

Detailed Assessment Report  
2010-2011 Dance (Performance and Choreography) BFA

**Mission / Purpose**

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

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

**SLO 1: Perform exit competencies in dance technique**

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

**Related Measure:**

**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 (2010-2011) - Target: Met**

FA10: Met. 100% of students (4/4) earned at least a 3/5 out of 5 in semesterly juried performance assessments. Average score was 4.6. SP11: Met. 100% of students (3/3) earned at least a 3/5 out of 5 in semesterly juried performance assessments. Average score was 4.8. Overall target was met with 100% of students (7/7) earning at least a 3/5 out of 5 in semesterly juried performance assessments. Average score over the year was 4.7.

**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 (2010-2011) - Target: Met**

FA 10. Met. 94% of students (17/18) 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. SP11: Not met. 86% of students (19/22) 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 79. Overall, target was met. 90% of students (36/49) 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 84.

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

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

**401 self evaluation**

*Established in Cycle: 2010-2011*

Although this target is met for this Assessment Plan, it was not met for our Licensure plan. For this reason, and because our 2 ...

**M 3:Alumni Survey- Dance Technique**

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

**Target:**

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

**Findings (2010-2011) - Target: Met**

Target met. 100% of responders (3/3) to graduate/alumni survey indicated they were technically prepared to enter the field of dance. Average score was 4 out of 5 with all responders "agreeing" or "strongly agreeing" to statement of technical preparedness.

**M 4:Growth grade in DAN 402**

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

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

**Target:**

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

**Findings (2010-2011) - Target: Met**

FA10: Target met. 100% of students (8/8) earned at least 187.5 (out of 250) on growth grade. Average score was 236.4. SP11: Target met. 100% of students (10/10) earned at least 187.5 (out of 250) on growth grade. Average score was 238.3. Overall target was met with 100% of students earning an average growth grade of 237.3 in DAN 402.

### **M 5: DAN 402 Variation performances**

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

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

#### **Target:**

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

#### **Findings (2010-2011) - Target: Met**

FA10: Target met. 100% of students (8/8) earned at least 37.5 out of 50 on variations (Paquita, Giselle, Carmen) that required technical and artistic skill and competence. Average score was 47.5. SP11: Target met. 100% of students (10/10) earned at least 37.5 out of 50 on variations (Remanso, Duarta) that required technical and artistic skill and competence. Average score was 46.2. Overall target was met with 100% of students earning an average score of 46.8 on DAN 402 variations.

### **M 6: DAN 401 Performance Exam**

As a part of DAN 401, students complete instructor-determined performance exams based on given objectives and established criteria for excellence and competency. These competencies include alignment/placement, range of motion/flexibility, strength and control, rhythmic skills/sequencing, coordination/connectivity, focus, musicality and phrasing, qualitative range combined with individual course objectives. Exams are midterm and/or final performance exams. In these exams, skills are both applied and exactly demonstrated/identified.

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

#### **Target:**

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

#### **Findings (2010-2011) - Target: Not Met**

FA 10: Not met. 85% of students (17/20) 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 83.6. SP 11: Met. 90% of students (20/22) 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 87.9. Overall target was not met with 87.5% of students (37/42) earning score of 75 or higher (out of 100) on instructor-determined performance exams based on instructor and program approved competencies. Average score was 85.6.

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

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

#### **Develop modern dance exit competencies**

*Established in Cycle:* 2008-2009

This process is current in progress.

### **Performance exams in DAN 401 and assessing them**

*Established in Cycle:* 2010-2011

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

### **SLO 2:Comprehensive knowledge of dance**

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

#### Related Measure:

#### **M 8:Capstone final presentation**

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

Source of Evidence: Capstone course assignments measuring mastery

#### **Target:**

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

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

Target not met. 50% of students (2/4) earned minimum score of 75 out of 100 on final, integrative project presentation in Capstone. Average score was 77.8 out of 100.

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

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

#### **Capstone final project target**

*Established in Cycle:* 2010-2011

The target was not met because of one weak student project in the course. Because this is a culminating project, it is expecte...

