentor teachers after 3 years of service. "Eligible" refers to graduates who are in-state and/or within reasonable distance so that no courtesy fee is required.

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

For 2010-2011, no dance education program graduates were eligible to become mentor teachers.

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

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

mentor teacher recruitment

Established in Cycle: 2010-2011

Once we have graduates who have been in a school for 3 years, they will be strongly recruited for mentor teachership. This is ...

M 19: 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.

Achievement Target:

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

Findings (2010-2011) - Achievement Target: Met

Target met. 100% of responders (5/5) to graduate/alumni survey indicated they thought their course of study was integrated, comprehensive and prepared them to enter the field. Average score was 4.8 out of 5 with all responders "agreeing" or "strongly agreeing" to statement regarding dance program curriculum.

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

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

Administer exit survey to alumni

Established in Cycle: 2008-2009

The survey is done. The mailing list is a work in progress. Electronic and snail mail.

O 4: Articulate dance theoretically and aesthetically

Students are able to articulate the dance experience and situate their pedagogical practices and experiences in the larger field of dance both theoretically and aesthetically.

Related Measures:**M 20: Teacher Candidates presenting concerts**

Dance education majors choreograph in their second K-12 teacher candidate placement and/or produce dance concerts in the public schools where they student teach. This project includes working on a group of dancers in developmentally appropriate ways while maintaining a commitment to the fundamental principles of quality dance-making. Final work is evaluated by the supervising teacher and through a self evaluation by the participants. Project also includes a final reflective paper that details the learning process and product, a log of all rehearsals and progress made in each as well as a comparison of the student's junior choreographic work to their dance made in the schools.

Source of Evidence: Project, either individual or group

Achievement Target:

80% of students earn at least 90 points out of 100 in creating and presenting dance in the public schools where they student teach.

Findings (2010-2011) - Achievement Target: Met

Target met. 100% of students earned at least 90 points out of 100 in creating and presenting dance in the schools where they student taught. Average score was 98.6.

M 21: 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.

Achievement 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 (2010-2011) - Achievement Target: Met

Target met. 100% of responders (5/5) to graduate/alumni survey indicated they were able to participate in the field of dance with a clear sense of theoretical and/or aesthetic placement and/or understanding. Average score was 4.6 out of 5 with all responders "agreeing" or "strongly agreeing" to statement of their theoretical and aesthetic understanding of the field.

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

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

Administer exit survey to alumni

Established in Cycle: 2008-2009

The survey is done. The mailing list is a work in progress. Electronic and snail mail.

O 5: Applies and demonstrates knowledge of dance-making

Students apply broad knowledge 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 22: Festival Adjudication

Student dancers and choreographers annually and successfully adjudicate work at American College Dance Festival. ACDFA is a conference for college and university dance programs. Students perform formally, informally, and take master classes. Formal performances are evaluated by a panel of three respected figures in the field.

Achievement Target:

Continuous and multi-part target: a) Student choreographers annually adjudicate work at American College Dance Festival. b) At least every other year, student dancers and/or choreographers are selected for Gala Concert and/or national festival. c) Compiled anecdotal feedback is positive.

Findings (2010-2011) - Achievement Target: Met

a) Target met. Student work "it's necessary." was adjudicated at American College Dance Festival. b) Target met. Student work was successfully adjudicated. Students dancers in a faculty work were selected to perform in prestigious Gala concert at American College Dance Festival. c) Target met. Compiled anecdotal feedback was constructive and positive for the student work.

M 23: 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. 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

Achievement Target:

a. 90% of students earn at least 45 points (out of 50) on project proposal. b. 90% of students

earn at least 80 points (out of 100) on final paper. c. 90% of students earn at least 80 points (out of 100) on journal.

