

Degree or Program Summary

Department: Physical Education and Human Performance

Report Preparer: Catherine Fellows & Jason Melnyk

Program Name and Level: Dance Education

Program Assessment Question	Response
<p>URL: Provide the URL where the Learning Outcomes (LO) can be viewed.</p>	<p>On the web: http://web.ccsu.edu/dance/default.asp</p> <p>By the time of graduation, a student will demonstrate:</p> <ul style="list-style-type: none"> • Proficient level of skill and dance technique • Understanding and application of anatomy and kinesiology for dancers • The ability to plan and implement developmentally appropriate units of instruction in dance education • The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary levels.
<p>Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<ul style="list-style-type: none"> • Job placements post-graduation of students who have completed the program • Portfolio review/assessments <ul style="list-style-type: none"> ○ Rubric assessments within classes <ul style="list-style-type: none"> ■ written work and assessments ■ Performances ■ choreography/projects
<p>3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Dance Education and Physical Education Faculty</p>
<p>4) Results: Using this year’s Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>As this program is new, we currently have two graduates with 100% job placements. Rubrics are still in the development phase and are currently being expanded and implemented across all dance courses.</p>
<p>5) Strengths: List ways in which your assessment process is working well.</p>	<ul style="list-style-type: none"> • Graduated students are finding job placements • Enrollment in program is growing • Rubrics are developed and being utilized and we are working towards generation of have a common rubric for assessment across all dance curriculum.
<p>6) Improvements: List ways in which your assessment process needs to improve based on student data (A brief summary of changes to assessment plan can be reported here).</p>	<p>While rubrics are utilized in each dance course, we are developing more expansive rubrics that can be ranked and tracked more easily across the dance education program. This will provide data showing the students’ progress over their degree program.</p> <p>This report has allowed us to strategize how we will be assessing the current 19 students that are enrolled in this new program.</p>

FULL REPORT

Department: Physical Education and Human Performance

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Program Name and Level: Dance Education

PREAMBLE and Highlights

- 1) The Dance program is currently in its fifth semester and enrollment continues to increase. Currently enrollment in the program is at 21 students as well as 10 dance minors. Under the supervision and mentorship of our extraordinary and diverse faculty, students will experience the canon of American modern dance, learning to understand and respect the lineage while embracing the future of contemporary forms. This program does not lead to initial dance certification.
- 2) At this time due to the nature of the program and the fact that it is new, we are developing more formalized rubrics that will generate data in relation to our four learning outcomes. Results at this time are minimal however we are utilizing this full report to strategize for appropriate data generation and assessment.

SECTION 1-LEARNING OUTCOMES (LO)

- 1) Proficient level of skill and dance technique
- 2) Understanding and application of anatomy and kinesiology for dancers
- 3) The ability to plan and implement developmentally appropriate units of instruction in dance education
- 4) The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary levels.

SECTION 2-FINDINGS

LO #1 Proficient level of skill and dance technique
Evaluation Method <ul style="list-style-type: none">• Direct measures are embedded in each of the courses through specific assignments tied to specific and measurable course objectives. These assignments and studio presentations are designed to apply what they are learning to their current/future profession.
Criteria Used & Who evaluates <ul style="list-style-type: none">• Embedded assignments are assessed by faculty, usually with a rubric, but this data is not formally collated for program assessment at this time.
Instruments/Rubrics <ul style="list-style-type: none">• Appendix A: Course Assignment Rubric Examples
Link between the assessment method(s) and each LO measured <ul style="list-style-type: none">• We are working to develop a generalized rubric assessing dance skills and performance which will track their performance over the course of their curriculum. This tracking will allow for a natural progression of assessment that will hopefully showcase the student's progress and improvement in mastering the skill content.
Summary of student performance <ul style="list-style-type: none">• At this time there is insufficient data to assess this outcome.
Five year data trend <ul style="list-style-type: none">• Not enough data at this time.