#### **M 9:Final Projects**

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

Source of Evidence: Project, either individual or group

#### **Target:**

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

#### Findings (2010-2011) - Target: Met

FA10: DAN 131, met. 100% of students (13/13) earned at least 75 out of 100 on final project. Average score was 85. DAN 240 not met. 85.7% of students (12/14) earned at least 70 out of 100 on final project. Average score was 81.1. DAN 431, not met. 88% of students (7/8) earned at least 75 out of 100 on final project. Average score was 90. SP11: DAN 340, met. 100% of students (2/2) earned at least 75 out of 100 on final project. Average score was 88.5. DED 360, not met. 87.5% of students (7/8) earned at least 70 out

of 100 on final project. Average score was 82.6. Overall, target met. 91% of students (41/45) earned at least 75 out of 100 on final project. Average score was 85.5.

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

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

**Final projects**

*Established in Cycle:* 2009-2010

Scores in final projects in DAN 351, 131, 240, 491, DED 360.

**M 10:Exit Interview**

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

Source of Evidence: Exit interviews with grads/program completers

**Target:**

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

**Findings (2010-2011) - Target: Met**

Target met. 100% of students (3/3) passed exit interview. Average score was 3.8 out of 4.

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

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

**Administer exit survey more effectively**

*Established in Cycle:* 2008-2009

Exit survey to graduating seniors was done last minute and haphazardly. A better process is needed.

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

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

**Related Measure:**

**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 unweighted 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)

**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) - Target: Not Met**

FA10: Target met. 78% of eligible students (18/23) auditioned for and were accepted in the Repertory Dance Company. SP11: Target not met. 57% of eligible students (15/29) 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 not met with 63% of eligible students (33/52) 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 Detail* section of this report.

**Gather RDC data more effectively**

*Established in Cycle: 2008-2009*

Measure #8 is almost impossible to report on. We need a new system.

**RDC acceptance**

*Established in Cycle: 2010-2011*

We had the largest body of auditionees SP11 ever. There was a 50% chance of being cast in the Repertory Dance Company (RDC). Bec...

**M 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

**Target:**

a) 20% 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) - Target: Partially Met**

a) Not met. 15% of students (6/39) participated in summer study. b) Target met. 50% of students who auditioned for summer study (3/6) were awarded scholarships.

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

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

**summer study**

*Established in Cycle: 2010-2011*

We are not experiencing many students externally studying dance right now. Part of this is the financial burden of doing so. Als...

**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 (2010-2011) - 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 Detail* section of this report.

**substitute for external evaluations for RDC members**

*Established in Cycle:* 2010-2011

No data was reported this cycle because our guest artists residencies did not include setting a work (and thus evaluating) our R...

**M 14:Festival Participation**

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

**Target:**

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

**Findings (2010-2011) - Target: Met**

Target met. 35% of students (12/35) attended the American College Dance Festival.

**M 15:Alumni Survey- Career Preparedness**

Responders to graduate/alumni survey indicate that their course of study was integrated and comprehensive and prepared them to enter the field of dance.

**Target:**

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

**Findings (2010-2011) - Target: Met**

Target met. 100% of responders (3/3) to graduate/alumni survey indicated they thought their course of study was integrated, comprehensive and prepared them to enter the field. Average score was 4.66 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 Detail* section of this report.

**Administer exit survey to alumni**

*Established in Cycle:* 2008-2009

The survey is now completed and ready to be sent (electronically and snail mail). The only hang up is the alumni mailing list th...

#### **SLO 4: Articulate dance theoretically and aesthetically**

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

#### **Related Measure:**

##### **M 16: Thesis**

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

Source of Evidence: Senior thesis or culminating major project

#### **Target:**

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

#### **Findings (2010-2011) - Target: Not Met**

- a) Target not met. 33% of student written theses (1/3) displayed substantial research and evaluation of content earned a minimum score of 3.0 (out of 4.0). Average score was 2.3.
- b) Target not met. 66% of student written theses (2/3) displayed substantial research and evaluation of quality of writing earned a minimum score of 3.0 (out of 4.0). Average score was 3.3.
- c) Target not met. 66% of student written theses (2/3) displayed substantial research and evaluation of the process of writing (including drafting and application of feedback) earned a minimum score of 3.0 (out of 4.0). Average score was 3.2.

