

Detailed Assessment Report
As of: 10/04/2012 09:36 AM EST
2011-2012 Dance BFA

Mission / Purpose

The mission of the dance program at The University of Southern Mississippi is to integrate theoretical and practical aspects of dance in a way that is meaningful to our students' lives. By providing a myriad of diverse perspectives to the study of contemporary and traditional forms of dance, and by engaging the students in holistic and comprehensive approaches to the study of dance, USM's programs-its faculty, courses and opportunities-prepare the students for successful participation in the field of dance.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Perform exit competencies in dance technique

Students are able to perform 400 level (advanced level) exit competencies in dance technique. A minimum of 2 semesters of DAN 402 is required. A minimum of 2 semesters of DAN 401 is required.

Related Measures:

M 1:Performance exam

400-level students complete semesterly juried assessment. Juries assess technical and artistic skills, and disposition and professionalism on a standardized 5 point rubric. The jury is the full dance faculty. The overall highest score possible is 5.0.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

75% earn minimum score of 3.5 out of 5.0.

Findings (2011-2012) - Target: Met

FA11: Target met. 100% of students (7/7) earned at least 3.5 (out of 5) on juried assessments.

Average score was 4.4 (out of 5).

SP12: No juries conducted.

M 2:Self-evaluation

As a part of DAN 401, students complete reflective self-evaluation paper on their progress in relation to course objectives, established exit competencies, and personal goals. Exit competencies include alignment/placement, range of motion/flexibility, strength and control, rhythmic skills/sequencing, coordination/connectivity, focus, musicality and phrasing, qualitative range. Self-evaluations are assessed with rubric that covers Content, Reflection, and Organization and Mechanics/Quality of Writing/Fulfillment of Assignment.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

90% of students earn score of at least 3 (out of 4) on rubric evaluating reflective self-evaluation paper on progress in relation to course objectives, exit competencies and personal goals.

Findings (2011-2012) - Target: Met

FA11: Target met. 92% of students (22 of 24) earned at least 3 (out of 4) on reflective self-evaluation paper. Average score was 4.5 (out of 5).

SP12: Target met. 91% of students (20 of 22) earned at least 3 (out of 4) on reflective self-evaluation paper. Average score was 3.7 (out of 5).

Overall, **target met** with 91.5% of student (42 of 46) earning at least 3 (out of 4) on reflective self-evaluation paper. Average score was 4.1 (out of 5).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

401 self evaluation

Established in Cycle: 2010-2011

Although this target is met for this Assessment Plan, it was not met for our Licensure plan. For this reason, and because our 2 ...

M 3:Alumni Survey- Dance Technique

Responders to graduate/alumni survey indicate they were technically prepared to enter the field of dance.

Target:

90% of responders to graduate/alumni survey indicate they were technically prepared to enter the field of dance. 90% of respondents rank technical preparedness at 3.5 or higher (out of 5).

Findings (2011-2012) - Target: Not Met

Target not met. Survey administered in SP12 showed that 87.5% of graduating students (7 of 8) consider themselves technically prepared to enter the profession. Average score was 4.125 (out of 5).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Graduate survey and technique

Established in Cycle: 2011-2012

This target was not met because one student was suffering an injury at the point of graduation and was unsure about her technica...

M 4:Growth grade in DAN 402

In DAN 402, student technical and artistic growth is quantified in a growth grade that is based on defined ballet exit competencies and that includes technical, artistic and performance skills and knowledge. These skills and knowledge are articulated in detail as well as aggregated into a single score for the student.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of students earn a score of 75 (out of 100) on growth grade in DAN 402.

Findings (2011-2012) - Target: Met

FA11: Target met. 100% of students (4 of 4) earned at least 75 (out of 100) on growth grade in DAN 402. Average score was 90 (out of 100).

SP12: Target met. 100% of students (9 of 9) earned at least 75 (out of 100) on growth grade in DAN 402. Average score was 93 (out of 100).

Overall, **target met**. 100% of students (13 of 13) earned at least 75 (out of 100) on growth grade in DAN 402. Average score was 91.5 (out of 100).

M 5:DAN 402 Variation performances

In DAN 402, students perform a variety of instructor-selected ballet variations that intentionally range in style from classic to contemporary. These performances allow students to demonstrate and apply technical skills as well as develop artistry.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

80% of students earn at least 75 out of 100 on variations that require technical and artistic skill and competence.

Findings (2011-2012) - Target: Met

FA11: Target met. 100% of students (18 of 18) earned at least 37.5 (out of 50) on variations requiring technical skill and competence in DAN 402. Average score was 47 (out of 50).

SP12: Target met. 88% of students (21 of 24) earned at least 37.5 (out of 50) on variations requiring technical skill and competence in DAN 402. Average score was 41.5 (out of 50).

Overall, **target met.** 92.8% of students (39 of 42) earned at least 37.5 (out of 50) on variations requiring technical skill and competence in DAN 402. Average score was 44.25 (out of 50).

M 6:DAN 401 Performance Exam

As a part of DAN 401, students complete instructor-determined performance exams based on given objectives and established criteria for excellence and competency. These competencies include alignment/placement, range of motion/flexibility, strength and control, rhythmic skills/sequencing, coordination/connectivity, focus, musicality and phrasing, qualitative range combined with individual course objectives. Exams are midterm and/or final performance exams. In these exams, skills are both applied and exactly demonstrated/identified.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

90% of students in DAN 401 earn score of 75 or higher (out of 100) on instructor-determined performance exams based on instructor and program approved competencies.

Findings (2011-2012) - Target: Met

FA11: Target not met. 88% of students (23 of 26) earned at least 75 (out of 100) on performance exam in DAN 401. Average score was 87 (out of 100).

SP12: Target met. 100% of students (22 of 22) earned at least 75 (out of 100) on performance exam in DAN 401. Average score was 88 (out of 100).

