

End of the Academic Year 2012-2013 – End of This Cycle

Associate in Arts in Dance Performance Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area				
Dance/School of Arts and Entertainment				
Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Dr. Suzanne R. Salapa	East	ssalapa@valenciacollege.edu	2107	3-2
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Dean, Wendy Givoglu	East	wgivoglu@valenciacollege.edu	2218	3-2
Lesley Brasseur Rodgers	East	lbrasseur@valenciacollege.edu	2954	3-2

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide 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: College-wide 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.

Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?
Creation of instrument, collection and acquisition of data for the instrument and all student artifacts are compiled by Suzanne R. Salapa
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?
Artifacts/data is compiled and collected at the end of every semester in the 2012-2013 school year: Summer and Fall 2012; Spring 2013.

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
Our results were favorable. Our assertions were correct and demonstrated a positive response from our choreographers. Our dancers have a professional work ethic and are diligently trained to work with all types of dance professionals; demonstrate proficiency with distinctive dance genre’s and made an impressive impact on our guest artists. All guest artists responded positively as demonstrated on the retooled survey instrument. In addition to the instrument, the dancers stated that our dancers are professional, approachable, talented, easy to work with and open to the creative process. Our dancers not only met our Fall predictions/expectations, but exceeded them as well. Please see the attached spreadsheet.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)
Based upon our 2012-2013 final report performance section, we made a curricular adjustment this school year. For many years, our summer only courses, *Repertory I* and *Repertory II* classes were offered in Summer Session A and Summer Session B concurrently and thus correlated with the Summer Repertory Concert culminating the rehearsal process/classes. Initially, this model was created to accommodate our final year students and offer both *Repertory* and technique class requirements in one summer which would enable them students to graduate the following May, providing all academic and dance class requirements were met. In addition, this model would also allow the possibility of students participating in transfer university dance summer programs and workshops throughout the country. After presenting an adjustment possibility to our students, we found that our students voiced the most frustration with the dual registration process in a single semester. As a result of the 2012-2013 final report and our discussions, we implemented the recommendation and offered *Repertory I* in the spring 2013 semester and *Repertory II* in the full Session C summer 2013 term. While the change still accommodates the final year students’ ability to graduate in a timely manner, the learner centered approach eliminates dual registration frustration. At the end of the summer, the students will be assessed in order to determine if this new model is viable for the 2013-2014 summer semester classes. My inclination for the new curricular outcome is that while the adjustment is lateral and the

workload is the same regardless of semesters, the students have already stated that the registration process is much easier.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

AA in Dance Performance curricular changes were made as mentioned in the 2011-2012 final report. Technique class changes to the curriculum were presented to the Curriculum Committee in the Fall of 2012. An additional technique class, DAA 1160 Modern III for Pre-Majors was added to the curriculum to accommodate the need to increase the students' dance technique, to prepare them for the higher level classes and as a result enhance their performance experience. This topic garnered productive discussions in the Summer –Fall 2012 with dance colleagues at various transferring four year institutions. The consensus was that the more classes were offered the greater potential to produce a better dancer, thus effectively providing an increased opportunity for success in our performance environment and future dance/academic endeavors. In regards to the changes made in paragraph 4/*Repertory I* and *Repertory II* classes, only scheduling changes in Banner were needed to accommodate this new model.

Next Steps – Planning for Next Year's Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

The 2011-2012 final report yielded a successful 2012-2013 survey instrument for *performance* assessment for our dance program. This tool is effective and the information yielded is productive for our dancers. The 2012-2013 cycle will examine a new performance outcome assessment with the focus on student generated choreography: Demonstrate an individual choreographic voice through the development of abstract and structured creative work.

Please include the name of the person completing this page and your program:

Suzanne R. Salapa

Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

N/A

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

N/A

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

N/A

See next page....

Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Dance/School of Arts and Entertainment	
Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?): Demonstrate an individual choreographic voice through the development of abstract and structured creative work	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: DAA 2610 Dance Composition and Improvisation I for Pre-Majors DAA 2611 Dance Composition and Improvisation II for Pre-Majors DAA 1650 Dance Production for Pre-Majors
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: <ul style="list-style-type: none"> •Cultivate creativity through movement exploration •Establish a movement language •Explore choreographic design elements •Create a choreographic evaluation process •Develop principles for the choreographic perspective and aesthetic preference •Refinement of technical clarity, movement comprehension, communication and intent
Performance Indicators for the Program Learning Outcome(s) selected: <ol style="list-style-type: none"> 1) Develop basic principles of dance construction 2) Create meaning or intention through a choreographic work 3) Develop a choreographic aesthetic perspective 4) Implement principles of movement 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> •Execution of a choreographic perspective through form, space, time, music theory, personal background and aesthetic, structure and performance •Generate a movement vocabulary through improvisation, observation, exploration and analysis •Develop performance principles, nuances of movement and apply knowledge to individual and group work in a class, rehearsal or performance setting •Communication of choreographic and aesthetic value through writing and verbal feedback
External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):	
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): The current research instrument is the Dance Composition and Improvisation Rubric currently utilized in DAA 2610 and 2611 classes. The rubric will be utilized on students' individual and group work assignments; dance presentations, video of work and video of performances.	
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):	