LO #2
Understanding and application of anatomy and kinesiology for dancers
<p>Evaluation Method</p> <ul style="list-style-type: none"> Grades and laboratory assignments and examinations in EXS 207 (Anatomy & Physiology I) and EXS 301 (Applied Kinesiology) (previously EXS 216 Kinesiology). Emphasis placed on how the skill is taught and the skill cues to ensure students understand and apply appropriate anatomy and kinesiology terminology
<p>Criteria Used & Who evaluates</p> <ul style="list-style-type: none"> Embedded assignments are assessed by Exercise Science and Dance faculty.
<p>Instruments/Rubrics</p> <ul style="list-style-type: none"> No rubrics at this time
<p>Link between the assessment method(s) and each LO measured</p> <ul style="list-style-type: none"> We are working to develop a generalized rubric assessing how students are applying their anatomy and kinesiology knowledge of their kinesthetic awareness and dance technique.
<p>Summary of student performance</p> <ul style="list-style-type: none"> At this time there is insufficient data to assess this outcome.
<p>Five year data trend</p> <ul style="list-style-type: none"> Not enough data at this time.

<p>LO #3 The ability to plan and implement developmentally appropriate units of instruction in dance education</p>
<p>Evaluation Method</p> <ul style="list-style-type: none"> The Unit Plan Assessment is completed in Dance Education Methods (DAN 477), approximately two semesters prior to student teaching. The primary purpose of this assessment is for students to plan a sequence of lessons that include: analysis of contextual information, alignment with Dance Education Standards, scope and sequence that outlines in sequential order what will be covered and how skills will be taught within the unit, skill and content analysis to identify the skill cues, practice tasks and applications for each skill in the unit, teaching methodologies to assist students in developing skills and assessment strategies that will be used to monitor student progress.
<p>Criteria Used & Who evaluates</p> <ul style="list-style-type: none"> Embedded assignments are assessed by faculty, with a rubric, but this data is not formally collated for program assessment at this time.
<p>Instruments/Rubrics</p> <ul style="list-style-type: none"> We will be implementing a similar rubric to the Physical Education undergraduate program with emphasis on Dance for fall 2019
<p>Link between the assessment method(s) and each LO measured</p> <ul style="list-style-type: none"> We are working to develop a generalized rubric assessing lesson plan development and the ability to implement these lessons. This tracking will allow for a natural progression of assessment that will hopefully showcase the student's progress and improvement in mastering the curriculum.
<p>Summary of student performance</p> <ul style="list-style-type: none"> At this time there is insufficient data to assess this outcome.
<p>Five year data trend</p> <ul style="list-style-type: none"> Not enough data at this time.

<p>LO #4 The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary levels.</p>
<p>Evaluation Method</p> <ul style="list-style-type: none"> • EXIT PORTFOLIO ASSESSMENT • The student teaching exit portfolio is an institutionally developed assessment completed during student teaching and in use at CCSU in various forms since 2004. The primary purpose of this assessment is to document impact on K-12 student learning. The exit portfolio requires candidates to plan and implement a sequence of 5 to 8 assessment driven lessons; document student learning via structured assessments and less formal daily analyses of student work; differentiate planning; and reflect on the efficacy of their instruction. The portfolio is scored by the student teacher’s university supervisor. Rubric element scores provide useful feedback to students and to program faculty about areas of strength and weakness for individuals and for the program.
<p>Criteria Used & Who evaluates</p> <ul style="list-style-type: none"> • Embedded assignments are assessed by faculty, usually with a rubric, but this data is not formally collated for program assessment at this time.
<p>Instruments/Rubrics</p> <ul style="list-style-type: none"> • In development.
<p>Link between the assessment method(s) and each LO measured</p> <ul style="list-style-type: none"> • The success of the exit portfolio and feedback from their student teacher supervisor and observations will directly relate to the LO.
<p>Summary of student performance</p> <ul style="list-style-type: none"> • At this time there is insufficient data to assess this outcome.
<p>Five year data trend</p> <ul style="list-style-type: none"> • Not enough data at this time.

SECTION 3 – ANALYSIS

LO #1-4
Data Results: Meaning & Identification of patterns of student’s strengths and weaknesses While data is not formally collected at this time we are in the process of upgrading rubrics for consistency across dance education curriculum. Individual faculty members are using a variety of rubrics which we are currently organizing into a data set with standardizing across curriculum.
How results have changed over time N/A

SECTION 4 –USE OF RESULTS

LO #1-4
Curricular/Programmatic Changes Made over 5 years The program is in its fifth semester. Programming and curriculum changes have evolved to meet the needs of the dance education majors therefore this is a work in progress
Relationship between assessments and changes made This assessment report has allowed a framework of rubric generation and data collection that will assist us in our future reports.