Overall, **target met.** 93.8% of students (45 of 48) earned at least 75 (out of 100) on performance exam in DAN 401. Average score was 88.5 (out of 100).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Develop modern dance exit competencies

Established in Cycle: 2008-2009

This process is current in progress.

Performance exams in DAN 401 and assessing them

Established in Cycle: 2010-2011

The process of aggregating the data suggests a variance in how students are being assessed in performance exams in individual ...

SLO 2:Comprehensive knowledge of dance

Students display an integrated and comprehensive knowledge of the dance field -- historical, cultural, theoretical, and aesthetic, practical, and pedagogic.

Related Measures:

M 8:Capstone final presentation

Students complete final project in Capstone course DAN 491 that expands final creative project into contextual research. Final oral presentation involves thesis statement, review of literature, annotated bibliography, and explanation of main points and is delivered with accompanying power point presentation. Final presentation is evaluated on rubric that assesses content, organization/language/adaptation to context, and vocal/non-verbal delivery.

Source of Evidence: Capstone course assignments measuring mastery

Target:

80% of all projects will earn minimum total score of 3 out of 4.

Findings (2011-2012) - Target: Not Met

FA11: Target not met. 50% of students (4 of 8) earned a score of at least 3 (out of 4) on final research presentation in Capstone course. Average score was 3.1.
(Capstone is only offered in Fall semesters.)

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Capstone final project target

Established in Cycle: 2010-2011

The target was not met because of one weak student project in the course. Because this is a culminating project, it is expected...

Change Capstone target

Established in Cycle: 2011-2012

After 2 years of this target not being met, it is clear that student achievement is not on par with faculty expectations. Yes, w...

M 9:Final Projects

Students complete final projects in individual dance theory courses (DAN 131, DAN 240, DAN 351, DAN 431, DED 360, DAN 340)

Source of Evidence: Project, either individual or group

Target:

90% of all projects will earn minimum score of 75 out of 100.

Findings (2011-2012) - Target: Not Met

FA11: (courses are all only taught in one semester and are reported for the semester in which they are offered. Courses not listed below were not offered in 2011-2012)

DAN 131: Target met. 100% of students (10 of 10) earned at least 75 (out of 100) on final project. Average score was 94.

DAN 240: Target met. 100% of students (10 of 10) earned at least 75 (out of 100) on final project. Average score was 85.

DED 360: Target not met. 50% of students (4 of 8) earned at least 75 (out of 100) on final project. Average score was 71.

SP12:

DAN 351 (mini-session): Target met. 100% of students (3 of 3) earned at least 75 (out of 100) on final project. Average score was 81.

Overall, **target not met**. 87.5% of students (27 of 31) earned at least 75 (out of 100) on final project. Average score was 82.75.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Final projects/DED 360

Established in Cycle: 2011-2012

This target was almost met, with the one course where student achievement was lacking being DED 360. DED 360 is WI and SI and we...

M 10:Exit Interview

Seniors complete exit interview with faculty sub-committee where they discuss their progression through the program, their benchmarks of major growth, their growth since the Sophomore review, their cognitive discoveries/understandings and a review of their juries. Exit interview incorporates student response to standard questionnaire that addresses the above issues in addition to career/artistic goals.

Source of Evidence: Exit interviews with grads/program completers

Target:

80% of students pass exit interview with faculty subcommittee (program director, academic advisor and another selected faculty member). Interview is preceded with written submission of initial survey/questionnaire. Interview is assessed in terms of professionalism, quality of answers to subcommittee questions, and clarity in statement of career objectives and strategies for attaining them. A score of at least 2.5 out of 4 is passing.

Findings (2011-2012) - Target: Met

SP12: Target met. 100% of students (8 of 8) passed exit interview with faculty subcommittee with a score of at least 2.5 (out of 4). Average score was 3.6.
(Exit interviews are only conducted in Spring semesters).

SLO 3:Prepared to participate in various fields of dance

Graduates are prepared to successfully participate in the dance field as performers, choreographers, graduate students, and/or scholars

Related Measures:

M 11:Participation in the Repertory Dance Company

Students gain adequate experience in dance repertory, public performance, and professional rehearsal situations through successfully completing a minimum of two semesters in DAN 420. Students are given Process and Product grades by the choreographers with whom they work. The Process Grade includes: Professionalism/Approach & Attitude; Commitment to the Choreographic Process; Consistency in Work Ethic; Ability to Receive & Apply Feedback, Coachability; Investment in the Development/Evolution of the Dance; Spirit of Exploration; Personal Improvement in Artistry; Commitment to Fellow Cast Members & Choreographer.

Source of Evidence: Performance (recital, exhibit, science project)

Target:

At least 100% of student earn at least 54 (out of 60) on Process Grade for Repertory Dance Company.

Findings (2011-2012) - Target: Not Met

FA11: Target not met. 68% of students (13 of 19) earned at least 54 (out of 60) in Repertory Dance Company Process Grade. Average score was 54.5.

SP12: Target not met. 70% of students (16 of 23) earned at least 54 (out of 60) in Repertory Dance Company Process Grade. Average score was 54.

Overall, **target not met**. 45% of students (19 of 42) earned at least 54 (out of 60) in Repertory Dance Company Process Grade. Average score was 54.25 (out of 60).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

RDC acceptance

Established in Cycle: 2010-2011

We had the largest body of auditionees SP11 ever. There was a 50% chance of being cast in the Repertory Dance Company (RDC). Bec...

Repertory Dance Company Process Score target

Established in Cycle: 2011-2012

Target was not met by either Dance Education or Dance Performance/Choreography students. This was the first year we have used th...

M 12:Employment

Current students are encouraged to participate in summer/winter intensives in dance off campus and to audition for dance companies for scholarships and/or employment.

Source of Evidence: Honors and awards outside the institution

Target:

- a) 20% of students participate in summer/winter study off campus.
- b) 50% of current students who audition for summer/winter study off campus and/or dance companies gain scholarships and/or employment.

