

Assessment Record

Program: DANCE BALLET/EMPHASIS BACHELOR FINE ARTS	Assessment period: FALL 2010-SPRING 2012
--	---

Program or Department Mission:

The mission of Utah Valley University Department of Dance is to foster academic and artistic excellence through an intensive technical and reflective study of dance. Anchored in a common core curriculum, with several areas of emphasis, our program provides a rich stimulating environment where students cultivate their technical aesthetic creative and scholarly potential. We value superior teaching which promotes dance as an artistic and cultural expression that has the power to enrich, transform the individual, community, and society.

Plan		Report	
Intended goals, outcomes, or objectives	Means of Assessment & Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
1. Develop, initiate and evaluate academic program and degrees based upon an established set of criteria. Students completing the B.F.A. in Ballet Emphasis will be able to demonstrate successful audition skills through the ability to rapidly assimilate movement sequences and using technical and performance skills. Students will demonstrate confidence in skills presented.	1. Dance students completing their first year of required course work as pre-dance majors will be auditioned spring semester to be accepted into the B.F.A. program, by a panel of 3 or more Faculty members. Evaluator's scores will be compiled and criteria for success will be that 80% of students evaluated will complete objectives.		
2. Create a vibrant teaching and learning environment. Encourage active, experimental learning to engage students in the application of knowledge and help students understand, the relevance of that knowledge. Develop, initiate and evaluate academic program and degrees based upon an established set of criteria. Students completing the B.F.A. in Ballet Emphasis will be able to demonstrate knowledge of Dance History in the Western tradition showing skill in critical analysis, synthesis, and writing about dance.	2. Collect writing samples at the beginning the Dance History course DANC 3630 and 2 Faculty members will give a written evaluation. 2 samples will be gathered from Current Issues DANC4880 and compared by 2 Faculty members and evaluated. An outside reviewer will also evaluate samples. Criteria for success will be that students will score 80% or higher on writing samples collected in Current Issues.		
Plan submission date: October 1, 2010		Report submission date:	
Submitted by: Jacqueline Colledge		Submitted by:	

Instructions for Completing the Assessment Record
(revision 11-2006)

1. Here is a summary of changes from the previous Assessment Record forms A, B, and C:
 - The revised form gathers the same information but does it with one form versus three.
 - This generic form works for both academic and administrative programs.
 - There is a clearer delineation of what constitutes a "plan" and what constitutes a "report."
2. Previous forms may be used. If your plan is on the old forms your next report can continue on those forms or you can transfer the plan to the new format. Most should find the new form helpful but it is not necessary to use a form as long as your program can address the key assessment questions; i.e., *Where are we now and where should we be in the future? What impact should our program or services have on students? What evidence can I gather about how well our goals are being realized? What is success? What does the evidence tell us about our effectiveness? Can we see specific areas where there is a need or opportunity for improvement? What can we do to improve? How will we implement any changes, initiatives, or innovations?*
3. Here is an explanation of each portion of the form:

Program: A "program" for academic areas is usually defined as a degree. For administrative and support units a program is defined by the respective Vice President and usually consists of a particular area of services that are provided.

Program or Department Mission: All unit missions and plans should be consistent with and help further the mission of the institution as well as any intermediary missions, plans, etc. In this box, state your mission statement or that of the next highest organizational unit with a mission statement. [Once the UVSC mission is finalized it will be added to the next revision of this form.]

Plan: A plan is submitted near the beginning of the assessment period, by November 1st. It consists of filling out the left two columns of the table; i.e. intended outcomes of the program and the means of assessment and criteria for success.

- **Intended goals, outcomes, or objectives:** Academic programs will usually use student learning outcomes. Administrative and support units would likely use the term goal or objective, as appropriate to the situation. Regardless of the term used, these are statements of intended impact or results. These are not action items or one-time project goals/objectives. They should be "outcomes" as opposed to "outputs." Actions and projects are more appropriate for the "use of results" column. For any given period, it would be appropriate to have at least two or three goals/outcomes/objectives as a minimum. If additional rows are needed, put the cursor anywhere on the last row and click on Table/Insert/RowsBelow. Individual outcomes and their respective measures may be tracked over several assessment periods, if desired. You do not have to assess every goal, every cycle.
- **Means of Assessment & Criteria for Success:** Describe briefly what evidence you plan to gather to show progress on meeting your goal/outcome/objective. Indicate what "success" means for each. Evidence can be quantitative or qualitative. There should be at least one measure per outcome. If there is more than one, list them all in this column.

Report: At the end of the assessment period a report is made by filling out the "Report" side of the template to include a summary of the results and how those results were used to make improvements. Reports are also due by November 1st after the end of the previous cycle.

- **Summary & Analysis of Assessment Evidence:** What does your evidence tell you about your program's effectiveness or efficiency? Provide a brief summary of the data (if you have more detailed supporting information, you can attach it or keep it on file in the department). After analyzing the data, does it point to areas that could be improved or where there may be opportunities for innovation?

Use of Results: Describe what you are specifically doing to try and make improvements. What will you do differently, if anything? It is better to describe actual changes rather than potential plans for the future.

2. Assess

1. Set Goals

3. Analyze

4. Improve

What can we do to improve? How will we implement any changes, initiatives, or innovations?

Continuous improvement loop

What does the evidence tell us about our effectiveness? Can we see specific areas where there is a need or opportunity for improvement?

What goals are consistent with our mission as well as other applicable plans?

What evidence can I gather about how well our goals are being realized? What is success?

Where are we now and where should we be in the future? What impact should our program or services have on students?

Use of Results to Improve

Summary & Analysis of Assessment Evidence

Means of Assessment and Criteria for Success

Intended Goals, Outcomes, or Objectives

Utah Valley State Mission

Master Plans

Division/School/Department Plans

Assessment Model