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 two semesters of both DAN 402 and DAN 401 are required.

Related Measures:

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

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

Findings (2013-2014) - Target: Met
FA13: (performance juries only occur in the Fall semester) Target met. 100% of students (5 of 5) completed performance jury and received score of at least 3.5 (out of 5). Average score was 4.3 (out of 5)

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

Performance Exam
Established in Cycle: 2011-2012
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

Target:
90% of students successfully earn grade of at least 75 (out of 100) for informed written self-evaluation on technical progress in relation to given objectives and established criteria for excellence and competency.
Findings (2013-2014) - Target: Met
FA13: Target met. 100% of students (7 of 7) earned grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 96. SP14: Target not met. 80% of students (4 of 5) earned grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 91. Overall, target met with 92% of students (11 of 12) earning grade of at least 75 (out of 100) on written self-evaluation in DAN 401. Average score was 93.5.

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

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)

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

Findings (2013-2014) - Target: Not Met
FA13: Target met. 88% of students (7 of 8) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 84 (out of 100). SP14: Target not met. 80% of students (4 of 5) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 82 (out of 100). Overall, target not met. 85% of students (11 of 13) earned at least 75 (out of 100) in DAN 401 performance exam. Average score was 83 (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 ...

review DAN 401 performance exam target
Established in Cycle: 2013-2014
Target will be reviewed, although it has been met in the past 2 of 3 reporting cycles. Small sample sizes highlight individual a...

review DAN 402 variation performance score
Established in Cycle: 2013-2014
Target will be reviewed, although it has been met in the past 2 of 3 reporting cycles.

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

**Findings (2013-2014) - Target: Not Met**
FA13: Target met. 100% of students (3 of 3) earned at least 37.5 (out of 50) on ballet variations requiring technical skill and competence in DAN 402. Average score was 45 (out of 50). SP14: Target not met. 50% of students (2 of 4) earned at least 37.5 (out of 50) variations requiring technical skill and competence in DAN 402. Average score was 43 (out of 50). Overall, target not met. 71% of students (5 of 7) earned at least 37.5 (out of 50) variations requiring technical skill and competence in DAN 402. Average score was 43.5 (out of 50).

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

**review 402 variation target**
*Established in Cycle: 2013-2014*
Target for 402 variations will be reviewed, although it has been met in past reporting cycles.

**M 5:Growth score in DAN 402**
In DAN 402, student technical and artistic growth is quantified in a growth score that is based on defined ballet exit competencies and includes technical, artistic and performance skills and knowledge. These skills and knowledge are articulated in detail as well as aggregated into a single score for the student.

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

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

**Findings (2013-2014) - Target: Met**
FA13: Target met. 100% of students (3 of 3) earned at least 187.5 (out of 250) on growth score in DAN 402. Average score was 208 (out of 250). SP14: Target met. 100% of students (2 of 2) earned at least 187.5 (out of 250) on growth score in DAN 402. Average score was 208 (out of 250). Overall, target met. 100% of students (5 of 5) earned at least 187.5 (out of 250) on growth score in DAN 402. Average score was 208 (out of 250).

**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.

Source of Evidence: Alumni survey or tracking of alumni achievements

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

**Findings (2013-2014) - Target: Met**
Target met. Survey administered in SP14 showed that 100% of graduating students (3 of 3) consider themselves technically prepared to enter the profession. Average score was 4.3 (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 Details of Action Plans 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.
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 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

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

Findings (2013-2014) - Target: Not Met
FA13: Target not met. 75% of students (3 of 4) earned a score of at least 75 (out of 100) on final research presentation in Capstone course. Average score was 83. (Capstone is only offered in Fall semesters.)

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

Capstone course final presentation
Established in Cycle: 2010-2011
Because this is a culminating project, it is expected that it's quality be high and that the stakes be correspondingly high. T...

review DAN 491 final presentation target
Established in Cycle: 2013-2014
The target will be reviewed, although it has been met in the past 2 of 3 reporting cycles. DED student achievement seems to be b...