SECTION 5- DEPARTMENTAL PROGRAM ASSESSMENT PLAN

Four Year Plan

Improvements needed (referenced evidence):

- Standardized rubrics across dance curriculum and begin data collection.
- Formalize tracts within the dance education major such that students may focus on either a business owner tract or the initial teacher certification

Strategy #1: Implement standardized dance rubrics across dance curriculum

Goal of assessment activity

Utilizing common rubrics will allow for data collection in alignment with the learning outcomes.

Scheduled for:

Preliminary rubrics are attached in Appendix A and will be implemented in fall 2019 with continual revision based on feedback from Physical Education & Human Performance and Dance Education faculty.

Target Group:

All dance education majors

Data to be Collected:

Rubric data for each learning outcome.

Data Analysis:

AY 2019 will be first year of data collection.

Approvals or procedural guidelines required:

The rubric has been developed by the program coordinator and will be presented to all dance faculty for review, feedback, and revision.

Classroom Implementation Timeline:

Assessment will be implemented starting in the fall 2019/spring 2020 semesters.

Appendix A: LO#1 Performance Rubric Draft

Performance Rubric

<u>Criteria</u>	<u>Exemplary</u>	<u>Proficient</u>	<u>Developing</u>	<u>Beginning</u>
Skills of technique	Student consistently displays correct use of flexibility, alignment, strength, and endurance	Student displays correct use of flexibility, alignment, strength, and endurance	Student displays correct use of flexibility, alignment, strength, and endurance with prompting	Student does not display correct use of flexibility, alignment, strength, and endurance with prompting
Use of dynamics, accent, time, and musicality	Student consistently applies the use of dynamics, accent, time, and musicality with intention and purpose	Student applies the use of dynamics, accent, time, and musicality with intention and purpose	Student tries to apply the use of dynamics, accent, time, and musicality	Student is unable to apply the use of dynamics, accent, time, and musicality
Retain and execute sequence	Student is consistently able to take direction and understand terminology Student is consistently able to retain and execute sequence with accuracy and fluidity	Student is able to take direction and understand terminology Student is able to retain and execute sequence with accuracy	Student tries to take direction and understand terminology Student tries to retain and execute sequence	Student does not take direction and understand terminology Student does not retain and execute sequence
Engages audience	Student consistently engages the audience by using all parts of the body mentally, physically and emotionally with intention and purpose	Student engages the audience by using all parts of the body mentally, physically and emotionally with intention and purpose	Student tries to engage the audience by using all parts of the body mentally, physically and emotionally	Student does not engage the audience by using all parts of the body mentally, physically and emotionally

Appendix B: LO#3 Unit Plan Assessment Rubric Draft

EDUCATOR OBSERVATION/FEEDBACK

EDUCATOR NAME _____

DATE OF OBSERVATION

DOMAIN/INDICATOR	PRE-CONFERENCE: TARGET AREAS PROFESSIONAL LEARNING STUDENT OUTCOMES	EVIDENCE FROM OBSERVATION	POST-CONFERENCE DISCUSSION NOTES
<p>Domain 2:</p> <p>Classroom Environment, Student Engagement and Commitment to Learning</p> <ul style="list-style-type: none"> ❖ Positive class climate ❖ Student engagement ❖ Appropriate standards of behavior ❖ Routines and transitions 			
<p>Domain 3: Planning for Active Learning</p> <ul style="list-style-type: none"> ❖ Appropriate levels of challenge ❖ Coherent and engaging lessons and units ❖ Academic and behavioral interventions 			
<p>Domain 4: Instruction for Active Learning</p> <ul style="list-style-type: none"> ❖ Evidence-based instructional strategies ❖ Differentiated instruction ❖ Learning through technology ❖ Student independence and interdependence ❖ Monitoring, adjusting and providing meaningful feedback 			

<p>Domain 5: Assessment for Learning</p> <ul style="list-style-type: none"> ❖ Formative and summative assessment ❖ Data collection and analysis ❖ Assessment criteria and feedback ❖ Communication of performance expectations 			

STRENGTHS:

AREAS FOR GROWTH:

EVALUATEE SIGNATURE

EVALUATOR SIGNATURE