The Dance Composition and Improvisation Instrument (DCI Survey Instrument) is designed to assess the students work in Dance Composition and Improvisation courses: DAA 2610 Dance Composition and Improvisation I is offered in Fall and Spring Semesters. DAA 2611 Dance Composition II is offered in the Spring semester. Both courses present choreographic material/assignments throughout the entire semester. The DCI survey instrument will be administered by faculty at the end of the semester upon completion of the final dance presentation. In addition, a video assessment of the students work will be integrated into culmination of materials. Students who have completed Dance Composition and Improvisation I and II are encouraged to produce choreography for the student choreography concert, the Choreographers' Showcase (Fall semester). If the student demonstrates success in this area they are then invited to choreograph on the Valencia Summer Dance Institute (Summer semester) participants and the Dr. Phillips High School Dance Magnet Dance Concert (Spring semester). The video (s) of the students' work in the concert (s) will be included in the final assessment, which is anticipated to be completed by Summer 2014.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):
The DCI survey instrument and performance (s) videos.

Implementation Process

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

The students are informed of the assessment process at the start of the school year, Fall semester. After the DCI Rubric, class or performance is completed, the students are given access to the results of the results and video assessment by either the Artistic Director or the Chair of the Department of Dance.

How will student artifacts or data associated with student performance be collected?

The DCI Rubric will be given to the professor and collected at the end of the Fall and Spring semesters. The video of the performance is provided to the Department of Dance two-four weeks following the final Saturday evening performance for Fall, Spring and Summer semesters.

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?

The specific population of students is a non-random sample: current Associate in Arts in Dance Performance dance majors. All dance majors participate in DAA 2610 and DAA 2611 Dance Composition and Improvisation courses.

How will information about faculty / staff participation in the assessment project be communicated?

The Chair of the Department of Dance, Dr. Suzanne R. Salapa is responsible for creating, administering, assessing and communicating the DCI survey instrument to all faculty and staff. The Artistic Director will work with the Chair if changes or adjustments are needed for the DCI survey instrument and is also responsible for administering the DCI survey instrument and communicating the results to students.

Who will be responsible for coordinating the collection of student artifacts?

The Chair of the Department of Dance, Dr. Suzanne R. Salapa or Artistic Director Lesley Brasseux Rodgers will distribute the DCI survey instruments and collect the data. The dance performance is videoed and presented to the Department of Dance two-four weeks following the performance. The Chair is responsible for assimilating all of the artifacts.

At what point in the academic year / semester will the student artifacts be collected?

The DCI survey instrument and video of the performance is collected at the end of every semester.

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

<p>When will student artifacts be assessed / evaluated?</p> <p>All artifacts are collected and assessed at the end of every semester. Artifacts include the DCI survey instrument and performance video.</p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts?</p> <p>Chair of the Department of Dance, Dr. Suzanne R. Salapa and Artistic Director Lesley Brasseur Rodgers will evaluate all student artifacts. Both evaluators are the student participants (dancers) dance technique professors. Ms. Brasseur Rodgers is the choreographer and Artistic Director for student dance company Valencia Dance Theatre and Valencia Dance performances.</p>
<p>What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</p> <p>The Artistic Director will be presented with the DCI survey instrument from the Chair of the Dance Department. Ms. Brasseur Rodgers completed the previous assessment and is familiar with the process.</p>
<p>When will the results / data associated with the assessment plan be analyzed?</p> <p>The results and data associated with the assessment plan will be analyzed at end of each semester. The cumulative results of all three semesters will be presented in the final report, May, 2014.</p>
<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)</p> <p>I expect to clearly define, assess and disseminate the information collected. We have a new set of dancers to analyze, so in regards to performance, our students I am as anxious to see if the assessment process is effective. The area of choreography can be rather subjective; I am interested in seeing what this initial approach for the choreographic outcome will yield.</p>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <p>The Chair of the Dance Department is the author of the DCI survey instrument and one of the DAA 2610 Dance Composition and Improvisation instructors. In addition, the Chair completes the final report.</p>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <p>At this time, the answer to this question is that of uncertainty beyond the fact that all parties understand the assessment process. However, after the initial semester (s) of assessment, the author will have a better understanding if additional resources will be needed.</p>
<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)?</p> <p>N/A at this time.</p>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <p>As with the previous outcomes assessment, the results are provided multiple times throughout the semester through class/performance observation and meetings. This is a cyclical process and this under constant observation and analysis. The cumulative results will be disseminated in May of 2014.</p>

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 (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	May 9, 2013	1) Dr. Suzanne R. Salapa, Chair, Department of Dance 2) Wendy Givoglu, Dean, School of Arts and Entertainment 3) Dr. Stacey Johnson, East Campus President	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A at this time		
Draft assessment plan is revised to reflect input			
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Wendy Givoglu, Dean/School of Arts and Entertainment East Campus Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