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

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

Findings (2013-2014) - Target: Not Met
FA13: DAN 131: Target not met. 75% of students (5 of 7) earned at least 75 (out of 100) on final project. Average score was 80. DAN 240: Target met. 100% of students (7 of 7) earned at least 75 (out of 100) on final project. Average score was 89. DAN 431: not offered in 2013-2014. DED 361: Target met. 100% of students (5 of 5) earned at least 75 (out of 100) on final project (autonomous lesson). Average score was 92. DED 260: Target not met. 83% of students (5 of 6) earned at least 75 (out of 100) on final project. Average score was 90. SP14: DAN 340: not offered in 2013-2014. DED 260: Target not met. 83% of students (5 of 6) earned at least 75 (out of 100) on final project. Average score was 90. DED 361: Target met. 75% of students (3 of 4) earned at least 75 (out of 100) on final project. Average score was 86. Overall, target not met. 86% of students (25 of 29) earned at least 75 (out of 100) on final projects. Average score was 86.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
review student scores in final projects
Established in Cycle: 2013-2014
Target was not met in 2013-2014, but has been previously. It appears that there is not one single course where student achieve...

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

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

**Findings (2013-2014) - Target: Met**
SP14: Target met. 100% of students (3 of 3) passed exit interview with faculty subcommittee with a score of at least 2.5 (out of 4). Average score was 3.93. (Exit interviews are only conducted in Spring semesters).

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

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

**Findings (2013-2014) - Target: Met**
SP14: Target met. 100% of students (3 of 3) earned at least 85 points (out of 100) on OEFE/SPA portfolio. Average score was 92. (Student teaching only happens in the Spring semester).

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

**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...

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

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

**Target:**
100% of students earn at least 80 out of 100 on Repertory Dance Company rubric.

**Findings (2013-2014) - Target: Not Met**
FA13: Target not met. 33% of students (1 of 3) earned targeted score. Average score was 78.
SP14: Target met. 100% of students (8 of 8) earned targeted score. Average score was 93. Overall, target not met. 82% of students (9 of 11) earned targeted score. Average score was 86.

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

**revise RDC target**
Established in Cycle: 2013-2014
The measure was modified 2 reporting cycles ago and has never been met. We expected that we would need to become accustomed to t...

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

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

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

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

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

**Substitute for external evaluations 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...

**M 15:Licensure**
Dance education graduates with licensure who try to achieve employment will have a job in the field.

**Target:**
75% of dance education graduates with licensure who seek employment in the field achieve it.
**Findings (2013-2014) - Target: Met**
Assessment is for combined semesters. Target met. 80% of graduates who attempted to find work as licensed dance educators (4 of 5) achieved employment.

**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

**Target:**
90% of students will pass Praxis II exam.

**Findings (2013-2014) - Target: Met**
Assessment is for combined semesters. Target met. 100% of students who took the Praxis II exam (3 of 3) passed it.

**M 17: Teacher Candidate Evaluations**
Teacher candidates are evaluated by supervising and cooperating teachers using standardized instrument from the Office of Educational Field Experiences. Formative, summative, in-class and final-summative evaluations exist for both supervising and cooperating teachers.

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

**Target:**
a) 90% of students earn at least 80 points (out of 100) on cooperating teacher evaluation forms. b) 90% of students earn at least 80 points (out of 100) on supervising teacher's evaluations.

**Findings (2013-2014) - Target: Met**
a) Target met. 100% of students (3/3) earned at least 80 points (out of 100) on cooperating teacher evaluation forms. Average score was 97. (Scores were adjusted to reflect new 100 point values as evaluation forms consistently change total points available) b) Target met. 100% of students (3/3) earned at least 80 points (out of 100) on supervising teacher's evaluations. Average score was 93. (Scores were adjusted to reflect new 100 point values as evaluation forms consistently change total points available)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans 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 cooperating teachers**
Dance program alumni become cooperating teachers in their schools, K-12. Becoming a cooperating teacher requires 3 years of service at a school as well as proven excellence as an arts educator.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
50% of eligible K-12 dance education graduates become cooperating 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 (2013-2014) - Target: Met
Assessment is for combined semesters. Target met. One program alumni was eligible to become a mentor teacher and she did in SP14.

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

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

Findings (2013-2014) - Target: Met
Target met. Survey administered in SP14 showed that 100% of graduating students (3 of 3) rated the comprehensiveness of the dance program and their preparedness to enter the profession at least 3.5 (out of 5). Average score was 4.7 (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 Details of Action Plans 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.

SLO 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 comparision of the student's junior choreographic work to their dance made in the schools.

Source of Evidence: Project, either individual or group

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 (2013-2014) - Target: Not Met
Student teaching happens only in the Spring semester. SP14: Target not met. 66% of students (2 of 3) earned at least 90 (out of 100) in creating and presenting dance in the schools in which they student taught. Average score was 90 (out of 100).
**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.