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

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

##### **Thesis targets**

*Established in Cycle:* 2009-2010

Re-evaluate targets for appropriateness. At first glance (and without full faculty) it appears that they are and that not all st...

##### **Thesis target update**

*Established in Cycle:* 2010-2011

This target has not been met for 3 reporting cycles now and needs to be revised. Whereas at first we thought there was always on...

#### **M 17: Oral Presentation of Contextual Research**

All seniors orally present contextual research in DAN 491. Presentation is evaluated on a 4 point rubric that contains the following categories: content, organization/language/adaptation to audience and context, vocal and non-vocal delivery and quality of supplementary materials.

**Target:**

90% of students earn at least 2.5 points (out of 4) on oral presentation rubric.

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

Target not met. 75% of students (3/4) earned at least 2.5 points (out of 4) on oral presentation rubric. Average score was 3.1.

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

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

**Oral defense of thesis**

*Established in Cycle:* 2009-2010

Target needs to be re-evaluated. It appears too high, given the expectations. Faculty will look at 2 years of data to determine ...

**Oral presentation of research, where is the weakness?**

*Established in Cycle:* 2010-2011

Where this measure is successful is in that it measures content as well as presentational skills. It has not been met for 2 repo...

**M 18:Alumni Survey-Theoretical/aesthetic understanding**

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

**Target:**

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) - Target: Met**

Target met. 100% of responders (3/3) 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.

**SLO 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 Measure:**

**M 19: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 (2010-2011) - Target: Met**

a) Target met. Student work i"t's necessary." was adjudicated at American College Dance Festival. b) Target met. Student work was successfully adjudicated. Student 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 20:Oral and written presentation**

Students track and articulate their individual choreographic and aesthetic preferences and technical growth. This is evidenced in oral and written research presented in DAN 212, DAN 310, and DAN 312 and DAN 410. Journals, project proposals and final papers are the written documents required. They are evaluated with a rubric and put into student files.

Source of Evidence: Presentation, either individual or group

**Target:**

a. 90% of students earn at least 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) - Target: Not Met**

a) DAN 410: Target met. 100% of students (4/4) earned at least 45 points (out of 50) on project proposal.. Average score was 46.8. DAN 312: Target not met. 50% of students (4/8) earned at least 45 points (out of 50) on project proposal. Average score was 38.8. DAN 310: Target not met. 88% of students (8/9) earned at least 45 points (out of 50) on project proposal. Average score was 42.1. Target not met overall with 76% of students (16/21) meeting target. Average score for all courses: 42.6 (out of 50) b) DAN 410: Target not met. 50% of students (4/8) earned at least 80 points (out of 100) on final paper. Average score was 84.8. DAN 312: Target not met. 77% of students (7/9) earned at least 80 points (out of 100) on final paper. Average score was 85.6. DAN 212: Target not met. 50% of students (3/6) earned at least 80 points (out of 100) on final paper. Average score was 87.5. Target not met overall with 60% of students (14/23) meeting target. Average score for all courses: 85.9 (out of 100). c) DAN 410: Target met. 100% of students (4/4) earned at least 80 points (out of 100) on journal. Average score was 92.3. DAN 312: Target not met. 88% of students (8/9) earned at least 80 points (out of 100) on journal. Average score was 86.9. DAN 310: Target not met. 44% of students (4/9) earned at least 80 points (out of 100) on journal. Average score was 64.5. DAN 212: Target not met. 46% of students (4/11) earned at least 80 points (out of 100) on journal. Average score was 62.5. Target not met overall with 60% of students (20/33) meeting target. Average score for all courses: 81.2 (out of 100).

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

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

### **Oral and written presentation**

*Established in Cycle: 2009-2010*

Oral and written work in DAN 312 , 410, 212 and 310, including prospectus, abstracts, journals and press blurbs.