Findings (2010-2011) - Achievement Target: Not Met

a) DAN 312: Target not met. 60% of students (3/5) earned at least 45 points (out of 50) on project proposal.. Average score was 44.2 DAN 310: Target not met. 44% of students (4/9) earned at least 45 points (out of 50) on project proposal.. Average score was 38.6. Target not met overall with 50% of students (7/14) meeting target. Average score for all courses: 41.4 (out of 50) b) DAN 312: Target not met. 100% of students (5/5) earned at least 80 points (out of 100) on final paper. Average score was 93.7. DAN 212: Target not met. 22% of students (2/9) earned at least 80 points (out of 100) on final paper. Average score was 75.25. Target not met overall with 50% of students (7/14) meeting target. Average score for all courses: 84.5 (out of 100). c) DAN 312: Target not met. 80% of students (3/5) earned at least 80 points (out of 100) on journal. Average score was 88.3. DAN 310: Target not met. 66% of students (4/6) earned at least 80 points (out of 100) on journal. Average score was 52. DAN 212: Target not met. 80% of students (8/10) earned at least 80 points (out of 100) on journal. Average score was 84.4. Target not met overall with 71% of students (15/21) meeting target. Average score for all courses: 74.9 (out of 100).

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

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

Written and oral presentations

Established in Cycle: 2009-2010

Targets were not all met and will be considered by appropriate faculty for update.

Procedures for scoring press blurbs needs to ...

M 24: 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.

Achievement 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 (2010-2011) - Achievement Target: Met

Target met. 100% of responders (5/5) to graduate/alumni survey indicated they were able to apply and demonstrate their broad experiences in dance-making. Average score was 5 out of 5 with all responders "strongly agreeing" to statement regarding their ability to apply their dance-making experiences.

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

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

Administer exit survey to alumni

Established in Cycle: 2008-2009

The survey is done. The mailing list is a work in progress. Electronic and snail mail.

Action Plan Details for This Cycle (by Established cycle, then alpha)

Administer exit survey to alumni

The survey is done. The mailing list is a work in progress. Electronic and snail mail.

Established in Cycle: 2008-2009

Implementation Status: In-Progress

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

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

Administer exit survey more effectively

Find simpler way to distribute survey to students who are not on campus.

Established in Cycle: 2008-2009

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Exit Interview | **Outcome/Objective:** Comprehensive knowledge of dance

Implementation Description: Spring 2010

Responsible Person/Group: Stacy

Implementation Notes:

1/4/2011 Task a faculty member with maintaining the alumni list? Or a student, but over the course of several years?

develop modern dance exit competencies

Continue to move forward with this project that is already underway.

Established in Cycle: 2008-2009

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Fall 2009

Responsible Person/Group: All dance faculty

Gather RDC data more effectively

Measure #9 is not working.

Established in Cycle: 2008-2009

Implementation Status: Terminated

Priority: High

Implementation Description: Fall 2009

Responsible Person/Group: Stacy, Julie and faculty

Implementation Notes:

1/4/2011 Possibly include midterm to final grades?

External Evaluation

Target was not met, and will not be changed. The data reflects an unusual situation with one dancer and a lack of professionalism that persisted in the process of working with a guest artist. Dance program expectations remain high.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Low

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Stacy

Performance Exam

Student scores in annual juried assessments did not meet targets.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Performance exam | **Outcome/Objective:** Perform exit competencies in dance technique

Implementation Description: Analyze findings with full faculty to determine if expectations are reasonable.

Responsible Person/Group: dance faculty

Additional Resources Requested: dedicated faculty meeting

Portfolio-Student Teaching

Target needs to be updated to reflect new practices in OEFE. Rigor will not change for 10-11.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Portfolio- DED 460/461 Student Teaching | **Outcome/Objective:** Comprehensive knowledge of dance

Responsible Person/Group: Stacy and Julie

RDC

Tracking from one semester to the next is improved, however, target should be adjusted for the Spring semester, when Freshmen are permitted to audition for the Repertory Dance Company for the first time. A lower acceptance rate is to be expected of first-time auditionees.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Stacy

Self evaluation

Written self evaluation process in 401 and 402 needs re-evaluated. Are self evaluations assigned in all sections of 401 and 402? Should they be? Are targets reasonable?