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

**Findings (2013-2014) - Target: Met**
Target met. Survey administered in SP14 showed that 100% of graduating students (3 of 3) indicated they had a clear sense of theoretical placement and understanding in the field of at least 3.5 (out of 5). Average score was 4.7 (out of 5) with all responders "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 Details of Action Plans 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.

**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 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.

**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 (2013-2014) - Target: Met**
The American College Dance Festival occurs in the Spring semester. SP14: a) Target met. One student work, Filling in the Gap, was selected to be adjudicated. b) Target met. Student dancers were selected for Gala concert in SP14. c) Target met. Anecdotal feedback was positive for all adjudicated works and performances, faculty and student alike. The adjudicated faculty dance, Beyond/Him, was selected to represent the South region at the National College Dance Festival. Overall, target met.

**M 23: Performance and written presentations**
Students track and articulate their individual choreographic and aesthetic preferences and technical growth. This is evidenced in performance and written work presented in DAN 310 and DAN 312. A final group study in DAN 310, final evaluations of the Quality of Work in DAN 312 and a final paper in DAN 312
are required. They are evaluated with a rubrics and put into student files.

Source of Evidence: Presentation, either individual or group

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

**Findings (2013-2014) - Target: Met**
a. Final project SP14: DAN 310. Target not met. 63% of students (5 of 8) earned at least 3 (out of 4) on final project in DAN 310. Average score was 3.1 (out of 4). b. Final paper FA13 DAN 312. Target met. 100% of students (1 of 1) earned at least 80 (out of 100) on final paper. Average score was 90 (out of 100). SP14: DAN 312. Target met. 100% of students (2 of 2) earned at least 80 (out of 100) on final paper. Average score was 92 (out of 100). Overall for final paper, target met. 100% of students (3 of 3) earned at least 80 (out of 100) on final paper. Average score was 91 (out of 100). c. Quality of work rubric score FA13: DAN 212. Target met. 100% of students (1 of 1) earned at least 3 (out of 4) on Quality of work rubric. SP14: Target met. 100% of students (2 of 2) earned at least 3 (out of 4) on Quality of work rubric. Average score was 3.25 (out of 4).

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

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

**Findings (2013-2014) - Target: Met**
Graduate survey administered in SP14. Target met. 100% of responders (3 of 3) to graduate/alumni survey indicated they were able to apply and demonstrate their broad experiences in dance-making. Average score was 4.2 (out of 5) with all responders answering they either "agreed" or "strongly agreed" with the statement about experiences of dance-making.

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

**Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

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

**Related Measures:**
M 25: Acceptance rate
The acceptance rate for entry into the Dance Department as a major is determined by the number of prospective students who audition divided by the number accepted. Acceptance is based on scores in a live dance audition, an interview with a faculty member and the submission of an application.

Source of Evidence: Administrative measure - other

**Target:**
The acceptance rate of the department will be no more than 75% for dance licensure majors.

**Findings (2013-2014) - Target: Met**
Target met. 75% of prospective students (9 of 12) who auditioned for acceptance into the BFA in Dance Licensure program were accepted.

**Details of Action Plans 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:** Finished
- **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

**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:** Finished
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

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

- **Implementation Description:** Summer 2011: The daane 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
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.
Projected Completion Date: 08/30/2011
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.
Projected Completion Date: 10/30/2011
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: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Program alumni as cooperating teachers | Outcome/Objective: Prepared to participate in various fields of dance
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.

Projected Completion Date: 10/30/2011
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.

Projected Completion Date: 10/30/2011
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: Finished
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Portfolio- DED 460/461 Student Teaching | Outcome/Objective: Comprehensive knowledge of dance

  Implementation Description: target was met in 2 subsequent reporting cycles.
  Projected Completion Date: 08/30/2011
  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 does'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 objetive being: how can we satisfy this measure when we do not have a guest artist set a work? SU14: Do we want to consider another option for this measure? Or do we want to delete it?

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

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

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

212/210/312/410 targets change
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 students in their choreography IS meeting expectations, so while are targets are high, lowering them should not sacrifice the quality of student creative work.

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

Applying broad experiences of dance making
Target was not met, but due the the sample size, there is little concern in this area. Target will remain.

  Established in Cycle: 2011-2012
  Implementation Status: Finished
  Priority: High
  Responsible Person/Group: Stacy

Performance Exam
Student scores in annual juried assessments did not meet targets.

