For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The UAOPS assessments have allowed us to see where our program is strong and where we would like to make adjustments to our curriculum, our instructional methods and even in our data collection methods. One of the major changes we have made in the Dance Program since the 09-10 report was to examine how we are tracking the performance opportunities of our students as well as look at the kinds of opportunities available to our students. For the 09-10 report, we were only tracking students who performed with our Alabama Repertory Dance Theatre (our pre-professional dance company at UA with works choreographed by faculty or guest artists) and counting students who performed at the American College Dance Festival (who typically would be the same students in ARDT as we usually took faculty works to perform at that regional conference). Also, because our program was much smaller then, we required all students to audition for the company. As our program has grown, this is no longer the case. We have students that are more interested in teaching, film, choreography or other specialties and actually aren’t interested in being in the performing company. That is important to note as we track the number of students who audition for the company in comparison to our total number of majors. In 09-10, we were also concerned about the number of freshmen and sophomores given a performance opportunity, as most company members of ARDT tended to be upperclassmen, so we added an end of semester Freshmen/Sophomore showcase performance that year. We have continued that tradition in some form over the last 4 years, though the name of the concert has changed from time to time (Showcase, Next Dance Experience, currently named Dance Collection). Also, we have allowed the number of that concert to be flexible, changing it up with the needs of the program. Sometimes the concert is all student work, sometimes there is faculty or guest artist work on this concert as well.

For the 2010-2011 report, we additionally began to track the number of students who performed in the Dance Alabama concert, a concert with all student choreography. This already gave us a more accurate number of students with a performance opportunity by adding in the other program-sponsored concert of the season. We also reported rather informally in our observations that students were performing in other venues and events outside our regular season, such as the Alabama Dance Festival or Panoply Choreography Competition.

For the 2011-2012 report, we changed our last assessment measure to track “The number and type of productions students participate in outside of the regular dance season” to give an even better picture of the incredible array of venues and performances our students were doing beyond the shows produced on UA’s campus. This was wonderful for the faculty because when we started surveying students, we realized many were doing professional work all around the country during their summer or winter breaks or even on weekends. It allowed us to see how our students are active outside the regular concert schedule.

Asking better questions and gathering more specific and detailed information from our students has enabled us to be able to tout the incredible performance opportunities offered by our program. As noted by outside evaluators, even though we offer a Bachelor of Arts degree in dance, these performances put our students on the level of activity and artistry as students in other institutions pursuing a Bachelor of Fine Arts degree in dance. While the credit tracking is different, the experience is quite comparable. This information puts UA Dance above other BA programs in dance around the country.

Mission / Purpose

The mission of the Department of Theatre and Dance is to offer excellent teaching and resultant dynamic learning on the graduate (theatre only) and undergraduate levels of education. The curriculum reflects an understanding of these arts as an arena where the experiences encountered in life are explored and shared in unique communication with an audience. Theatre and dance students as artists/scholars/practitioners develop specialized knowledge, talents, and skills, as well as comprehension of a variety of methodologies, historical perspectives, and theoretical principles. The department strives to nurture the development of creative, independent, and well-educated students who are able to work collaboratively in the creation of their arts. The department also strives to nurture and support faculty committed to high levels of achievement in creative activity, teaching, and service.

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

SLO 1: Proficiency in at least one style of dance

Students will demonstrate proficiency in at least one style of dance (ballet, modern or jazz) and competency in at least one other dance style.

Connected Documents
Curriculum Maps I-Dance B.A.
Curriculum Maps II-Dance B.A.

Related Measures

M 1: Student Audition

Students must audition to be accepted into the dance program. Students are assessed by all dance faculty to
determine their levels in the different dance styles. A rubric is used to determine acceptance and placement in each technique style. Results from the rubric will be summarized.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
All incoming freshmen and transfer students are evaluated before admission to the program. Students must have an average score of 2 or higher (out of 3) from all faculty.