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Self-evaluation | **Outcome/Objective:** Perform exit competencies in dance technique

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.

Responsible Person/Group: dance faculty

Additional Resources Requested: dedicated dance faculty meeting

Written and oral presentations

Targets were not all met and will be considered by appropriate faculty for update. Procedures for scoring press blurbs needs to be formalized across sections of DAN 312 and DAN 410.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: Medium

Relationships (Measure | Outcome/Objective):

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

Implementation Description: Summer 2011: The dance composition and choreography faculty had a summit where we reconsidered and revisited all assessment instruments and materials in these courses. Scoring is now updated and consistent across courses. We are piloting our new system to see if it is successful. Press blurb scoring is now included is "choreographer responsibility" portion of assessment instrument.

Responsible Person/Group: Stacy, Meredith, Kelly, Elizabeth

401 self evaluations

The data does not accurately show the discrepancies between scores earned by students under different instructors. SR scores are lowest (not met). ME and EL are met.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Self-evaluation | **Outcome/Objective:** Perform exit competencies in dance technique

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 course final presentation

Because this is a culminating project, it is expected that it's 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. Data for this reporting cycle reflects a weakness of one student.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Capstone final Presentation | **Outcome/Objective:** Comprehensive knowledge of dance

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.

Completion Date: 08/31/2011

Responsible Person/Group: Stacy and full faculty

DAN 401 self evaluations

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 targeted 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

Relationships (Measure | Outcome/Objective):

Measure: Self-evaluation | **Outcome/Objective:** Perform exit competencies in dance technique

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.

Completion Date: 10/31/2011

Responsible Person/Group: Stacy with dance faculty

Additional Resources Requested: allocated dance faculty meeting

mentor teacher recruitment

Once we have graduates who have been in a school for 3 years, they will be strongly recruited for mentor teachership. This is actually part of the long term planning for the dance education program. We simply didn't have anyone "come up" this year, but we will next year.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Program alumni as mentor teachers | **Outcome/Objective:** Prepared to participate in various fields of dance

Completion Date: 10/31/2011

Responsible Person/Group: Stacy, Julie, Elizabeth

mentor/supervisor evaluations and targets

Target language needs to be updated to read "388 points (out of 454)" for mentor teacher evaluations and "778 points (out of 972)" for supervising teacher evaluation. Also, update this to be a two-part target. The actual target may need to also be updated to reflect more accurately what we expect from our students in relation to what the university and/or mentor teachers expect.

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

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

Implementation Description: FA11: The faculty met and decided to update this target for to 11-12 Plan. The mentor teacher's scores will not be used as they are often inflated. We are lowering the target after 2 yrs of data and with knowing that it is not possible for teacher candidates to be excellent at everything; the portfolio is too diverse. A significant amount of growth will still be needed to meet the target.

Completion Date: 10/31/2011

Responsible Person/Group: Stacy, Julie, Elizabeth

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.

Completion Date: 10/31/2011

Responsible Person/Group: Stacy, Meredith, Kelly, Elizabeth

Student Teaching Portfolio target

This is the first reporting cycle for this measure, so even though it was not met we will not change the target for at least one more reporting cycle.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Portfolio- DED 460/461 Student Teaching | **Outcome/Objective:** Comprehensive knowledge of dance

Completion Date: 08/31/2011

Responsible Person/Group: Stacy

Substitute for external evaluations of 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 judgment 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: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Completion Date: 10/31/2011

