

# 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:

School of Arts and Entertainment: Dance

### 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@valenciacc.edu">ssalapa@valenciacc.edu</a>	2107	3-2
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Lesley Brasseur-Rodgers	East	<a href="mailto:lbrasseur@valenciacc.edu">lbrasseur@valenciacc.edu</a>	2107	3-2

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<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.

# Learning Outcomes and Performance Indicators

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Dance	
<b>I. Targeted Program Learning Outcome:</b>  <p style="text-align: center;"><b><i>Execute evidence of performance elements</i></b></p>	<b>II. 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
	<b>III. Targeted Outcome(s) within the <u>Course(s)</u>, Co-Curricular Program or Student Activity identified above:</b> <ol style="list-style-type: none"> <li>1) Refinement of technical clarity</li> <li>2) Projection of character and intent</li> <li>3) Movement comprehension</li> <li>4) Communication through movement</li> <li>5) Individual and group work performance participation</li> <li>6) Apply healthy fitness regimen</li> </ol>
<b>IV. Performance Indicators for the Program Learning Outcome(s) selected:</b> <ol style="list-style-type: none"> <li>1) Develop improved dance technique and principles of movement</li> <li>2) Execute basic principles of dance construction</li> <li>3) Integrate elements of auditioning/staging</li> <li>4) Apply dancer fitness principles</li> </ol>	<b>V. Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> <ol style="list-style-type: none"> <li>1) Execute correct posture, placement and alignment</li> <li>2) Apply principles of movement design</li> <li>3) Performance Techniques and general casting requirements</li> <li>4) Assess Fitness principles for healthy living the recognition of basic anatomy, injury prevention, care and the effect on dance performance</li> </ol>
<b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): <b><i>Dance performance Rubric</i></b>	

**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**

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# Implementation Process

## Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	<i>Summer 2010</i>	<i>Suzanne R. Salapa</i>
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	<i>N/A</i>	<i>Suzanne R. Salapa</i>
Draft assessment plan is revised to reflect input	<i>Fall 2010</i>	<i>Suzanne R. Salapa</i>
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	<i>Spring 2010</i>	<i>Suzanne R. Salapa</i>

## Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?  
***Discussion will be instituted and the rubric will be implement on the Summer 2010 Repertory I/II class. These courses, along with the Valencia Dance Summer Repertory Concert will be the trial target population.***

## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?  
***The students will be provided with the rubric and assessed in live performance as is customary in the performing arts.***

<p>How will student artifacts or data associated with student performance be collected?  <b><i>Live auditions, choreography, live performance</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. There are only two people involved</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 rubric and collect them from Lesley Brasseur-Rodgers. 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>Videos are collected within 1 month of all performances. We have three 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 (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)? <b><i>We are looking at the possibility during one of our pre-planning days in August prior to school starting</i></b></p>
<p>Which faculty or staff from the program/discipline will evaluate student artifacts?  <b><i>Artistic Director and Professor of Dance Lesley Brasseur-Rodgers and Suzanne R. Salapa, Director of Dance</i></b></p>

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? <b>Meet and discuss rubric</b>
When will the results / data associated with the assessment plan be analyzed? <b>At the end of each school year/performance series</b>
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? <b>Training includes rubric analysis</b>
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? <b>As listed above</b>
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)? <b>School of Arts and Entertainment Dean, Wendy Givoglu</b>
How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? <b>Paper copy of rubric assessment and copy of video</b>

## Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)? ***Upon implementation and completion of the first target population, this question will be better answered.***

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

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?  
***Can we do this again next year in Destinations; I enjoyed having the time to work on them at such an in depth level!***

## Dance Performance Rubric

### Department of Dance

The following standards were compiled by the Dance Department in evaluating students for the performance in performance classes:

#### **5     **Excellent**** *(As evident through exemplary preparation, execution, creative, instant assimilation, emotionally balanced in approach and expressive)*

##### ***Does all or almost all of the following:***

- Demonstrates correct alignment and improvement, excellent memorization, great attention to detail, immediate recall of appropriate dance genre
- Executes movement combinations with high energy, displays an elevated level of professionalism in preparation and execution of audition/rehearsal, clearly implements performance principles, works exceptionally well in a group
- Excellent knowledge of choreography, musicality and assimilation of corrections
- Implements principles for healthy living, understands anatomy, engages in prevention of injury and the effect on dance performance, maintains an emotionally as well as physically healthy lifestyle
- Displays excellent proficiency and execution of movement/piece, clear evidence of character comprehension, exemplary audience engagement

#### **4     **Good**** *(As evident through accurate preparation, analysis coherent, synthesis and progressive assimilation, balanced in approach and demonstrative)*

##### ***Does most of the following:***

- Demonstrates proficient alignment and improvements, sufficient memorization, good attention to detail use of appropriate dance genre
- Executes movement combinations with good energy, displays professionalism in preparation and execution of audition/rehearsal, implements performance principles, works well in a group
- Demonstrates good knowledge of choreography, musicality and assimilation of corrections
- Implements basic principles for healthy living, understands basic anatomy, frequently engages in prevention of injury and the effect on dance performance, is able to maintain an emotionally as well as physically healthy lifestyle
- Implements basic principles for healthy living, understands basic anatomy, frequently engages in prevention of injury and the effect on dance performance, is able to maintain an emotionally as well as physically healthy lifestyle
- Displays proficient and execution of movement/piece, evidence of character comprehension, maintains audience engagement

**3 Satisfactory** *(As evident through application of appropriate preparation, complete analysis, comprehension and assimilation, comparable in approach and generally demonstrative)*

***Does at the very least most of the following:***

- Demonstrates adequate awareness of alignment, moderate improvement, average attention to detail, when prompted recalls use of appropriate dance genre
- Executes movement combinations with moderate energy, somewhat displays professionalism in preparation and execution of audition/rehearsal, inconsistently implements performance principles, lacks the ability to work in a group
- Demonstrates average knowledge of choreography, musicality and assimilation of corrections
- Periodically implements basic principles for healthy living, does not fully understand basic anatomy, is constantly reminded about injury prevention of injury and care, does not reflect a balance of emotion and coping skills
- Generally displays proficiency and execution of movement/piece, lack of evidence of character comprehension, maintains audience engagement

**2 Developing** *(As evident through developing preparation, improving analysis, general assimilation, introductory in approach and productive demonstrative behavior)*

***Does the following:***

- Dancer strengthening alignment development, prompted for memorization, getting a grasp on detail
- Moderate demonstration of energy, learning professionalism in preparation and execution of audition/rehearsal, low level implementation of performance principles, working way into group work experiences
- Minimal retention of choreography, musically assimilation of corrections
- Can demonstrate basic principles for healthy living, basic anatomy and injury prevention and care, learning a balance of emotion and coping skills
- Displays minimal proficiency and execution of movement/piece, character comprehension and audience engagement

**1 Beginning** *(As evident through improper development of preparation, absence of analysis and assimilation, lack of approach and inability to cope)*

***Does the following:***

- Does not demonstrate correct alignment or improvement, unable to memorize no attention to detail does not understand appropriate dance genre
- Lacks clear understanding in technique principles for movement combinations, does not possess professionalism in preparation and execution of audition/rehearsal, lack of performance and would create emotional or physical issues when placed with experienced dancers in a group
- No knowledge of choreography, lack of musicality clearly evident, and is not able to assimilate corrections
- Engages in activities that do not reflect or is contrary to principles for healthy living, no anatomy and injury prevention and care, emotionally labile
- Does not display proficiency and execution of movement/piece, no character comprehension, lack of audience engagement