**Finding (2013-2014) - Target: Met**
Out of 113 auditioning students, 66 were accepted to the program based on achieving an average score of 2 or higher (out of 3) from all faculty. 43 students enrolled at UA as a dance major in Fall 2013. Based on initial faculty assessment, 2 incoming freshmen were placed in DN121, Ballet Technique I, and 41 were placed in 2 sections of DN221, Ballet Technique II. Students continued their ballet studies in the spring with DN122 and DN222. 22 students took Jazz DN251 for the fall, and then switched to modern DN211 for the fall and switched to jazz DN252 in the spring.

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

**Limit Enrollment for 2013-2014**
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number and percent of majors
- **Outcome/Objective:** Sustain Optimal Level of Enrollment
- **Measure:** Number of auditionees
- **Outcome/Objective:** Program Outcome: High Level of Recognized Quality
- **Measure:** Number of incoming dance majors
- **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Student Audition
- **Outcome/Objective:** Proficiency in at least one style of dance

**M 2: Technique Class Evaluation**
In technique classes taught each semester, students are evaluated by dance faculty at midterm and at the end of the semester, with the use of rubrics to determine subsequent course recommendation. Results from the rubric will be summarized.

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

**Target:**
90% of students enrolled in a technique class are expected to reach and maintain a B- average on rubric scores.

**Finding (2013-2014) - Target: Met**
There were 11 technique classes for dance majors in Fall 2013. Total enrollment across all classes was 213. By the end of the semester, all but 3 students had reached the threshold for success of a grade of B- (80%) or higher on their final movement exams. Students are then allowed to proceed to the next level of technique after achieving the threshold for success. 98% of students have learned the required skills by the end of the semester. There were 11 technique classes taught in Spring 2014 with a total enrollment of 160 dance majors across all courses. All but 1 student achieved a grade of B- or higher by the end of the semester. 99% of students have achieved the threshold, and are allowed to move forward to the next level of technique.

Students may not move on to the next level of a given technique style if they do not reach the threshold by the end of the semester. This ensures proper level advancement through the technique curriculum. Note: The drop in “enrollment” numbers from fall to spring reflects a shift from tracking ALL students enrolled in technique classes, to just tracking the dance majors within each technique class. Other students include musical theatre or dance team members who are required to take dance courses for their degree/team status, or students who are not dance-majors but have dance experience and gain permission from the instructor to enroll in a course.

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

**Limit Enrollment 2014-2015**
An ideal class size for the current resources of the dance program would be 30-35 students with each freshmen class. We are almost double that for the 2012 freshmen class. We expect some matriculation, but the program will need to limit incoming student class size without additional faculty or facilities.

*Established in Cycle:* 2012-2013
*Implementation Status:* Planned
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of incoming dance majors
- **Outcome/Objective:** Sustain Optimal Level of Enrollment
- **Measure:** Technique Class Evaluation
- **Outcome/Objective:** Proficiency in at least one style of dance

**SLO 2: Knowledge in basic anatomy and kinesiology**
Students will demonstrate knowledge in basic anatomy and kinesiology as it pertains to dance technique.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 3: DN 265 Evaluation**
In the Anatomy for Dance course, DN 265, students’ progress of comprehension and retention is evaluated by weekly quizzes on anatomy and kinesiology. Results from these quizzes will be summarized.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
In the Anatomy for Dance course, DN 265, students’ progress of comprehension and retention is evaluated by weekly quizzes on anatomy and kinesiology. The threshold for success is an 70% average on all quizzes.

**Finding (2013-2014) - Target: Partially Met**
In Fall 2013, 20 of 26 students averaged 70% or higher. In Spring 2014, 5 of 12 students averaged 70% or higher.