Responsible Person/Group: Stacy and full dance faculty

Analysis Answers

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

The data shows that our program is still doing a fine job in technically preparing our dance licensure graduates. This is shown through meeting targets for 4 out of 6 measures for Objective #1. Since our licensure students are required to take less technique courses, it is especially rewarding to see that they are achieving this caliber of technical mastery (and that they are on par with Performance/Choreography majors). Philosophically, we believe our best dancers should be our educators and we try to develop artist-educators through our course of study. This data suggests we are doing so in the area of training "artists". Of note, in this reporting cycle we added 2 new measures for Objective #1 which has given us the ability to tease apart student achievement and program effectiveness in ballet technique versus modern technique. This is valuable and at this point, it appears that the modern evaluative processes could use some revision. (See below). The licensure program met 2 out of 4 measures for Objective #2 (comprehensive knowledge of dance). Final Capstone projects almost met our expectations, final projects in other theory course were greatly improved upon (with licensure student outperforming PC students), with the overall target being met. Student teaching portfolios were not up to expectations this reporting cycle. See below. Objective #3 is an area of strength of the licensure program. It makes sense that graduates should be prepared to enter the profession since their culminating experience is student teaching. While 6 other measures were met in this category, more work needs to be done on measure #17 (mentor and supervising teacher evaluations). According to this assessment report, Objective # 4 is also an area of strength in the licensure program with both measures being met. We anticipate no change here, only even better results in the future as our licensure graduates realize how unique the BFA degree (as opposed to the BA degree) has been in preparing them to be artist/educators.

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

Reviewing the findings under Objective #1 reveal that the modern technique evaluative processes needing revision (for both Dance Assessment Plans). Action plans have been created. With the 2010-2011 addition of 2 direct measures for this objective for the ballet area, the modern area does not seem as clarified. Part of this is due to the nature of modern dance: it embraces a diversity of approaches and aesthetics where ballet is more straightforward and definitive. However, the dance faculty will consider how we can best measure/assess student achievement and thus program success in this specific area. Student teaching portfolios (Objective #2) are considered part of the culminating project for the licensure program. This measure (3 10) was not met, and it should be. A detailed action plan has been created for this. This issue is not that the entire Objective is not being met, but that a key measure isn't. Even though we met targets for 2 out of 3 measures for Objective #5, this is still an area for improvement. Looking specifically at the "oral and written presentations" measure, we see that almost no targets were met, with none at all being met in both programs at the sophomore and junior level. The objective is extremely important and our program needs to be developing graduates with strong dance-making skills. Reviewing this area already has momentum in the dance program.

Annual Reports

Program Summary

The dance program was up to speed with six regular, full-time faculty in 2010-2011. We welcome to our ranks Elizabeth Lentz, whose knowledge and experience in dance education are already making a large impact on the licensure program. The influx of new faculty and their perspectives, combined with the commence of our re-accreditation Self Study writing has created the beginnings of a fertile ground for program evaluation, assessment and improvements. We intend to use the Self Study process (as we did the process of writing our UPC reports to a lesser degree) as a chance to delve into what we do, why we do it and how we potentially can do it even more effectively in the future. All faculty remained very research active in 2010-2011 and on substantial teaching overload (the new faculty position was immediately negated by a simultaneous spike in student retention). One faculty

member was awarded the University Innovation Award for faculty research. Faculty are continuing to grow their presence at the national level through participation in a number of national professional organizations (NDEO, NASD, MAAE, ACDFA). Program graduates are still trending towards leaving the region to pursue graduate school and/or a professional performance career. The dance program is proud of this and encourages it. Regarding the curriculum, as previously stated, the dance program is undergoing a 10 year re-accreditation. This has resulted in examining all our curricular offerings, including rotations. We are investing in course redesigns that are based on student learning outcomes, so we are redesigning based on what we want our students to know and have experienced at the end of a course. So far, DAN 312, 410, 491, 431, and 320 are all in a redesign process. We have expanded our offerings of DAN 130/Dance Appreciation to include the coast, mini-session, 8 week and online formats. One faculty member is engaged in research surrounding the effectiveness of instruction across a range of formats. In 2010-2011, we continued to produce a full season of dance concerts. With the addition of a Centennial Dance Concert, our productions numbered nine. We consider our concerts cultural opportunities we offer the region in addition to providing requisite production and performing experiences to our majors. The dance program also participated in the 2010 Arts Gala. Our enrollment is steady at 65-70 with almost half of our majors from out of state. We are becoming more competitive and are only accepting 1/3 to 1/2 of potential majors who audition for our program. We had a strong and positive presence at the American College Dance Festival and were voted into the prestigious Gala concert. Specific to the licensure emphasis, the program is participating in the NCATE re-accreditation as well as working to integrate the newest faculty member into the DED curriculum. This area is continuing to grow and we are beginning to regularly see the rewards of this in the K-12 sector where our graduates are becoming mentor teachers and from where we are now recruiting our majors.