  Established in Cycle: 2011-2012
  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

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

  Established in Cycle:  2011-2012
  Implementation Status: Finished
  Priority:  High
  Implementation Description: Wait for another cycle of data reporting to gain fuller understanding of student achievement in relation to this measure and target.
  Responsible Person/Group: Stacy and dance faculty.

**Student Teaching Portfolio scores**
Target was almost met. Target was newly revised, so it will be kept for another year the see if student achievement meets target in 12/13.

  Established in Cycle:  2011-2012
  Implementation Status: Finished
  Priority:  High
  Implementation Description: target met in 13-14
  Responsible Person/Group: Stacy and dance education faculty

**Teacher candidate evaluation target not met.**
This measure and target were both updated for the 11-12 reporting cycle, so we will keep it for an additional year without changing it to see the results of capturing 2 years of data.

  Established in Cycle:  2011-2012
  Implementation Status: Finished
  Priority:  High
  Implementation Description: Discussion with dance education faculty in FA12.
  Responsible Person/Group: Stacy, Julie, Elizabeth

**DAN 212, 310, 312 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: Finished
  Priority:  High
  Responsible Person/Group: SRF plus composition/choreography faculty

**DAN 402 growth score for DED majors**
Target not met in 2012-2013. Target will not be changed, but monitored in future reporting cycles. (Target was met in 13-14); so target will remain for 14-15 reporting cycle) At present, we maintain same standards and expectations for Licensure and performance/choreography emphasis area majors. Typically, student
achievement is consistent across both areas, but this will be monitored. The small sample size is the main issue.

Established in Cycle: 2012-2013  
Implementation Status: In-Progress  
Priority: Low  
Responsible Person/Group: SRF and DED faculty.

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

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

**Review 402 variation target**  
Target for 402 variations will be reviewed, although it has been met in past reporting cycles.

Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: DAN 402 Variation performances | Outcome/Objective: Perform exit competencies in dance technique

**Review DAN 401 performance exam target**  
Target will be reviewed, although it has been met in the past 2 of 3 reporting cycles. Small sample sizes highlight individual achievement.

Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: DAN 401 Performance Exam | Outcome/Objective: Perform exit competencies in dance technique  
Responsible Person/Group: SRF and dance faculty

**Review DAN 402 variation performance score**  
Target will be reviewed, although it has been met in the past 2 of 3 reporting cycles.

Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: DAN 401 Performance Exam | Outcome/Objective: Perform exit competencies in dance technique  
Responsible Person/Group: SRF and ballet faculty

**Review DAN 491 final presentation target**  
The target will be reviewed, although it has been met in the past 2 of 3 reporting cycles. DED student achievement seems to be better in this measure over time, so maybe the DED and PC measures should be different. (A speculative reason is because the final presentation for PC majors is formative as it captures their research at the beginning stages whereas for DED majors the final presentation is summative and culminating.)
Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: Capstone final Presentation | Outcome/Objective: Comprehensive knowledge of dance  
Responsible Person/Group: SRF and dance faculty

**review student scores in final projects**  
Target was not met in 2013-2014, but has been previously. It appears that there is not one single course where student achievement is consistently not meeting the target. Rather, it seems to shift from one course to another. The 90% target is met with an average of 94% success rate over the past 6 years, so clearly, we are seeing more success rather than less.

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

**review target for student teachers presenting concerts**  
Target will be reviewed, although it has been met 5 out of 6 reporting cycles and the 2013-2014 sample size is very small. It just means that one student was off the mark. The faculty will discuss if the target should be raised.

Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: Teacher Candidates presenting concerts | Outcome/Objective: Articulate dance theoretically and aesthetically  
Responsible Person/Group: SRF and DED faculty

**revise RDC target**  
The measure was modified 2 reporting cycles ago and has never been met. We expected that we would need to become accustomed to the new measure in order to select a target that is at once achievable and also reflective of our high expectations. The target should be revised (for both WEAVE reports).

Established in Cycle: 2013-2014  
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

**Analysis Questions and Analysis Answers**

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?  
All measures were met for SLO #4, which is concerned with a student’s ability to apply their knowledge of dance making. That this is met shows why we offer the BFA degree (as opposed to the BA degree) for Licensure students. We are training artist-educators and equally value a student’s ability to make dance as well as instruct it. According to the results, we are doing a fine job in preparing our students to participate in various fields of dance as demonstrated in meeting 5 of 6 measures for SLO #3. The practical application of the licensure degree demands this and we deliberately focus on this in our program. 4 of 6 measures were met for SLO #1, which indicated that we are doing a fair job of technically training Licensure students. The unmet measures are
similar; they are performance exams in 400 level ballet and modern technique courses. A more pertinent measure of student technical abilities is Measure #1, the annual Performance Exam, which was met in this report. The latter exam is more summative and culminating than performance exams in individual courses.