### **M 21:Oral defense of senior thesis**

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

#### **Target:**

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

#### **Findings (2010-2011) - Target: Met**

Target met. 100% of students (3/3) earned at least 2.5 points (out of 4) on oral presentation rubric for defense of senior thesis. Average score was 3.3.

### **M 22:Alumni Survey- Apply and Demonstrate Knowledge**

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

#### **Target:**

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

#### **Findings (2010-2011) - 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 4.6 out of 5 with all responders "agreeing" or "strongly agreeing" to statement regarding their ability to apply their dance-making experiences.

### **Action Plan Detail for This Cycle (by Established cycle, then alpha)**

#### **ACDFA target**

Student interest in being selected for adjudication and/or attendance at feedback sessions should be included in target.

**Established in Cycle:** 2005-2006

**Implementation Status:** Planned

**Priority:** Low

**Projected Completion Date:** 10/30/2011

**Responsible Person/Group:** Stacy

#### **Change target**

Change target to 80% of student successfully complete.... self evaluation." Self evaluations are not standardized, nor should they be.

**Established in Cycle:** 2005-2006

**Implementation Status:** Finished

**Priority:** Low

**Implementation Description:** Aug. 1, 2006  
**Responsible Person/Group:** Stacy

**Change target.**

Include DAN 491 in list of applicable courses.  
**Established in Cycle:** 2005-2006  
**Implementation Status:** Finished  
**Priority:** Low  
**Implementation Description:** Summer 2006.  
**Responsible Person/Group:** Stacy

**Change target.**

Literacy/performance exams should be "instructor determined" not "NASD-approved." Target should include in-class repertory showings in assessment methods.  
**Established in Cycle:** 2005-2006  
**Implementation Status:** Finished  
**Priority:** Low  
**Implementation Description:** Fall 2006  
**Responsible Person/Group:** Dance faculty

**Change target.**

Target should be changed to 90% of students earn 3.0 out of 4.0." The restructuring of DAN 491 ad DAN 411 should allow for a higher degree of student success.  
**Established in Cycle:** 2005-2006  
**Implementation Status:** Finished  
**Priority:** Low  
**Implementation Description:** Fall 2006  
**Responsible Person/Group:** Stacy

**Develop Alumni/Graduate survey.**

Develop and implement alumni/graduate survey.  
**Established in Cycle:** 2005-2006  
**Implementation Status:** Finished  
**Priority:** Medium  
**Implementation Description:** Summer 2006  
**Responsible Person/Group:** Stacy

**Develop rubric.**

Develop rubric for scores of 1-5 on faculty assessment sheet for semesterly juries.  
**Established in Cycle:** 2005-2006  
**Implementation Status:** Finished  
**Priority:** High  
**Implementation Description:** Summer/Fall 2006.  
**Responsible Person/Group:** Dance faculty.

**Document student auditions.**

Student participation in professional and summer study auditions need to be documented.  
**Established in Cycle:** 2005-2006  
**Implementation Status:** Finished  
**Priority:** Low

**Implementation Description:** Fall 2006

**Responsible Person/Group:** Stacy

### **Implement exit interview.**

Develop system for exit interviews for graduating seniors. Should happen in Spring semester after senior project. Interviewers will be faculty subcommittees of Director of Dance plus academic adviser. Set list of questions and rubric for assessing each student needs to be developed.

**Established in Cycle:** 2005-2006

**Implementation Status:** Finished

**Priority:** Low

**Implementation Description:** Fall 2006.

**Responsible Person/Group:** Stacy and dance faculty

### **Implement oral defense of written thesis.**

Graduating seniors defend thesis to Director of Dance and academic/creative advisors during finals week of Spring semester. Assessment criteria need to be developed.

**Established in Cycle:** 2005-2006

**Implementation Status:** Finished

**Priority:** Low

**Implementation Description:** Spring 2007

**Responsible Person/Group:** Stacy and faculty

### **ACDFA Gala concert**

Select pieces to represent USM at ACDFA that have a good chance of being selected for the Gala concert. This includes the quality of the choreography, the performance as well as consideration of the adjudicators expertise and aesthetics.