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

**Disclosure**
While students are struggling to meet the quiz threshold, the instructor does use quiz data to influence instructional methods and review of material in the course. Thus students are still succeeding overall in the class based on adjustments made after quiz material is reviewed. Due to low enrollment in the spring semester, and the instructor being on sabatical in the Fall 2014 semester, this course will only be offered during the Spring 2015 semester for next academic year.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** DN 265 Evaluation
- **Outcome/Objective:** Knowledge in basic anatomy and kinesiology

**M 4: DNCA 265 Final Analysis Paper**
In the Anatomy for Dance course, DNCA 265, students’ progress of comprehension and retention is evaluated by a final analysis paper that requires students to synthesize the material in class and include a personal assessment and conditioning program. Results from performance on this paper will be summarized.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Threshold for success is 80% on this project

**Finding (2013-2014) - Target: Met**
In the Fall 2013 class, for the final analysis paper, 25 out of 26 students scored 80% or above and 15 of 26 students scored 90% or above. In the Spring 2014 class, 11 of 12 students scored 80% or above.

Students continue to score very well on this assignment, demonstrating the students’ comprehension of the material in relation to their own bodies and physical needs, which is one of the main goals of the course. These results also demonstrate the worth of the class in its ability to help dancers understand their bodies and how to care for and condition them properly.

**M 5: Anatomy Pre and Post Test**
A pre and post test will be administered to the DNCA265 students to test their general knowledge of the body before the class and at the end of the semester.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Threshold for success is 70% or higher on the post test

**Finding (2013-2014) - Target: Met**
A pre- and post- test was added as an assessment for the Spring 2014 semester only.

10 of 12 students took the pre-test with scores ranging from 0 – 4 out of a possible 30 points (0-13%). 12 of 12 students took the post-test with scores ranging from 53%-95%. Only 2 students were below the threshold, with 5 students scoring in the 80-89% range and 2 scoring 90% or higher. 83% of students reached the threshold for the post-test.

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

**Alter test format**
Students come into the course knowing very little of the material, as demonstrated by their pre-test scores. As this was the first time trying this overall assessment of course material, the format of the test will be altered for next year, giving the pre-test on the first day of class, then administering 1/3 of it at midterm and the other 2/3 before the final, to better review and prepare students for those exams.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Anatomy Pre and Post Test
- **Outcome/Objective:** Knowledge in basic anatomy and kinesiology

**SLO 3: Knowledge in the history of dance**
Students will demonstrate knowledge in the history of dance as a performing art through written, oral, and creative research.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.
Related Measures

M 6: Dance History Quizzes
In the DNCA470 (Dance History I) and DNCA471 (Dance History II) courses students are assessed by quizzes.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
The threshold for success is 70% average over all quizzes for the semester.

**Finding (2013-2014) - Target: Partially Met**
In Fall 2013, 13 out of 27 students achieved the 70% threshold, only 48% of the students. In the Spring 2014 semester, only 24 of 27 students achieved the 70% threshold, 89% of students.

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

**Alter quiz format**
In the Fall 2012 semester, there were fewer quizzes but they were in an essay format and the scores were much higher. For the Fall 2013 semester, there were more quizzes, in multiple choice/short answer format. While multiple choice is easier/faster for the instructor to grade, clearly it does not serve the students as well as the essay format. Next year, a combination of essay format and multiple choice will be tested.

**Established in Cycle:** 2013-2014
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
Measure: Dance History Quizzes | Outcome/Objective: Knowledge in the history of dance

M 7: DNCA 470 and 471-essay assignments
In the DNCA470 (Dance History I) and DNCA471 (Dance History II) courses students are assessed by essay assignments combining information from numerous sources with attention to MLA formatting and citations. Results from these assignments will be summarized.

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

**Target:**
The threshold for success is a rubric score of 80% or above average across essays for 80% of the class.

**Finding (2013-2014) - Target: Met**
In Fall 2013, by the end of the semester, 24 of 27 students earned 80% or higher and 6 of these scored 90% or higher, 89% of the class achieving the threshold for success. In Spring 2014, 22 of 27 students scored 80% or higher, and 10 of those scored 90% or above, with a total of 81% of the class achieving the threshold.

