

# Program Learning Outcome Assessment Plan Template

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## General Information

Academic Year of Implementation: 2010-2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

School of Arts and Entertainment: Dance
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Planning Team:

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Suzanne R. Salapa	East	<a href="mailto:ssalapa@valenciacollege.edu">ssalapa@valenciacollege.edu</a>	2107	3-2
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Wendy Givoglu	East	<a href="mailto:wgivoglu@valenciacollege.edu">wgivoglu@valenciacollege.edu</a>	2218	3-2

## Learning Outcomes and Performance Indicators

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<sup>2</sup> Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

**Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:**  
**Dance**

<p><b>Targeted Program Learning Outcome:</b></p> <p><b><i>Execute evidence of performance elements</i></b></p>	<p><b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>            DAA 1650 Dance Production            DAA 2682 Performance Ensemble: Valencia Dance Theatre for Pre-Majors            DAA 1680/1681 Dance Repertory I/II for Pre-Majors</p>
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	<p><b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b></p> <ol style="list-style-type: none"> <li>1) Students will demonstrate a refinement of technical clarity</li> <li>2) Students will project character and intent</li> <li>3) Students will demonstrate movement comprehension</li> <li>4) Students will communicate through movement</li> <li>5) Students will demonstrate individual and group work performance participation</li> </ol>
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<p><b>Performance Indicators for the Program Learning Outcome(s) selected:</b></p> <ol style="list-style-type: none"> <li>1) Students will develop improved dance technique and principles of movement</li> <li>2) Students will execute basic principles of dance construction</li> <li>3) Students will integrate elements of auditioning/staging</li> </ol>	<p><b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b></p> <ol style="list-style-type: none"> <li>1) Students will execute correct posture, placement and alignment</li> <li>2) Students will be able to apply principles of movement design</li> <li>3) Students will be familiar with performance techniques and general casting requirements</li> </ol>
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**Common Assessment** (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected):  
***Dance Performance Rubric***

**Description of the Proposed Common Assessment** (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities):  
**Live Audition; movement combinations in class/rehearsal, repertory (individual and group work); costume and wardrobe management; theatre etiquette; rehearsal process; stage make-up; stagecraft; video of performance; Dance Performance Rubric, production standards.**

**Proposed Assessment Instrument** (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):  
**Performance video and Holistic Dance Performance Rubric**

# Implementation Process

## Collection of Student Artifacts

<p>What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? <b><i>The students will be provided with the rubric and results of the assessment and video of the live performance as is customary in the performing arts.</i></b></p>
<p>How will student artifacts or data associated with student performance be collected? <b><i>In person, email. After the completion of each residency, the choreographer will be presented with the survey instrument for completion.</i></b></p>
<p>If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include? <b><i>N/A this is a performance class</i></b></p>
<p>How will information about faculty / staff participation in the assessment project be communicated? <b><i>In person, email. After the completion of each residency, the choreographer will be presented with the survey instrument for completion.</i></b></p>
<p>Who will be responsible for coordinating the collection of student artifacts? <b><i>Department of Dance: Suzanne R. Salapa will distribute the survey instrument the choreographers or Lesley Brasseur Rodgers. Ms. Rodgers will collect them. We video the performance and the video is presented to the Dance Department one month after editing is completed.</i></b></p>
<p>At what point in the academic year / semester will the student artifacts be collected? <b><i>The survey instrument is collected after each semester of performance. Videos are collected within 1 month of all performances. We have four performances on campus a year.</i></b></p>

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

<p>When will student artifacts be assessed /evaluated? <b><i>The results of the rubric and performance video will be analyzed by Suzanne R. Salapa</i></b></p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts? <b><i>Suzanne R. Salapa, Program Chair of Dance</i></b> <b><i>Artistic Director and Professor of Dance Lesley Brasseux-Rodgers</i></b></p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? <b><i>Meet and discuss survey instrument</i></b></p>
<p>When will the results /data associated with the assessment plan be analyzed? <b><i>At the end of each performance, semester and school year</i></b></p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? <b><i>Training includes survey instrument/rubric analysis</i></b></p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? <b><i>Paper copy of survey instrument/rubric assessment and copy of video</i></b></p>

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

**N/A**

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

***Paper copy of survey instrument/rubric assessment and copy of video***

**Approval Process**

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline <b>(including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)</b>	<b>9/29/11</b>	<b><i>Suzanne R. Salapa, Director of Dance</i></b>	Corrections completed and submitted September 30, 2011
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			
Draft assessment plan is revised to reflect input			
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )			

## Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

<i>Wendy Givoglu, Dean</i>	
Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

## Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

**What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?** After an initial analysis of the Dance Program Outcomes, the results yielded the immediate need to amend the presented Outcomes from four to three. Discussions on this topic resulted in the conclusion that the fourth outcome, the Fitness Principle, was difficult at best to measure. The Program Chair for Dance presented this finding to the Curriculum Committee February 9, 2011 and the Committee agreed to amend the outcomes. In addition, based upon this analysis, the Program Chair determined that an additional technique class, Modern Dance III is needed and to begin in the summer 2012 for heightened results. This change will enable the students to further their technique in this dance genre and allow a much more smooth transition into the more advanced level that precedes Modern III, Intermediate Modern I.

**What changes to the common course outlines, if any, need to be considered?**

Changes to current course outlines do not need to be amended, however, the creation of a new course outline for Modern III for Pre-Majors will need to be established. Upon completion, this information will be submitted to the Curriculum Committee for review.

**What do the results of this assessment plan suggest about changes / improvements to the program assessment process?**

The assessment tool has been effectively utilized from Summer 2010 through Fall 2011. Based upon the results from survey participants, changes have been implemented and the assessment tool streamlined for effective use. Each individual who used this tool had constructive feedback. The

students participation results of the survey every semester have shown remarkable positive feedback. Most importantly, the dialogue generated upon completion of the instrument is invaluable. We are able to pin point and streamline the needs of our students and provide them with constructive feedback. In addition, we are fortunate to work with our student population for 2-3 years. Because of this, we are able to effectively track their progress allowing active learning and assessment on an immediate and individual basis. We are particularly keen of the video assessment. Instructors, choreographers and students can see firsthand from video demonstration what their strengths and weaknesses are and how to adapt corrective behavior. Changes have been instantaneous and the assessment method deemed valuable.

**Individual(s) Responsible leading the implementation of recommendations**

Dance Program Chair, Suzanne R. Salapa

**Stakeholders Impacted by the recommendations for improvement**

Associate in Arts in Dance Performance degree student population