Findings (2011-2012) - Target: **Not Met**

Assessment is for combined semesters.

- a) Target not met. 15% of students (4 of 26) participated in summer/winter study off campus.
- b) Target not met. 0% of students who participated in study off campus (4 of 4) received financial assistance or employment.

Overall, **target not met.**

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Summer study

Established in Cycle: 2010-2011

We are not experiencing many students externally studying dance right now. Part of this is the financial burden of doing so. Als...

Summer/winter study off campus

Established in Cycle: 2011-2012

Students are not participating in off campus training during summer and winter breaks. The faculty greatly supports this effort ...

M 13:External Evaluations

Students work with guest artists while participating in DAN 420/Repertory Dance Company. Guest artists set new works and offer evaluations of students to the RDC director. The 100 point Dancer Evaluation rubric addresses disposition/professionalism, clarity of choreographic detail and quality, and performance in the creative process and product. Rubric is developed from similar instrument used in DAN 220 and DAN 420.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:

50% of dancers earn 80 points or higher (out of 100) on the Dancer Evaluation rubric for their work with guest artists.

Findings (2011-2012) - Target: Met

FA11: Target met. 50% of students (14 of 8) earned at least 80 points (out of 100) in Dancer Evaluation rubric for work with guest artist, Ririe Woodbury Dance Company. Average score was 82.

SP12: Target met. 55% of students (5 of 9) earned at least 80 points (out of 100) in Dancer Evaluation rubric for work with guest artist, Glen Meynardie. Average score was 81.

Overall, **target met.** 50% of students (3 of 6) earned at least 80 points (out of 100) in Dancer Evaluation rubric for work with guest artists throughout the year. Average score was 81.5.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Substitute for external evaluations for RDC members

Established in Cycle: 2010-2011

No data was reported this cycle because our guest artists residencies did not include setting a work (and thus evaluating) our R...

M 14:Festival Participation

Dance students are encouraged to attend the annual American College Dance Festival as it is a valuable educational and professional experience.

Target:

30% of dance students attend the annual American College Dance Festival.

Findings (2011-2012) - Target: Met

Assessment is for SP12 only as that is when the American College Dance Festival occurs.

SP12: Target met. 74% of dance students (26 of 35) attended the festival.

M 15:Alumni Survey- Career Preparedness

Responders to graduate/alumni survey indicate that their course of study was integrated and comprehensive and prepared them to enter the field of dance.

Target:

90% of respondents rate dance program curriculum at 3.5 or higher (out of 5).

Findings (2011-2012) - Target: Met

Target met. Survey administered in SP12 showed that 100% of graduating students (8 of 8) rated the comprehensiveness of the dance program and their preparedness to enter the profession at least 3.5 (out of 5). Average score was 5 (out of 5) with all responders "strongly agreeing" to statement regarding dance program curriculum

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Administer exit survey to alumni

Established in Cycle: 2008-2009

The survey is now completed and ready to be sent (electronically and snail mail). The only hang up is the alumni mailing list th...

SLO 4:Articulate dance theoretically and aesthetically

Students are able to articulate the dance experience and situate creative works by themselves and others in the larger field of dance both theoretically and aesthetically.

Related Measures:

M 16:Thesis

Students write theses that display substantial research. Thesis writing includes writing strategies from the QEP seminar. Students work incrementally in producing a final written document that is assessed in terms of thoroughness in documenting, analyzing, and critiquing the process and production of an original choreographic work. These are also evaluated on degree of written contextual investigatory inquiry into personal relationship to aesthetic perspectives and historical trends in dance.

Source of Evidence: Senior thesis or culminating major project

Target:

- a. 90% of student written theses display substantial research and evaluation of content earns a minimum score of 2.8 (out of 4.0)
- b. 90% of student written theses display substantial research and evaluation of quality of writing earns a minimum score of 2.8 (out of 4.0)
- c. 75% of student written theses display substantial research and evaluation of the process of writing (including drafting and application of feedback) earns a minimum score of 3.0 (out of 4.0)

Findings (2011-2012) - Target: Partially Met

Thesis writing is only offered in the Spring semester.

SP12:

- a) Target not met. 38% of student written theses (3 of 8) displayed substantial research and evaluation of content earned a minimum score of 3.0 (out of 4.0). Average score was 2.8.
- b) Target not met. 63% of student written theses (5 of 8) displayed substantial research and evaluation of quality of writing earned a minimum score of 3.0 (out of 4.0). Average score was 3.06.
- c) Target met. 100% of student written theses (8 of 8) displayed substantial research and evaluation of the process of writing (including drafting and application of feedback) earned a minimum score of 3.0 (out of 4.0). Average score was 3.6.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Thesis target update

Established in Cycle: 2010-2011

This target has not been met for 3 reporting cycles now and needs to be revised. Whereas at first we thought there was always on...

Thesis target update

Established in Cycle: 2011-2012

This target has not been met for 3 reporting cycles. Student work on thesis writing is passing, but could be of higher quality f...

M 17:Oral Presentation of Contextual Research

All seniors orally present contextual research in DAN 491. Presentation is evaluated on a 4 point rubric that contains the following categories: content, organization/language/adaptation to audience and context, vocal and non-vocal delivery and quality of supplementary materials.

Target:

80% of students earn at least 2.5 points (out of 4) on oral presentation rubric.

Findings (2011-2012) - Target: Met

Assessment occurs in Fall semester only.

Target met. 100% of students (8 of 8) earned at least 2.5 points (out of 4) on oral presentation rubric. Average score was 3.1.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Oral defense of thesis

Established in Cycle: 2009-2010

Target needs to be re-evaluated. It appears too high, given the expectations. Faculty will look at 2 years of data to determine ...

Oral presentation of research, where is the weakness?

Established in Cycle: 2010-2011

Where this measure is successful is in that it measures content as well as presentational skills. It has not been met for 2 repo...