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

50% of measures (2 of ) were met for SLO #2. What should be noticed is that of the 4 measures, the 2 that were met are licensure specific, and the 2 that were not were compound measures that included formative coursework in other courses. It appears that students are more apt to excel in coursework that pertains to their emphasis. Of note, the 50% result is generated from small sample sizes and care should be taken in making broad conclusions from this data. The discipline-specific results are more summative and most significant. (See Continuous Improvement reporting field for additional discussion of program improvement actions that are broader in scope).

Annual Report Section Responses

Program Summary

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

Continuous Improvement Initiatives

Some actions in the dance unit are broader than discrete action plans. Actions currently underway (or planned) that are done so in the spirit of continuous improvement include the following. Please note that the items below, with the exception of #2, are duplicated for both dance reports. This is because the degree plans, instruction and faculty greatly intersect and overlap. Almost never do we distinguish between the two emphasis areas of our BFA degree. As a department offering one BFA degree with two emphasis areas (Performance/Choreography and Dance Licensure), we have a long-standing commitment to holding all students, regardless of emphasis area, to the same standards. Most dance coursework is offered to students of both emphasis areas and courses of study do not diverge until the junior year. We have planned both our
WEAVE reports to diverge where appropriate. For example, the Performance/Choreography plan incorporates reporting on their senior choreographic project and accompanying written thesis. Conversely, the Licensure plan includes many measures related to student teaching. Over the course of annual program reporting, we are beginning to see where students in one emphasis area or the other excel in certain courses/experience/etc. The dance unit needs to consider if the shared measures (performance in technique courses and in dance coursework that all majors take) need to have the same target for students of both emphasis areas. We need to review measures that HAVE been met over 5 or 6 reporting cycles then see if we should raise our expectations/targets. These include for the Dance BFA Plan: Measures 1, 6, 8, 19, 20, 21, 24. We need to keep an eye on the new "Acceptance Rate" measure that assesses Student Achievement. It will be informative to see how this measure relates to demand for our program in addition to its quality. The largest instance we have of Continuous Improvement is the current, complete curriculum revision process that is underway. The full faculty has reviewed our mission, our strengths, our relevance and the state of the field with input from our accrediting agency and alumni. Intended to be implemented Fall 2015, we are redesigning all Dance degree plans. This includes adding/deleting courses, modifying how we offer elective choices and creating room for students to study off campus in a way suited for them. Without doubt, assessment results from this process and from annual GEC reporting are key factors in our decision making. Recognizing that students need performance opportunities each semester in order to gain performance skills (which we measure in this report), we formalized Repertory Dance Company 2 (RDC2), to a greater degree. RDC2 tours on behalf of the department and is a training ground for students who are not quite skilled enough to be accepted into the first Repertory Dance Company. An item that spans several discrete action plans and concerns student achievement in their senior project and accompanying written thesis. Through this report and through annual GEC reporting, it is clear that we need to continue to address this facet of our program. Changes to instructions and courses have been implemented at the most local level and efforts have been made to address student achievement from a broad perspective through looking at course progressions and overlap. More work is to be done.

Closing the Loop

In this reporting cycle, some planned actions have been completed. These include the following: It appears that we are finally set with a good and stable target for the student teacher portfolio. After modifying our expectations numerous times, this year we went with a well-reasoned target that reflected our expectations and it was met. Of note, it was met in a year that we side a wider range of student teacher abilities than in previous years. We decided to not include student participation in off-campus study (in intersession and/or summer programs) because we were only measuring a student’s ability to afford such an opportunity. In the future, our degree plan will likely include some form of required off campus work (internship, service learning, etc.) and that can potentially be a better and more fair way to assess our student’s preparedness for the post baccalaureate success. Beyond the scope of last year’s action plans, we are seeing more success in the performance component of our program. Specifically, there appears to be more consistency in instructor evaluation of individual student performances (we see this as we aggregate the data from specific courses). There is also a clear, demonstrated pattern of student performance in DAN 401/402 that meets our expectations. These can be contributed to a pattern of annual, internal review that the dance unit engages in.