

Report

received  
10/25/06

# ASSESSMENT REPORT FOR

Dance

(Instructional Degree Program)

Spring 2004-Spring 2006

(Assessment Period Covered)

Associate of Science

(Degree Level)

October 10, 2006

(Date Submitted)

## Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

- 1 Students completing the Associate program in Dance will be able to write a focused, well-developed critique of a live dance performance that correctly uses dance terminology, contains visual and kinesthetic imagery, and includes personal interpretation and meaning making.

## First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success: Collect concert critiques and identify dance majors. Two reviewers from the Dance Department will evaluate students' writing skills based on the revised rubric given for the papers. Criteria for success will be that 80% of the students receive 80% or higher. The Rubric must accompany the papers.

### a. Summary of Assessment Data Collected:

The Department of Dance collected writing samples from students in DANC 2670, Introduction to Laban Studies. This data has not been reviewed in detail however because in the middle of the assessment cycle, the Board of Regents approved four new baccalaureate degrees in Dance. The approval and implementation of these degrees came in the middle of this assessment cycle. Most of the students pursuing the AS degree switched to the BS or BFA and then there was an influx of new students pursuing the AS degree. We were surprised to find students still interested in the AS degree and are in discussion as a department about whether we want to keep this degree.

All this being said, we are finding it quite challenging to conduct assessment on so many different degrees especially at a time when so much is changing in our department. The collective focus has shifted from the AS to the Baccalaureate degrees and as I mentioned, the department is considering stream-lining and cutting the AS degree from our offerings.

We do understand that it is necessary to continue assessment on all degree offerings and will implement a new cycle for the associate degree this year. Preliminary assessment of the data indicates that student's writing in their second year is not at the level that we feel is necessary at this point in their studies.

### a. Use of Results to Improve Instructional Program:

The results indicate that improvements need to be made in the dance writing curriculum. As a faculty we will work to develop consistency in our expectations and develop a progression of writing assignments that facilitates student success. We continue to discuss this issue at our department meetings and are in the process of developing rubrics for all classes for all writing assignments. As Department Chair, I am in the process of reviewing all syllabi to make sure that writing assignments are consistent and reflect our expectations.

**Second Means of Assessment for Outcome Identified Above:**

b. Means of Program Assessment & Criteria for Success: Collect critiques and identify dance majors. One reviewer from the English Department will evaluate students' writing skills based on the revised rubric. Criteria for success will be that 80% of the students receive 80% or higher.

b. Summary of Assessment Data Collected:

b. Use of Results to Improve Instructional Program:



# ASSESSMENT REPORT FOR

DANCE

(Instructional Degree Program)

Spring 2004-Spring 2006

(Assessment Period Covered)

Associate of Science

(Degree Level)

October 10, 2004

(Date Submitted)

## Intended Educational (Student) Outcome:

*NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.*

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|---|---|
| 2 | Students completing the Associate program in Dance will be able to demonstrate successful audition skills through the ability to rapidly and accurately assimilate movement sequences using technical and performance skills. |
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## First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Evaluate students in DNCE 243R-001 and DNCE 244 R-001, Modern Technique and Theory II and DNCE 227R-001, Ballet Technique. A guest instructor will come in and teach an audition class to students at the beginning and then again towards the end of Fall and Spring semesters. A panel of 2-3 faculty members will observe the class and rate the students on a scale of 1-10 on (1) Ability to assimilate material quickly (2) Demonstrate qualitative nuances within movement material, (3) Exhibits command and presence and, (4) professionalism and class etiquette.

Evaluator scores will be compiled and the criteria for success will be that 80% of students receive 8 or higher in their scores.

a. Summary of Assessment Data Collected:

Data was collected for two semesters on students in an audition setting. Dance majors were identified in the classes and assessed with a common set of criteria. Unfortunately, the data is invalid now because the dance majors that we originally tracked have either moved into the BFA or left UVSC. Consequently, we only have one or two students graduating with an AS in this cycle. Another factor that has dramatically affected our ability to accurately assess our AS majors is the implementation of four baccalaureate degrees in Dance in the Fall of 2006. Many students switched to the BFA or BS degrees, and subsequently there was an influx of new students interested in pursuing the AS degree.