M 18:Alumni Survey-Theoretical/aesthetic understanding

Responders to graduate/alumni survey indicate they were able to participate in the field of dance with a clear sense of theoretical and/or aesthetic placement and/or understanding.

Target:

90% of responders to graduate/alumni survey indicate they were able to participate in the field of dance with a clear sense of theoretical and/or aesthetic placement and/or understanding.

Findings (2011-2012) - Target: Met

Target met. Survey administered in SP12 showed that 100% of graduating students (8 of 8) indicated they had a clear sense of theoretical placement and understanding in the field of at least 3.5 (out of 5). Average score was 4.875 (out of 5) with all responders "agreeing" or "strongly agreeing" to statement of their theoretical and aesthetic understanding of the field.

SLO 5:Applies and demonstrates knowledge of dance-making

Students apply broad knowledge and experiences to dance-making and demonstrate a developed sense of what constitutes a serious work of dance with coherent and embodied goals and ideas.

Related Measures:

M 19:Festival Adjudication

Student dancers and choreographers annually and successfully adjudicate work at American College Dance Festival. ACDFA is a conference for college and university dance programs. Students perform formally, informally, and take master classes. Formal performances are evaluated by a panel of three respected figures in the field.

Target:

Continuous and multi-part target:

- a) Student choreographers annually adjudicate work at American College Dance Festival.
- b) At least every other year, student dancers and/or choreographers are selected for Gala Concert and/or national festival.
- c) Compiled anecdotal feedback is positive.

Findings (2011-2012) - Target: Met

The American College Dance Festival occurs in the Spring semester.

SP12:

- a) Target met. One student work, *Fester*, was selected to be adjudicated.
- b) Target met. Student dancers were selected for Gala concert in SP11.
- c) Target met. Anecdotal feedback was critical, yet positive for all adjudicated works and

performances.
Overall, **target met.**

M 20: Oral and written presentation

Students track and articulate their individual choreographic and aesthetic preferences and technical growth. This is evidenced in oral and written research presented in DAN 212, DAN 310, and DAN 312 and DAN 410. Journals, project proposals and final papers are the written documents required. They are evaluated with a rubric and put into student files.

Source of Evidence: Presentation, either individual or group

Target:

a. 90% of students earn at least 3.6 points (out of 4) on project proposal. b. 90% of students earn at least 3.2 points (out of 4) on final paper. c. 90% of students earn at least 3.2 points (out of 4) on journal.

Findings (2011-2012) - Target: Not Met

FA11:

a) DAN 312: Target not met. 0% (0 of 5) earned at least 3.6 (out of 4) on project proposal. Average score was 2.6.

a) DAN 410: Target not met. 29% (2 of 7) earned at least 3.6 (out of 4) on project proposal. Average score was 3.

b) DAN 312: Target not met. 40% (2 of 5) earned at least 3.2 (out of 4) on final paper. Average score was 3.1.

b) DAN 410: Target not met. 57% (4 of 7) earned at least 3.2 (out of 4) on final paper. Average score was 3.1.

b) DAN 212: Target not met. 11% (1 of 9) earned at least 3.2 (out of 4) on final paper. Average score was 3.

c) DAN 312: Target met. 100% (5 of 5) earned at least 3.2 (out of 4) on journal. Average score was 3.7.

c) DAN 410: Target met. 100% (6 of 6) earned at least 3.2 (out of 4) on journal. Average score was 3.8.

c) DAN 212: Target met. 22% (2 of 9) earned at least 3.2 (out of 4) on journal. Average score was 3.1.

SP12:

a) DAN 312: Target not met. 0% (0 of 1) earned at least 3.6 (out of 4) on project proposal. Average score was 2.5.

a) DAN 310: Target not met. 25% (2 of 8) earned at least 3.6 (out of 4) on project proposal. Average score was 3.5.

b) DAN 312: Target met. 100% (1 of 1) earned at least 3.2 (out of 4) on final paper. Average score was 3.4.

b) DAN 310: Target not met. 0% (0 of 7) earned at least 3.2 (out of 4) on final paper. Average score was 2.9.

c) DAN 312: Target met. 100% (1 of 1) earned at least 3.2 (out of 4) on journal. Average score was 3.4.

c) DAN 310: Target not met. 57% (4 of 7) earned at least 3.2 (out of 4) on journal. Average score was 3.3.

Overall,

a) **Target not met.** 19% of students (4 of 21) earned at least 3.6 (out of 4) on project proposal. Average score was 2.9.

b) **Target not met.** 28% of students (8 of 29) earned at least 3.2 (out of 4) on final paper. Average score was 3.1.

c) **Target not met.** 64% of students (18 of 28) earned at least 3.2 (out of 4) on journal. Average score was 3.48.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

212/310/312/410 target update

Established in Cycle: 2011-2012

In both emphasis areas, all targets for this measure were mainly not met. There has been some revision to the written work requi...

M 21:Oral defense of senior thesis

Students orally defend senior thesis to faculty subcommittee that consists of program director, academic advisor, and creative project advisor. Defense is evaluated on a 4 point rubric that contains the following categories: content, organization/language/adaptation to audience and context, vocal and non-vocal delivery and quality of supplementary materials.

Target:

90% of seniors will earn at least 2.5 points (out of 4) on oral presentation rubric.

Findings (2011-2012) - Target: Met

Oral defense of thesis occurs in the Spring semester only.

SP12: Target met. 100% of students (8 of 8) earned at least 2.5 points (out of 4) on oral presentation rubric for defense of senior thesis. Average score was 3.1.

M 22:Alumni Survey- Apply and Demonstrate Knowledge

Responders to graduate/alumni survey indicate they are able to apply and demonstrate their broad experiences of dance-making in post-baccalaureate creative work.

Target:

90% of responders to graduate/alumni survey indicate they are able to apply and demonstrate their broad experiences of dance-making in post-baccalaureate creative work.