Continuous Improvement Initiatives

Much of what we do and how we operate in the dance program is holistic in nature. Although this reporting process allows us to be discrete in defining specific learning objectives, in practice, they overlap and intertwine. Most of our decision-making regarding continuous program improvement is with the "big picture" in mind, not in relation to specific student learning outcomes. For instance, as part of our National Association of Schools of Dance (NASD) re-accreditation process, we are re-evaluating what the nature of a BFA degree is versus a BA degree. When we do this, we immediately start to see how this trickles down to the areas of technical proficiency, knowledge of dance-making, the ability to articulate a comprehensive knowledge of dance, etc. (There are all discrete learning outcomes in each of our degree emphasis areas). Further, the reaccreditation process allows us an intentional "big picture" review of our program and unit in relation to university and program missions, goals, and objective as well as in relation to NASD standards. This is in contrast to WEAVE program reporting that is more detailed and specific. We are happy to be in the middle of both.

Closing the Loop

The following actions have been taken in the dance program in relation to existing and previous action plans:

- Performance assessments in ballet (variations) have been specified and separated from performance assessments in modern technique. We now have a way to generate data specific to our majors in their ballet training as opposed to their training in modern technique.
- Administering the exit survey to graduates is now embedded in DAN 411 and is required in the syllabus.
- A faculty member has been tasked with the "alumni project" which will lead to a successful attempt to administer the same survey to program graduates in 2011.
- We went beyond our objective of "updating targets" in our composition and choreography series. The composition and choreography faculty thoroughly reviewed all the syllabi, assignments, expectations and assessment instruments for DAN 212, 310, 312 and 410 and made revisions based on what we want our students to know and experience combined with where we perceived a "gap" in their training. We hope to see improvement in our majors' ability to articulate and contextualize their dance-making in the future. We also hope to

influence their creative research with additional perspectives from the profession. · We implemented "mini residencies" with successful graduates as a way to increase student preparedness for the field. We also intentionally did this in 2010-2011 because we have no "major" guest artist come into our program. The results were positive, so we are expanding the idea in 2011-2012. This will assist our students in their comprehensive understanding of dance, both historically and aesthetically. · While the gathering and analysis of the (Repertory Dance Company) RDC audition data has always been difficult to manage, this year we started to rotate the directorship of RDC. For this reason, it is even more critical that we systematize a way to handle the data from auditions that goes into the report. · In relation to scores on final projects in theory courses, as a faculty we discussed if our expectations are too high, especially in DAN 131 and other low level courses. We decided no, they are not too high. We've maintained our high standards in our WEAVE Assessment Plans. At the same time, a recent push for student retention has tempered some of our actions. Overall, student academic achievement is an area in which we feel pulled in many directions. Talent? Retention? How do they play against and with one another? · Expanded faculty engagement in the thesis defense process has raised the stakes, and thus the quality of work in the oral defense of the thesis. · University efforts to revise the GEC and general discussions about writing in an undergraduate degree have trickled down to the dance program. We are in the beginning stages of "working backwards" to determine what/where writing in our own curriculum over a 4 year period will best prepare student to meet our expectations in senior level writing. · All licensure students are now required to produce dance in the schools where they student teach. We have also developed an additional opportunity for licensure students to choreograph on school-aged children in the summer.