Despite the challenges, we did learn a lot from the assessment that we did conduct. The summary of data is based on a holistic qualitative assessment rather than the qualitative assessment means that were originally submitted. What we found is that students pursuing an AS are not as prepared to go out and audition because they only have one year of ballet and one year of modern required in the degree and are trying to transfer and audition into colleges and universities where students have already had two full years of ballet or modern. As well, Ballroom classes are not required in the AS degree, so we have many students dancing in the Ballroom program and pursuing degrees in other disciplines.

     a. Use of Results to Improve Instructional Program:

This semester dance faculty are in discussion about how we can change the associate degree to allow for a more successful transition to a four-year program. The consensus is that the AS in Dance should have an area of emphasis. For example, an AS in Modern Dance, AS in Ballet, or AS in Ballroom. We need to change the requirements so that students are better prepared to go into there area of interest and this requires curriculum changes. The future of the AS degree in Dance is the major agenda item for the Department's November meeting. Dance faculty are also considering stream-lining degree offerings so that we can focus on the four-year degrees, which means that the AS degree may be cut. Once we come to consensus, we will revisit this assessment cycle and implement it with more accurate measures.

**Second Means of Assessment for Outcome Identified Above:**

     b. Means of Program Assessment & Criteria for Success:

     b. Summary of Assessment Data Collected:

     b. Use of Results to Improve Instructional Program:

# ASSESSMENT REPORT FOR

DNCE

(Instructional Degree Program)

Associate of Science

(Degree Level)

Spring 2004-Spring 2006

(Assessment Period Covered)

October 10, 2004

(Date Submitted)

## Intended Educational (Student) Outcome:

*NOTE: There should be one form C for each intended objective listed on form B. The intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.*

3 Students completing the Associate program in Dance will be able to demonstrate technical competence in DNCE 144R and 127R.

## First Means of Assessment for Outcome Identified Above:

a. Means of Program Assessment & Criteria for Success:

Evaluate students in DNCE 143R and 144R, Modern Technique I, and DNCE 127R, Ballet Technique I. Instructors in these courses will identify 4-5 desired technical outcomes based on the course objectives. Using the criteria established by individual instructors, two internal faculty and one external dance expert will evaluate the videos and rate the students on each of the skills using a scale of 1-10. Criteria for success will be a combined score of 80 points for 80% of the students.

\_\_\_ a. Summary of Assessment Data Collected:

Video footage of these classes has been collected but not completely assessed. The reason for this is because in Fall 2005 the department implemented four new baccalaureate degrees. At that time, we were in the middle of this cycle and the students we were assessing either moved into the BFA or left UVSC. A preliminary look at the data shows that students need more technique classes in their area of interest to facilitate a smoother transition to a four-year program. This translates to changes in the requirements for the AS degree.

\_\_\_ a. Use of Results to Improve Instructional Program:

Dance faculty are currently in discussion about whether to cut the AS Dance or change it to an AS in Modern, AS in Ballet, and AS in Ballroom dance. In this way, students will be assured to have adequate technique classes in their area of emphasis. As it is now, students are required to take a year of Ballet and a year of Modern. One year of technique in a particular area is not enough to prepare a student to transfer to a four-year program in their area of interest. The consensus among faculty at this point is to either cut the AS degree or make the above stated changes. This is the major agenda item for the next department meeting. Once consensus is reached, we will then go ahead with the next cycle of assessment.

In addition, as Chair of the Department, I have decided to assign one faculty member to each degree to assist with Outcomes Assessment, especially with summarizing data and implementing assessment measures.

## Second Means of Assessment for Outcome Identified Above:

\_\_\_ b. Means of Program Assessment & Criteria for Success: