

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jkking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. **What is your program name?** Associate in Arts in Dance Performance
2. **Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)** AA in Dance Performance degree Performance Outcome was redesigned from last year and implemented in Summer Full Term 2012 . The newly designed research instrument proved to be very beneficial and successful. This same instrument is being used in corresponding semesters, Fall 2012/Spring 2013/Summer 2013.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Dr. Suzanne R. Salapa	East	ssalapa@valenciacollege.edu	2107	3-2
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Wendy Givoglu	East	wgivoglu@valenciacollege.edu	2218	3-2

■ Learning Outcomes and Performance Indicators

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

Associate in Arts in Dance Performance Degree/Dance/School of Arts and Entertainment

Major finding from last year and related change, if any:

The survey instrument was lacking in clarity. In May, I reworked the tool and the feedback from survey participants was extremely favorable.

Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): N/A

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; Student representation when possible.

Targeted Program Learning Outcome(s) (PLOs) for this year: Execute evidence of Performance Elements	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:
Is this a different outcome from the one reported last year? (yes /no) No	DAA 1650 Dance Production DAA 2682 Performance Ensemble: Valencia Dance Theatre for Pre-Majors
Does this assessment for this year apply to more than one PLO? (yes /no) No	DAA 1680/1681 Dance Repertory I/II for Majors
National Standard(s): N/A (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: <ol style="list-style-type: none"> 1) Refinement of technical clarity 2) Projection of character and intent 3) Movement comprehension 4) Communication through movement 5) Individual and group work performance participation
Performance Indicators for the Program Learning Outcome(s) selected: <ol style="list-style-type: none"> 1) Develop improved dance technique and principles of movement 2) Execute basic principles of dance construction 3) Integrate elements of auditioning/staging 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ol style="list-style-type: none"> 1) Execute correct posture, placement and alignment 2) Apply principles of movement design 3) Performance techniques and general casting requirements
Prediction (<i>Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle</i>)	
Based upon our students' work in the DAA 1680/1681 Dance Repertory class during the Summer 2012 Full Term, our students not only demonstrated the performance indicators with ease, but also excelled in their work. We expected to see confidence, professionalism and strength, however, we were quite taken aback by their breath taking performance (s) in the 2012 Summer Repertory Concert. As with every year, we have a new class of freshman dance majors. This year's class is very talented and we expect success. It will be interesting to how both groups integrate and work to find cohesion.	
Common Assessment – <i>What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected:</i> The current research instrument is the Dance Performance Rubric (DPR). The 2011/2012 DPR was modified to provide our dancers with technique and movement specific, individual feedback courtesy of those completing the instrument (choreographer). The individual feedback area has been proven to be a more effective and valuable area for the dancers; this area provides specific movement and technical feedback. The dancers are able to chart their own progress directly from the individual/guest artist and apply the corrections accordingly.	
Description of the Proposed Common Assessment – <i>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:</i> The performance process begins with a live audition at the beginning of the semester/residency/piece. Upon casting completion, movement combinations begin in class and/or in rehearsal, followed by repertory provided for individual and group work. At the end of each residency, the	

Dance Performance Rubric (DPR) is given to the guest artist for completion. Costume, wardrobe management, theatre etiquette, how to successfully approach, maintain and complete the rehearsal process, stage make-up, stagecraft and production standards are provided through the semester/residency/piece. The culmination of this process is the performance (s) and the performance video.

What is the approximate number of students that you expect to assess? (Please indicate "Do not know at this time" if that is the case)

14-20 students depending upon semester auditions

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? This occurred in May, 2012 following the modification of the DPR and the new instrument is presented. This was an effective modification that yielded favorable results.
2. How will student artifacts or data associated with student performance be collected? The DPR is given to the choreographer at the end of the residency and once it is completed, it is returned in person or via email. The <i>video of the performance</i> is provided to the Department of Dance two-four weeks following the final Saturday evening performance.
3. If student artifacts are to be collected based on a sample of students, 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 an audition for entrance into the Associate in Arts in Dance Performance program. In addition, dance majors who successfully completed the Valencia <i>Dance Theatre</i> audition for inclusion into this student traveling company are included in this sample. For inclusion into all performance opportunities provided by Valencia, dance majors must participate in auditions.
4. What information needs to be communicated to students concerning the assessment process? The students are informed of the assessment process in the summer and fall semester of the school year. After the choreographer completes the DPR, the students are given access to the results from either the choreographer providing a verbal assessment and/or the Chair of the Department of Dance and/or the Artistic Director of Valencia Dance discuss the results in the event of the choreographers travel schedule. We have received an enthusiastic response from our students indicating the value of the DPR and the results of this process.
5. How will information about faculty / staff participation in the assessment project be communicated? The Chair of the Department of Dance is responsible for creating, administering, assessing and communicating the DPR to all faculty and staff. The Artistic Director will work with the Chair if changes or adjustments are needed for the DPR, is also responsible for administering the DPR and communicating the results to students.
6. Who will be responsible for coordinating the collection of student artifacts / data? The Chair of the Department of Dance, Dr. Suzanne R. Salapa or Artistic Director Lesely Brasseur Rodgers will distribute the DPR survey instrument to the choreographer (s) and collect them. The dance performance is videoed and presented to the Department of Dance two-four weeks following the dance concert.
7. At what point in the academic year / semester will the student artifacts/ data be collected? The DPR survey instrument is collected after every semester performance. The 2012-2013 dance season includes five performances.

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

<p>8. When will student artifacts be assessed / evaluated? All artifacts are collected and assessed at the end of every semester. Artifacts include the DPR and the performance video.</p>
<p>9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? None</p>
<p>10. Which faculty or staff from the program/discipline will evaluate student artifacts? The Chair of the Department of Dance, Dr. Suzanne R. Salapa and Artistic Director Lesley Brasseux Rodgers will evaluate all student artifacts. Both evaluators are the student participants (dancers) dance technique professors. In addition, the Artistic Director is the director and choreographer for all of Valencia Dance performances and directs and choreographs for the student company, Valencia Dance Theatre.</p>
<p>11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? The Chair and Artistic Director have meetings throughout the semester regarding the DPR instrument and meet again after each DPR has been administered to the choreographer and completed. The assessment results are an ongoing discussion.</p>
<p>12. When will the results / data associated with the assessment plan be analyzed? The results are assessed after the choreographer has completed the DPR. This can happen once or multiple times during a semester depending upon how many choreographers are setting works on our dancers.</p>
<p>13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? * The Chair of the Department of Dance is the author of the DPR.</p>
<p>14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan? The DPR is a direct reflection of the Performance Outcomes work from last year. After numerous trial and error, based upon last year's instrument, this year's instrument was modified to reflect the changes necessary. Based on the changes made, the current DPR is based upon completion of the improvement plan. The improvement plan has been implemented and the new instrument/DPR is in effect. The results are favorable.</p>
<p>15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? At this point, the data source is sufficient: the DPR instrument and the video of performances.</p>
<p>16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)? N/A at this time.</p>

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Administrator of Dance Performance Assessment Rubric (DNR) and performance video's	Dr. Suzanne R. Salapa	Summer 2013	
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

▪Dean / Director Support

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

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