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** March 2009

**Responsible Person/Group:** Dance faculty.

**Additional Resources Requested:** none

### **Alumni survey**

Develop alumni survey based on categories in this report. Find street and email addresses for graduates.

**Established in Cycle:** 2007-2008

**Implementation Status:** Terminated

**Priority:** Low

**Implementation Description:** Refer to updated action plan addressing alumni survey.

**Responsible Person/Group:** Stacy Reischman plus dance secretary

**Additional Resources Requested:** Alumni association mailing list.

### **Encourage summer study**

More dance students should be able to attend summer study in order to further their training as technicians and artists. Currently, only a handful of students do so. Most are limited for financial reasons, so we can do a better job at communicating summer scholarships that are available for such purposes. We can also take steps towards creating more scholarships. I see this as a function of the dance Advisory Board that is being developed. Spread Sheet will be circulated at Fall semester Town Meeting to gather information on summer study. Young People's Matinee income will be transferred into a new Foundation account for the ultimate purpose of starting summer scholarships for DED

majors.

**Established in Cycle:** 2007-2008

**Implementation Status:** Terminated

**Priority:** Medium

**Implementation Description:** New action plan for this FA11.

**Responsible Person/Group:** Stacy Reischman

**Additional Resources Requested:** Advisory Board development and implementation.

### **Exit interview**

Develop initial survey/questionnaire in DAN 411 and DED 461 that prepares them for their exit interview.(Exit interview coincides with oral thesis defense). Interview is based on Assessment Plan and NASD standards. Develop rubrics to assess exit interview.

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** Medium

**Implementation Description:** Spring semester 2009.

**Responsible Person/Group:** Stacy Reischman, plus dance faculty

**Additional Resources Requested:** Dedicated faculty meeting at beginning of Spring semester, 2009. Refer to NASD guidelines.

### **Guest artist assessment of student dancers**

Misnomer Dance Theatre will be at USM Feb. 2009. The dance program needs to remember to provide them assessment instruments to administer for the dancers on whom they set their work.

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** Feb 2009

**Responsible Person/Group:** Stacy Reischman and Erin Leigh, SN, JW

**Additional Resources Requested:** Assessment instrument. Perhaps a "user friendly" version of the current RDC rubric where choreographers assess dancers.

### **Student teachers presenting in schools**

Student teachers should be encouraged to produce work in the schools where they student teach. Consideration needs to be made for balancing this out with the load of student teaching and with the degree of formality that constitutes a "production." Perhaps the standards are currently too high.

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** Medium

**Implementation Description:** Spring 2009

**Responsible Person/Group:** Stacy Reischman, Julie White, Erin Leigh

### **Update DAN 401/402 literacy/perf exam targets**

1. Target needs to be reconsidered by full faculty. Is 90% appropriate enough? Rigorous enough? Etc.
2. Variety of acceptable Midterm and final assessments and exams need to be clarified among faculty.

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** Medium

**Implementation Description:** Fall 2008

**Responsible Person/Group:** Stacy and 400 level technique faculty

**Additional Resources Requested:** Dedicated faculty meeting and/or electronic discussion. Stacy to spearhead modern exit competencies development.

### **Update target for final projects**

Determine whether the target for final projects is appropriate.

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** Medium

**Implementation Description:** Fall 2008

**Responsible Person/Group:** Stacy Reischman plus dance faculty

**Additional Resources Requested:** Dedicated dance faculty meeting.

### **Update targets for work in DAN 212/310/312/410/411**

Consider if target for abstracts, prospectuses, manifestos, press blurbs and journals are appropriate. (Target to remain for 2 year cycle.)

**Established in Cycle:** 2007-2008

**Implementation Status:** Finished

**Priority:** Medium

**Implementation Description:** Fall 2008

**Responsible Person/Group:** Stacy Reischman and composition faculty

**Additional Resources Requested:** Electronic correspondence of composition faculty.

### **Administer exit survey to alumni**

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

**Established in Cycle:** 2008-2009

**Implementation Status:** In-Progress

**Priority:** High

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

**Measure:** Alumni Survey- Career Preparedness | **Outcome/Objective:** Prepared to participate in various fields of dance

**Implementation Description:** Summer and fall 2011: Professor Meredith early has taken over this project. The majority of all alumni contacts are updated. The survey is being reviewed and will be posted to Survey Monkey (or another survey source) and we hope to administer the survey December 2011.