Findings (2011-2012) - Target: Met

Graduate survey administered in SP12. Target met. 100% of responders (8 of 8) to graduate/alumni survey indicated they were able to apply and demonstrate their broad experiences in dance-making. Average score was 4.8755 (out of 5) with all responders answering they either "agreed" or "strongly agreed" with the statement about experiences of dance-making.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Update targets for work in DAN 212/310/312/410/411

Consider if target for abstracts, prospectuses, manifestos, press blurbs and journals are appropriate. (Target to remain for 2 year cycle.)

Established in Cycle: 2007-2008

Implementation Status: Finished

Priority: Medium

Implementation Description: Fall 2008

Responsible Person/Group: Stacy Reichman and composition faculty

Additional Resources Requested: Electronic correspondence of composition faculty.

Administer exit survey to alumni

The survey is now completed and ready to be sent (electronically and snail mail). The only hang up is the alumni mailing list that remains a work in progress.

Established in Cycle: 2008-2009

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Alumni Survey- Career Preparedness | **Outcome/Objective:** Prepared to participate in various fields of dance

Implementation Description: Summer and fall 2011: Professor Meredith Early has taken over this project. The majority of all alumni contacts are updated. The survey is being reviewed and will be posted to Survey Monkey (or another survey source) and we hope to administer the survey December 2011.

Responsible Person/Group: Meredith and Stacy

Develop modern dance exit competencies

This process is current in progress.

Established in Cycle: 2008-2009

Implementation Status: Finished

Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: DAN 401 Performance Exam | **Outcome/Objective:** Perform exit competencies in dance technique

Implementation Description: fall 2009

Responsible Person/Group: Stacy, Kelly, Elizabeth, Julie, Shellie, Meredith

Oral defense of thesis

Target needs to be re-evaluated. It appears too high, given the expectations. Faculty will look at 2 years of data to determine appropriate targets.

Established in Cycle: 2009-2010

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Oral Presentation of Contextual Research | **Outcome/Objective:** Articulate dance theoretically and aesthetically

Projected Completion Date: 11/30/2010

Responsible Person/Group: Stacy and dance faculty

401 self-evaluation

Although this target is met for this Assessment Plan, it was not met for our Licensure plan. For this reason, and because our 2 degree plans are so tightly intertwined, we intend to take the following action that will affect this measure in both Assessment Plans:

Students in DAN 401 complete summative self-evaluations that are directed, yet personalized and reflective. The range of methods through which professors of this course (there are between 2 to 4 per academic year) meet this objective is widely varied. The self-evaluations need to be addressed as a faculty of a whole (including some new instructors for this course) so that we can assure that the divergent methods we use to assess this outcome are still targeted to the same end. Because this target has been met in the past, we will review the data in this report and see if we can interpret what it implies. Are our students not meeting our expectation? Or can the faculty do a better job in measuring this outcome?

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Self-evaluation | **Outcome/Objective:** Perform exit competencies in dance technique

Implementation Description: Fall 2011: The dance faculty decided to utilize a "reflective paper" rubric to assess all student written work in DAN 401. The rubric allows for consistency in assessment, with the appropriate amount of flexibility for individual instructor assignments. This was first used Fall, 2011. This change will apply to all majors.

Projected Completion Date: 10/30/2011

Responsible Person/Group: Stacy plus dance faculty

Additional Resources Requested: allocated faculty meeting

ACDFA Gala concert

Select pieces to represent USM at ACDFA that have a good chance of being selected for the Gala concert. This includes the quality of the choreography, the performance as well as consideration of the adjudicators expertise and aesthetics.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Implementation Description: March 2009

Responsible Person/Group: Dance faculty.

Additional Resources Requested: none

Capstone final project target

The target was not met because of one weak student project in the course. Because this is a culminating project, it is expected that its quality be high and that the stakes be correspondingly high. The full faculty (upon review of this report) will discuss if the target should be changed.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Capstone final presentation | **Outcome/Objective:** Comprehensive knowledge of dance

Implementation Description: Fall 2011 faculty discussion: We will change the target to 80% and see how this works after gathering 2 years of data. Hopefully, this will better address intellectual disparity.

Projected Completion Date: 10/30/2011

Responsible Person/Group: Stacy plus full faculty

Additional Resources Requested: allocated dance faculty meeting

Oral presentation of research, where is the weakness?

Where this measure is successful is in that it measures content as well as presentational skills. It has not been met for 2 reporting cycles now, but has not been missed by too much. We will leave the target as it is for one more year and work instead to prepare students on the front end of the challenges of this presentation. This is a culminating experience and should be rigorous. Aside from program reporting, the dance faculty can look at the rubrics for these presentations and determine where the weaknesses are? Content? Adapting to context? Speaking skills? Supplementary materials? Once this information is had, the instructor can work to address them specifically in the course.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Oral Presentation of Contextual Research | **Outcome/Objective:** Articulate dance theoretically and aesthetically

Projected Completion Date: 08/30/2011
Responsible Person/Group: Stacy

Performance exams in DAN 401 and assessing them

The process of aggregating the data suggests a variance in how students are being assessed in performance exams in individual sections of DAN 401. DAN 401 faculty should meet as a whole to determine their assessment methods and which are shared and which are unique. The content of the performance exams are not the issue, but how each individual instructor determines if they are being met or not perhaps is. Each student encounters up to 4 different instructors and assessment process per year in DAN 401, so this action is certainly relevant to assuring course continuity in terms of the experience of the students who take it repeatedly.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: DAN 401 Performance Exam | **Outcome/Objective:** Perform exit competencies in dance technique

Implementation Description: Fall 2011: The dance faculty met to review this measure and target. We decided to NOT change the target, but to work harder to impart and share the relevance of the final performance assessments with our students. Specifically, these activities prepare students for high stakes performing, which they will encounter in the profession. Additionally, these activities reflect the rigor and high expectations within our program. Also these performances are just a component of the final grade.