M 8: DNCA 471: choreography project
In the DNCA 471 (Dance History II) course students are assessed by a choreography project demonstrating understanding of an artist's style. Results from this assignment will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
A threshold of 80% on this assignment is desired for 90% of the class.

**Finding (2013-2014) - Target: Met**
25 of 27 students scored 80% or higher, with 21 of those being 90% of higher. (Two students submitted their work late, which led to a grade reduction, however, before the points taken away for lateness, the students did achieve the 80% threshold.)

Students excel in the area of translating their research of a particular choreographer into a dance in the style of that person. This project is not only a favorite of the students, but a clear indicator that even if students do not excel at writing, they understand the key aesthetic elements the choreographer used to produce art.

M 9: History Pre and Post Test
A pre and post test will be administered to the DNCA 471 students to test their general knowledge of choreographers and genres of dance before the class and at the end of the semester.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Threshold for success for the post-test is 60%.

**Finding (2013-2014) - Target: Partially Met**
25 of 27 students took the pre-test with scores ranging from 2.5 – 10.5 out of a possible 35 points (7-30%). 26 of 27 students took the post-test with scores ranging from 9-32 points out of the possible 35 (26-91%). 11 students were below the 60% threshold, 7 students scored between 60-69%, 4 students between 70-79%, 3 students between 80-89% and one student above 90%.

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

**Alter test format**
With only 57% (15 of 26) students scoring above the threshold, the faculty could examine the most frequently missed questions in order to put emphasis on certain topics for next semester's course. Also, because the post-test was administered with 2 weeks remaining before the final, the professor also has time to review important information before students took their final exam. This helped students for the current semester, as well as helped the professor to prepare for next year. As this was the first time trying this overall assessment of course material, the format of the test will be altered for next year.

**Established in Cycle:** 2013-2014
**Implementation Status: Planned**

**Priority: Low**

**Relationships (Measure | Outcome/Objective):**

- **Measure:** History Pre and Post Test
- **Outcome/Objective:** Knowledge in the history of dance

**SLO 4: Understanding of composition techniques of choreography**

Students will demonstrate understanding of composition techniques of choreography.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 10: DNCA 240: choreographic devices**

All dance majors are required to take one semester of choreography (DNCA 240). Students are evaluated on specific choreographic devices over the course of the semester using rubrics. Results from the rubrics will be summarized.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

- Threshold for success is 80%

**Finding (2013-2014) - Target: Met**

There were 16 students enrolled in DNCA240 in Fall 2013. Students were tracked from first assignment to last using rubrics based on composition concepts. On the first study, 13 of 16 students scored over 80%. On the last study, all 16 students scored over 80%.

As the semester progressed, 100% of students demonstrated increased understanding of composition techniques. The rubric format with feedback was clear and useful and will be maintained.

**M 11: Choreography presentation**

Students may present choreography for the Dance Alabama concert each semester. Students are evaluated by all choreography faculty using rubrics that outline the important elements of composition. A minimum of 2 feedback sessions are held before final adjudication, which determines the Dance Alabama concert program. Results from the rubrics will be summarized.

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

**Target:**

- No Target Established

**Finding (2013-2014) - Target: Met**

Students are given the opportunity to improve their work based on the feedback of the faculty. 41 dances were shown in the first round of showings in the Fall with 50 in the Spring semester. Of these, 24 were selected for each concert after the adjudication process. Of the 48 choreographers from both semesters, 36 had completed DNCA240, Choreography I. Of the remaining 12, 4 were freshmen dance majors, 5 were musical theatre majors, and 3 were non-dance majors.

With the help of faculty, Dance Alabama continues to be a huge success. The techniques learned in DNCA240 and the feedback of the faculty help students create sound choreographic work in a variety of styles, thus no improvement are needed.