**Responsible Person/Group:** Meredith and Stacy

### **Administer exit survey more effectively**

Exit survey to graduating seniors was done last minute and haphazardly. A better process is needed.

**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

### **Develop modern dance exit competencies**

This process is current in progress.

**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:** Stacy, Kelly, Elizabeth, Julie, Shellie, Meredith

### **Gather RDC data more effectively**

Measure #8 is almost impossible to report on. We need a new system.

**Established in Cycle:** 2008-2009

**Implementation Status:** Terminated

**Priority:** High

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

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

**Implementation Description:** Fall 2009

**Responsible Person/Group:** Stacy, Julie and faculty

### **Final projects**

Scores in final projects in DAN 351, 131, 240, 491, DED 360.

**Established in Cycle:** 2009-2010

**Implementation Status:** Finished

**Priority:** High

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

**Measure:** Final Projects | **Outcome/Objective:** Comprehensive knowledge of dance

**Implementation Description:** Targets were not met in many courses. It should take another year of gathering data to know if this is due to the caliber of the class taking the course or if it is a result of the course as instructed.

**Responsible Person/Group:** dance faculty

### **Oral and written presentation**

Oral and written work in DAN 312 , 410, 212 and 310, including prospectus, abstracts, journals and press blurbs.

**Established in Cycle:** 2009-2010

**Implementation Status:** Finished

**Priority:** High

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

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

**Implementation Description:** Target were not met in all categories of this multi-part target. DAN 312 and 410 are about to undergo re-design which may affect this data.

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

### Oral defense of thesis

Target needs to be re-evaluated. It appears too high, given the expectations. Faculty will look at 2 years of data to determine appropriate targets.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

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

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

**Projected Completion Date:** 11/30/2010

**Responsible Person/Group:** Stacy and dance faculty

### Thesis targets

Re-evaluate targets for appropriateness. At first glance (and without full faculty) it appears that they are and that not all students achieved our expectations. This was not unexpected.

**Established in Cycle:** 2009-2010

**Implementation Status:** Finished

**Priority:** High

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

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

**Implementation Description:** Target will be changed to 2.8.

### 401 self evaluation

Although this target is met for this Assessment Plan, it was not met for our Licensure plan. For this reason, and because our 2 degree plans are so tightly intertwined, we intend to take the following action that will affect this measure in both Assessment Plans: Students in DAN 401 complete summative self evaluations that are directed, yet personalized and reflective. The range of methods through which professors of this course (there are between 2 to 4 per academic year) meet this objective is widely varied. The self evaluations need to be addressed as a faculty of a whole (including some new instructors for this course) so that we can assure that the divergent methods we use to assess this outcome are still 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 plus dance faculty  
**Additional Resources Requested:** allocated faculty meeting

### Capstone final project target

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

**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:** 10/30/2011

**Responsible Person/Group:** Stacy plus full faculty

**Additional Resources Requested:** allocated dance faculty meeting

### Oral presentation of research, where is the weakness?

Where this measure is successful is in that it measures content as well as presentational skills. It has not been met for 2 reporting cycles now, but has not been missed by too much. We will leave the target as it is for one more year and work instead to prepare students on the front end of the challenges of this presentation. This is a culminating experience and should be rigorous. Aside from program reporting, the dance faculty can look at the rubrics for these presentations and determine where the weaknesses are? Content? Adapting to context? Speaking skills? Supplementary materials? Once this information is had, the instructor can work to address them specifically in the course.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