Projected Completion Date: 10/30/2011
Responsible Person/Group: Stacy, Meredith, Kelly, Elizabeth

RDC acceptance

We had the largest body of auditionees SP11 ever. There was a 50% chance of being cast in the Repertory Dance Company (RDC). Because we do not see this trend changing, target will be changed to 65% of students are accepted into the company. The dance program is developing RDCII as a training ground for students who did not get into RDC, so the target may be modified to add a target about 50% of those not accepted opt to participate in RDCII.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Participation in the Repertory Dance Company | **Outcome/Objective:** Prepared to participate in various fields of dance

Implementation Description: FA11 faculty discussion: We decided to change the measure for this objective. We will now report on the process portion of the RDC grade. This should be a better indicator of student preparedness to work in the profession.

Projected Completion Date: 10/30/2011

Responsible Person/Group: Stacy plus dance faculty

Substitute for external evaluations for RDC members

No data was reported this cycle because our guest artists residencies did not include setting a work (and thus evaluating) our RDC dancers. Residencies instead included master classes and lectures. For the upcoming year, we will have at least one guest artist who can do this evaluation. However, is there an alternative in case the opportunity doesn't exist for an external judgment such as this? Should faculty evaluate RDC members not in their own works? And should we do so with a slightly different perspective, one that is maybe more akin to what exists in the professional world of dance? Dance faculty to brainstorm the idea with the objective being: how can we satisfy this measure when we do not have a guest artist set a work?

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: External Evaluations | **Outcome/Objective:** Prepared to participate in various fields of dance

Projected Completion Date: 10/30/2011

Responsible Person/Group: Stacy plus full dance faculty

Summer study

We are not experiencing many students externally studying dance right now. Part of this is the financial burden of doing so. Also, more and more of our students are attending summer school so they are not "free" in the summers. The faculty will continue to let students know that this is always a beneficial experience for them and we will continue to assist with matching scholarships whenever feasible. But unless we actually pay for the workshops and festivals, we have little control over if our majors decide to attend them or not. We did have 2 students do a winter intensive workshop in NYC and 2 tours to Midwest taking classes over fall semester breaks. Perhaps we should expand the measure to include winter/semester break workshops.

Established in Cycle: 2010-2011

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Employment | **Outcome/Objective:** Prepared to participate in various fields of dance

Implementation Description: FA11: The dance unit is presenting a mid-semester Town Meeting about summer study, winter intensives, workshops, etc. We are going to inform students of festivals, as well as scholarships and internships available. We think their lack of understanding about financial resources may be a major issue in not attending. We are also going to use student testimonials at the Town Meeting.

Projected Completion Date: 10/30/2011

Responsible Person/Group: Stacy and dance faculty and student representatives

Thesis target update

This target has not been met for 3 reporting cycles now and needs to be revised. Whereas at first we thought there was always one outlier affecting the data, now we see that there IS always one outlier affecting the data. The target for quality of work needs to be accommodated in the updated target. (Of note, there has also always been at least one student doing an Honors Thesis as a part of this same data.)

Established in Cycle: 2010-2011

Implementation Status: Finished

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Thesis | **Outcome/Objective:** Articulate dance theoretically and aesthetically

Implementation Description: Updated to 2.8 in 11-12 Plan.

Projected Completion Date: 08/30/2011

Responsible Person/Group: Stacy

212/310/312/410 target update

In both emphasis areas, all targets for this measure were mainly not met. There has been some revision to the written work required in these courses (project proposal, final paper, journal), but targets were also not met last year. The targets should be REVISED as clearly program expectations are not in line with student achievement. At the same time, the accompanying and observable work of students in their choreography IS meeting expectations, so while targets are high, lowering them should not sacrifice the quality of student creative work.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Oral and written presentation | **Outcome/Objective:** Applies and demonstrates knowledge of dance-making

Implementation Description: full faculty discussion FA12

Responsible Person/Group: Stacy and choreography faculty

ACDFA target

Student interest in being selected for adjudication and/or attendance at feedback sessions should be included in target.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: Low

Projected Completion Date: 10/30/2011

Responsible Person/Group: Stacy

Change Capstone target

After 2 years of this target not being met, it is clear that student achievement is not on par with faculty expectations. Yes, we wish students were more consistently successful in this presentation. The course structure has been modified several times to allow for more in class time, more lead time, etc. to facilitate success in this presentation. Efforts are being made to have more overlap between Capstone and DAN 410. Also, restructuring DAN 431 should help students be better prepared for this presentation. Is it time to lower the target to 75% earn 3 out of 4? Or should we make curricular strategies first?

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Capstone final presentation | **Outcome/Objective:** Comprehensive knowledge of dance

Implementation Description: faculty meeting to discuss FA12.

Responsible Person/Group: Stacy

Final projects/DED 360

This target was almost met, with the one course where student achievement was lacking being DED 360. DED 360 is WI and SI and we know it poses a serious challenge for our majors. Target will not be changed because we have high expectations in all our courses, and lowering expectations in a particularly rigorous course is not in order.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Final Projects | **Outcome/Objective:** Comprehensive knowledge of dance

Implementation Description: full faculty discussion FA12.
Responsible Person/Group: Stacy and dance ed faculty

Graduate survey and technique

This target was not met because one student was suffering an injury at the point of graduation and was unsure about her technical abilities. The dance faculty, familiar with the profession and with working through injuries understand this phenomenon and are not concerned about this student's technical preparedness. The data is transparent. Target will not be changed.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Alumni Survey- Dance Technique | **Outcome/Objective:** Perform exit competencies in dance technique

Repertory Dance Company Process Score target

Target was not met by either Dance Education or Dance Performance/Choreography students. This was the first year we have used this measure, so we will wait to see if it is met or not next year. Knowing the average RDC Process Score will, in a larger view, assist the dance department in determining where student weakness are in the RDC experience.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Participation in the Repertory Dance Company | **Outcome/Objective:** Prepared to participate in various fields of dance

Implementation Description: full faculty discussion FA12.
Responsible Person/Group: Stacy and dance faculty