**SLO 5: Gain performance experience**

Students will gain performance experience through the Dance season productions and festival participation.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 12: Dance Program sponsored Performance experience**

The number and classification of dancers who are accepted into Alabama Repertory Dance Theatre and Dance Alabama will be reported.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**

- Provide performance experience for 60% or more of our dance majors

**Finding (2013-2014) - Target: Met**

Of our approximately 144 dance majors, 107 auditioned for ARDT and 58 were chosen for the ARDT company in Fall 2013. These students learn repertory and new faculty choreography which is performed in the ARDT concert each semester. 16 students were seniors, 22 were juniors, 15 were sophomores and 5 were freshmen. Of 136 auditionees at Dance Alabama Fall 2013, 73 were in the Fall 2013 performance. The breakdown of dance majors was 19 seniors, 20 juniors, 19 sophomores, and 15 freshmen. Of 129 auditionees for DA Spring 2014 show, 87 performed in the concert. The breakdown of performers was 20 seniors, 20 juniors, 26 sophomores, and 21 freshmen. Additionally, there was a one night only Dance Collection concert at the end of each semester. The Fall show had 76 performers (18 seniors, 11 juniors, 29 sophomores and 18 freshmen). The Spring Dance Collection show had 35 performers (14 seniors, 6 juniors, 10 sophomores and 5 freshmen).

118 of our dance majors (79%) had a performance opportunity during the year and 36 of our 43 freshmen (84%) performed in a program sponsored event.

**M 13: Performance participation outside of UA**
The number and type of productions students participate in outside of the regular dance seasons will be reported.

Source of Evidence: Academic direct measure of learning - other

Target: No target established

**Finding (2013-2014) - Target: Met**

During the 2013-2014 year, 24 dancers participated in performances at 13 different venues outside of Dance Program sponsored events. Venues included Broadway's Dance Center's NY Showcase, Tuscaloosa Community Dancers performances at the Bama Theatre, Alabama Dance Festival, Dizzy Feet Gala in LA, NRG showcase in Orlando, Dance Gallery showcase in NY, ballet productions in San Antonio, TX and Evansville, IL, and modern/contemporary performances in Olathe, KS, Huntington Beach, CA, and Birmingham, AL.

Students gain important experience in other professional settings, and the dance program will continue to encourage student work outside the academic/campus setting, as long as that work does not interfere with UA classes or performances to which a student has committed.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 6: Program Outcome: High Level of Recognized Quality**

The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 14: NASD Accreditation**

The Dance Program is accredited by the National Association of Schools of Dance (NASD). Extent of adherence to the national standards established by this organization will be summarized.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:** Keep the dance program operating within the guidelines of NASD

**Finding (2013-2014) - Target: Met**

The dance program submitted their NASD re-accreditation report in Fall 2013. On-site evaluators came in February 2014. After initial review there were a few areas recommended for improvement or clarification in written materials, but over all the evaluators found the program in line with NASD standards. The visitors' report is posted as a supporting document on this site.

The official decision will be made at the September NASD meeting and shall be reported in the 14-15 academic year findings.

**M 15: Number of auditionees**

The number of auditionees will be calculated and their hometowns recorded to demonstrate the national interest in the program.

Source of Evidence: Academic indirect indicator of learning - other

**Target:** No target established

**Finding (2013-2014) - Target: Met**

The dance program maintained the policy of limiting audition enrollment to 60 students per audition due to size of studio space available. Several students also auditioned via video submission. 113 students auditioned coming from 23 states including IL, FL, GA, CA, TN, AL, CO, NY, LA, SC, NC, MS, MO, TX, VA, MI, MA, WI, PA, NY, KY, CT, NJ.

We are very proud that students come from all over the country to be a part of the UA dance program, even from other states with excellent, nationally ranked University dance programs.