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

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

**Projected Completion Date:** 08/30/2011

**Responsible Person/Group:** Stacy

### Performance exams in DAN 401 and assessing them

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

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

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

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

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

**Projected Completion Date:** 10/30/2011

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

**RDC acceptance**

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

**Established in Cycle:** 2010-2011

**Implementation Status:** Finished

**Priority:** High

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

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

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

**Projected Completion Date:** 10/30/2011

**Responsible Person/Group:** Stacy plus dance faculty

**substitute for external evaluations for RDC members**

No data was reported this cycle because our guest artists residencies did not include setting a work (and thus evaluating) our RDC dancers. Residencies instead included master classes and lectures. For the upcoming year, we will have at least one guest artist who can do this evaluation. However, is there an alternative in case the opportunity doesn't exist for an external 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**Projected Completion Date:** 10/30/2011**Responsible Person/Group:** Stacy plus full dance faculty**summer study**

We are not experiencing many students externally studying dance right now. Part of this is the financial burden of doing so. Also, more and more of our students are attending summer school so they are not a "free" in the summers. The faculty will continue to let students know that this is always a beneficial experience for them and we will continue to assist with matching scholarships whenever feasible. But unless we actually pay for the workshops and festivals, we have little control over if our majors decide to attend them or not. We did have 2 students do a winter intensive workshop in NYC and 2 tours to Midwest taking classes over fall semester breaks. Perhaps we should expand the measure to include winter/semester break workshops.

**Established in Cycle:** 2010-2011**Implementation Status:** In-Progress**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** Employment | **Outcome/Objective:** Prepared to participate in various fields of dance

**Implementation Description:** FA11: The dance unit is presenting a mid-semester Town Meeting about summer study, winter intensives, workshops, etc. We are going to inform students of festivals, as well as scholarships and internships available. We think their lack of understanding about financial resources may be a major issue in not attending. We are also going to use student testimonials at the Town Meeting.

**Projected Completion Date:** 10/30/2011**Responsible Person/Group:** Stacy and dance faculty and student representatives**Thesis target update**

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

**Established in Cycle:** 2010-2011**Implementation Status:** Finished**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** Thesis | **Outcome/Objective:** Articulate dance theoretically and aesthetically**Implementation Description:** Updated to 2.8 in 11-12 Plan.**Projected Completion Date:** 08/30/2011**Responsible Person/Group:** Stacy**[Analysis Questions and Analysis Answers](#)**

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

Assessment reporting yields Dance BFA program success in relation to Objectives #1, 2 and 3. The data shows that our BFA Performance/Choreography program continues to do a solid job in technically preparing graduates. This is shown through meeting targets for 5 out of 6 measures for Objective #1. This program is focused on developing performers, so satisfying this objective is critical. 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). As has not always been the case, our PC program met 2 out of 3 measures for Objective #2 (comprehensive knowledge of dance). While final Capstone projects just missed the mark, final projects in other theory courses were either met or improved upon, with the overall target being met. In relation to Objective #3 one would hope that the Performance/Choreography area would be successful in producing graduates prepared to enter the field as this is the intent of the BFA degree. The data suggests we are doing so (2 measures met, one partially met), and especially so when a context is provided for measure # 11 (RDC acceptance). The overall target was not met, but what is relevant is the sample size. We had more students audition this year for the same number of positions as in previous years. The overall benefits of this for the quality of the program go beyond the scope of this report, but the objective of preparing graduates for the profession remains at the forefront of long-term planning in the dance unit. To these ends, we have created RDC II, implemented talk-back sessions with professional alumni and are planning for more guest artist residencies. In this way, the data in this report has served as a "reaffirmation" of regular and additional program activities. Overall, the Dance BFA program appears successful in the areas germane to the Performance/Choreography degree.

### **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. For the PC area, we are falling short in this reporting cycle in Objective # 4 with targets not met in 2 of 3 measures. This objective (theoretical and aesthetic understanding) has always been the most challenging one for Performance/Choreography students and the dance unit is continually working not only to strengthen student work in this area (thesis writing, research presentations) but to make sure we do not lower our standards and dilute the student experience just because we never quite meet all components of this objective. Even though we met targets for 3 out of 4 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 Report Section Responses**

### **Program Summary**

The dance program was up to speed with six regular, full-time faculty in 2010-2011. 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. Curricularly, 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.

### **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