Summer/winter study off campus

Students are not participating in off campus training during summer and winter breaks. The faculty greatly supports this effort and we have taken steps towards making it a reality for our majors. The results do not yet show that it is working. Is this target needed? Or should the measure be changed to measure the results of students who DO study/train off campus. It could be that our current measure only measures who (financially) is able to pursue this.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Employment | **Outcome/Objective:** Prepared to participate in various fields of dance

Implementation Description: faculty discussion FA12

Responsible Person/Group: Stacy and dance faculty

Thesis target update

This target has not been met for 3 reporting cycles. Student work on thesis writing is passing, but could be of higher quality from all students. Seeking more overlap between research undertaken in DAN 410 and DAN 411 will assist in improving the quality of thesis work and the faculty plan to work towards this in 12/13. Target will not change because our expectations are not lowered.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Thesis | **Outcome/Objective:** Articulate dance theoretically and aesthetically

Implementation Description: full faculty discussion FA12

Responsible Person/Group: Stacy and 410 instructors

Analysis Questions and Analysis Answers**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

**There is a lot of overlap in the following narratives because our two emphasis areas are extremely intertwined. All our courses (except for 3 senior project courses) are populated by majors of both emphasis areas. Further, we do not have different expectation for our majors in each area when they are given the same assignment and projects. However, the analysis below is clearly different between emphasis areas when the data yielded different results.*

Targets for measures relating to Objective 1 (Performing exit competencies in dance technique) and Objective 5 (Applies and demonstrates knowledge of dance-making) were met with only one exception in each category. This implies that our program is successful in creating technically proficient dancers who are able to make well-crafted and visioned dances. This is critical for our Performance and Choreography emphasis area majors (PC) as this is their chosen area of specialization. This is the single most important area in which our PC majors need to excel. The unmet measure for Obj. 1 was the result of a senior not confident in her technical abilities as a result of a serious injury that affected her training. (That we know this is a result of relatively small sample sizes.) The unmet measure for Obj. 5 was for "Oral and Written Presentation" and includes scores on work in composition and choreography courses. In explanation, the dance faculty recently updated and correlated all written work (project proposals, final papers, journals) in this series of courses and resulting scores at this point are inconsistent across assignments and instructors and lower than expected overall. Apparently, this is an area of these courses that needs to be reinforced. Also, new assignment and assessment instruments for all the above will need to be revisited and updated after repeated use, review and analysis.

In further reviewing findings in relation to objectives, as a program we are doing satisfactory in preparing students to participate in various fields of dance (Obj. 3) and in developing their abilities to articulate dance theoretically and aesthetically (Obj. 4). In these areas, more measures were met than not met. As stated in Closing the Loop, we are working to better understand our particular student body and their lacking participation in off-campus study, and doing so might help us better prepare them for professional participation. At the same time, sticking with the new RDC measure, which was unmet, over a period of time (see "Closing the Loop") will let us know if our expectations are appropriate or not.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Objective 2 (Comprehensive knowledge of dance) was only met in 1 of 3 measures. This is not acceptable, especially when considered in light of the achievement in this area for DED majors (where they achieved more success). One critical measure (#8) is about Capstone final presentations, which need to be of a higher quality, period. The remaining unmet measure was in final projects and it appears that PC majors did not meet expectations in DED 360, a teaching methods course. Although the results are not drastically low, we should see equal achievement from all students in any course, including DED 360. Overall, this implies that our PC majors are less prepared intellectually than technically for the profession. As a program we value both equally and have begun the work necessary to improve in this area. Specifically, it is clear through previous reporting cycles and actions taken in result that underwhelming student achievement in the Capstone final presentation is part of a larger curricular picture. We are in the initial stages of considering curricular revision that will provide students experiences before they get to the Capstone course that will lead to more success in Capstone, and thus their intellectual development in dance.

Annual Report Section Responses

Program Summary

**This program summary is the same for Dance Licensure as for Dance Performance and Choreography because the two emphasis areas are intertwined.*

2011-2012 was a busy year with our National Association of Schools of Dance (NASD) 10 year reaccreditation visit and with taking the final steps to become the Department of Dance. Our split from the Department of Theatre and Dance will be official July 1, 2012.

Our six regular, full-time faculty taught full loads and were active in university service. All faculty remained research active in 2010-2011. Faculty members were awarded the University Award for Service, a Lucas Endowment, a CoAL Research Award and were recognized in professional organizations across the nation. We had a strong presence at the annual conferences and festivals for the National Dance Education Organization, NASD, the Mississippi Alliance for Arts Education, East-West Somatics, and the American College Dance Festival Association.

We are continuing to mine the perspectives and initiative of new faculty and their expertise. We began mid-semester Town Meetings which were based in student-generated topics. We held to inaugural Chicago Dance Artist Series (CDAS) where 4 Chicago-based artists came to Southern Miss to share their work with our majors and the community. Visiting artists also shared their advice for success in the profession to our majors.

A large scale grant-funded dance residency was held for the Ririe-Woodbury Dance Company. The residency included master classes, setting a work on the USM Repertory Dance Company and a public performance.

Program graduates are still trending towards leaving the region to pursue graduate school and/or a professional performance career. We have seen particular success in our Dance Licensure graduates who are expanding the scope of dance education in K-12 to Tennessee. Many are creating their own positions.

We continued to produce a full season of dance concerts. With the addition of the Ririe Woodbury Dance Concert and one CDAS concert, our productions numbered ten. We consider our concerts cultural opportunities we offer the region in addition to providing requisite production and performing experiences to our majors. Our audiences could be larger and we are aggressively pursuing this as we brand ourselves as the new USM Department of Dance.

We held our first ever alumni reception and look to a large event in Spring, 2013 that will include indoctrinating esteemed alumni into a Hall of Fame.

Our enrollment is steady at 65-70 with almost half of our majors from out of state. We are becoming more competitive and are only accepting 1/3 to 1/2 of potential majors who audition for our program. We are working to find better ways to accommodate transfer students.