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

**Limit Enrollment for 2013-2014**

With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

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

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Number of incoming dance majors  
- **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

**OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment**

The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 16: Number of incoming dance majors**

The number of incoming dance majors will be calculated each fall, and compared to the previous 3 years.
Finding (2013-2014) - Target: Met
43 students began their dance major this academic year from the 66 we accepted. With current facility and faculty resources, this number is close to our ideal class size of 35-40 students. As noted in our NASD visitor’s report, it is not recommended we increase student numbers in our major. We also see some attrition due to financial reasons or altered student goals after the first year, so this number is acceptable.

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

Limit Enrollment for 2013-2014
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

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

Relationships (Measure | Outcome/Objective):
Measure: Number and percent of majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Number of auditionees | Outcome/Objective: Program Outcome: High Level of Recognized Quality
Measure: Number of incoming dance majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Student Audition | Outcome/Objective: Proficiency in at least one style of dance

Limit Enrollment 2014-2015
An ideal class size for the current resources of the dance program would be 30-35 students with each freshmen class. We are almost double that for the 2012 freshmen class. We expect some matriculation, but the program will need to limit incoming student class size without additional faculty or facilities.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of incoming dance majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
Measure: Technique Class Evaluation | Outcome/Objective: Proficiency in at least one style of dance

M 17: Number of graduating dance majors
The number of graduating dance majors will be calculated each spring, and compared to the previous 3 years.

Source of Evidence: Academic indirect indicator of learning - other
Target:
No target

M 18: Number and percent of majors
Number and percent of majors who graduate within 6 years, compared to the previous 3 cohorts.

Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 8: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 19: Summary of data from Graduating Senior Survey
Summary of data obtained from the Graduating Senior Survey.

Source of Evidence: Student satisfaction survey at end of the program

M 20: Summary of data from NSSE
Summary of data obtained from the National Survey of Student Engagement (NSSE).

Source of Evidence: Student course evaluations on learning gains made

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

Eliminating this assessment for 2012-2013
While scores were better in the fall semester (probably due to constant instructor reminders to bring clickers), scores were very low in the spring. While the instructor has attempted over the last few years to use the clickers in classes, they do not seem to be in any direct relation to a student’s success in the course over all. Many students also complain about the cost of the clickers and the types of questions able to be posed with clickers. The use of clickers in this course will be dropped in the next academic year.

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

Limit Enrollment for 2013-2014
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

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

Relationships (Measure | Outcome/Objective):
- **Measure**: Number of incoming dance majors | **Outcome/Objective**: Program Outcome: Sustain Optimal Level of Enrollment
- **Measure**: Number of auditionees | **Outcome/Objective**: Program Outcome: High Level of Recognized Quality
- **Measure**: Number of incoming dance majors | **Outcome/Objective**: Program Outcome: Sustain Optimal Level of Enrollment
- **Measure**: Student Audition | **Outcome/Objective**: Proficiency in at least one style of dance

**Limit Enrollment 2014-2015**
An ideal class size for the current resources of the dance program would be 30-35 students with each freshmen class. We are almost double that for the 2012 freshmen class. We expect some matriculation, but the program will need to limit incoming student class size without additional faculty or facilities.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: Number of incoming dance majors | **Outcome/Objective**: Program Outcome: Sustain Optimal Level of Enrollment
- **Measure**: Technique Class Evaluation | **Outcome/Objective**: Proficiency in at least one style of dance

**Alter quiz format**
In the Fall 2012 semester, there were fewer quizzes but they were in an essay format and the scores were much higher. For the Fall 2013 semester, there were more quizzes, in multiple choice/short answer format. While multiple choice is easier/faster for the instructor to grade, clearly it does not serve the students as well as the essay format. Next year, a combination of essay format and multiple choice will be tested.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
- **Measure**: Dance History Quizzes | **Outcome/Objective**: Knowledge in the history of dance

**Alter test format**
Students come into the course knowing very little of the material, as demonstrated by their pre-test scores. As this was the first time trying this overall assessment of course material, the format of the test will be altered for next year, giving the pre-test on the first day of class, then administering 1/3 of it at midterm and the other 2/3 before the final, to better review and prepare students for those exams.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
- **Measure**: Anatomy Pre and Post Test | **Outcome/Objective**: Knowledge in basic anatomy and kinesiology