Continuous Improvement Initiatives

The following points relate to both emphasis areas in the dance program.

- Modern dance exit competencies were developed in 2011. They were based on practice as we were opposed to generating a prescriptive list of skills. Over a period of three years, course learning outcomes were collected from instructors of modern technique courses and ordered into categories (focus and spatial awareness, movement efficiency/connectivity/coordination, rhythmic skills and sequencing, strength and control, range of motion/use of facility/flexibility, alignment/placement, musicality and phrasing, qualitative range). Once this was complete, we found that all faculty were essentially teaching to the same objectives occasionally using different words to describe them. Although a slow-moving process, it did allow us to not only create exit competencies, but to affirm the philosophy we share in training dancers from the beginning through advanced levels of modern technique. A strong correlation exists between our exit competencies and the audition/scholarship rubric we use to assess majors from the point of audition through their annual juried assessments. This assessment instrument is not specific to any one style of dance and is used to track individual students and group/class technical, artistic and professional growth. This rubric is a clear expression of our standards for what an advanced dancer should know and be able to demonstrate.
- In 2012, we had a 10 year reaccreditation site visit from the National Association of Schools of Dance (NASD). The reaccreditation process involves writing a Self-Study, which took 18 months and the work of the entire dance faculty. The study was an opportunity to review all of our operational and curricular processes and has also inspired the dance faculty to reconsider how we define ourselves. In relation to assessment, the Self Study and reaccreditation process as a whole has let us see the amount and depth of assessment that occurs in our program at all levels. We were commended for this in the NASD Visitor's Report. It also helped us to see how many changes (for the better) we have made as a program since our last visit in 2002 and how rigorous we have become.
- We streamlined how we assign concert reviews in our program so that dance majors are not submitting multiples per concert. We hope this leads to a single review that is of higher quality.
- The ballet area of our curriculum is figured out in terms of where we implement Variations (learning canonical/historical works from the ballet repertoire). We successfully acted upon the following: DAN 302 (Intermediate ballet) is where students learn skills and apply them; DAN 402 (advanced ballet) is where students apply their technical and performance skills to variations which demand stylistic nuances and require a working concern for artistry.
- We are weeks away from administering an alumni survey that will assist us in getting data about the strengths, weakness and future potential of our program.
- We have achieved consistency in how the written work in DAN310/312/410 is assigned and assessed. While the results for this year did not meet our expectations, we now are all at least on the same page in terms of what students experience as they develop as choreographers. For instance, asking a student to submit a creative project proposal in 310 and then again in 312 and again in 401 hopefully means the quality of work is better in the 410 submission as the student has practiced creating the proposal in other courses. The next step is to add DAN 491 and DAN 411 into the mix so that there are preparatory experiences a student encounters before they get to the Capstone level. It makes sense that we would start to think this way as it is exactly how we train our majors in their technique courses-progressively, accumulatively, and with rehearsal and feedback.
- Overall, we are improving in our ability to link results of in-class assessment processes to the annual WEAVE program assessment process. This means that the data we generate in individual courses is in large part what we report in this venue. This streamlines the WEAVE process and allows for a new, critical and quantitative view of work in discrete courses. (Instructors are able to see the results of student work in their courses and how it fits into the larger program). In other words, student achievement in individual courses/assignments/projects/etc are formally linked to our ability to assess our program overall.

Closing the Loop

· (Obj. 1) A self-evaluation assessment instrument was developed for DAN 401 (measure 2) . The "reflective paper rubric" was created as a modified version of what is used in Practicum for teacher candidates to assess their many reflective papers. This allows for consistency in grading across sections and instructors of DAN 401. It is also (while not required) used in DAN 201 and 301, which will lead to more student familiarity with expectations for final reflective papers in these courses.

· (Obj. 1) For performance exams in DAN 401, there were several reporting cycles with a large discrepancy in student scores (meas. 3 6). DAN 401 is instructed by a rotation of five faculty members, so we dedicated a faculty meeting to the issue. We decided to not change to target, lower our expectations or lessen the rigor, but to try to share the relevance of the event. Specifically, we will aim to better communicate that these performance exams mirror high-stakes audition/performance situations students will experience in the profession. At the same time, we needed to remind ourselves (in our disappointment at our students' achievement level) that this is only one component in their grade.

· (Obj. 3) We finally created a way to assess our students' involvement and achievement levels in their participation of the Repertory Dance Company (RDC) (meas. 11). All of our reporting processes previously had been cumbersome and we felt not entirely representative of their work in RDC over the course of a semester. This reporting cycle we relied on the "process grade" portion of the RDC "Evaluation of the Dancer" rubric. This score thoroughly captures all the components of student work in this area.

Targets for this new measure were not met in this reporting cycle and we suspect we set it too high. We have never looked at this portion of the grade in isolation before. That the target was not met does not correlate to our satisfaction in the level of success our majors experience in their participation in RDC. We look forward to capturing and analyzing more than one year of data and adjusting the target or our program expectations as appropriate.

· (Obj. 3) Having been dissatisfied with the results of measure 12 (Students participating in off-campus training), we dedicated a faculty discussion to the issue. First, we realize that attending summer/winter intensives, workshops and/or training programs is cost prohibitive. Tuition for such programs is not feasible for most of our students and we do not have adequate scholarship money to assist them. Knowing there is not a lot we can do in this respect, we wanted to make sure that low student involvement in off-campus study was not for a lack of awareness, understanding or appreciation of them and the benefits they provide our students. We created and held a mid-semester Town Meeting for all dance majors focused on workshops and intensives where we provided general information about major (and lesser) festivals throughout the nation. We shared scholarship and internship information. We had students and faculty who had participated in off-campus dance study speak to their own experiences. We tried to demystify and "sell" the idea to our majors. We will know if this was useful in gathering data for next year's report. (We intend to do this again in 2012-2013).