**Alter test format**
With only 57% (15 of 26) students scoring above the threshold, the faculty could examine the most frequently missed questions in order to put emphasis on certain topics for next semester’s course. Also, because the post-test was administered with 2 weeks remaining before the final, the professor also has time to review important information before students took their final exam. This helped students for the current semester, as well as helped the professor to prepare for next year. As this was the first time trying this overall assessment of course material, the format of the test will be altered for next year.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
- **Measure**: History Pre and Post Test | **Outcome/Objective**: Knowledge in the history of dance

**Disclosure**
While students are struggling to meet the quiz threshold, the instructor does use quiz data to influence instructional methods and review of material in the course. Thus students are still succeeding overall in the class based on adjustments made after quiz material is reviewed. Due to low enrollment in the spring semester, and the instructor being on sabbatical in the Fall 2014 semester, this course will only be offered during the Spring 2015 semester for next academic year.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- **Measure**: DN 265 Evaluation | **Outcome/Objective**: Knowledge in basic anatomy and kinesiology
Mission / Purpose

The mission of the Department of Theatre and Dance is to offer excellent teaching and resultant dynamic learning on the graduate (theatre only) and undergraduate levels of education. The curriculum reflects an understanding of these arts as an arena where the experiences encountered in life are explored and shared in unique communication with an audience. Theatre and dance students as artists/scholars/practitioners develop specialized knowledge, talents, and skills, as well as comprehension of a variety of methodologies, historical perspectives, and theoretical principles. The department strives to nurture the development of creative, independent, and well-educated students who are able to work collaboratively in the creation of their arts. The department also strives to nurture and support faculty committed to high levels of achievement in creative activity, teaching, and service.

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

SLO 1: Proficiency in at least one style of dance
Students will demonstrate proficiency in at least one style of dance (ballet, modern or jazz) and competency in at least one other dance style.

Connected Documents
Curriculum Maps I-Dance B.A.
Curriculum Maps II-Dance B.A.

Related Measures

M 1: Student Audition
Students must audition to be accepted into the dance program. Students are assessed by all dance faculty to determine their levels in the different dance styles. A rubric is used to determine acceptance and placement in each technique style. Results from the rubric will be summarized.

Source of Evidence: Academic direct measure of learning - other

Target:
All incoming freshmen and transfer students are evaluated before admission to the program. Students must have an average score of 2 or higher (out of 3) from all faculty.

Finding (2012-2013) - Target: Met
Out of 135 auditioning students, 64 were accepted to the program based on achieving an average score of 2 or 3 (out of 3) from all faculty, with 7 students accepted on probation. 59 students enrolled at UA as a dance major in Fall 2012. Based on initial faculty assessment, 11 incoming freshmen were placed in DN121, Ballet Technique I, and 48 were placed in DN221, Ballet Technique II. 26 students took Jazz DN251 for the fall, and then switched to modern DN211 for the spring while 33 students took modern DN211 in the fall and switched to jazz DN252 in the spring.

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

Limit Enrollment for 2013-2014
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

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

Relationships (Measure | Outcome/Objective):
- Measure: Number and percent of majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Number of auditionees | Outcome/Objective: Program Outcome: High Level of Recognized Quality
- Measure: Number of incoming dance majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment
- Measure: Student Audition | Outcome/Objective: Proficiency in at least one style of dance

M 2: Technique Class Evaluation
In technique classes taught each semester, students are evaluated by dance faculty at midterm and at the end of the semester, with the use of rubrics to determine subsequent course recommendation. Results from the rubric will be summarized.

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

Target:
90% of students enrolled in a technique class are expected to reach and maintain a B average on rubric scores

Finding (2012-2013) - Target: Met
There were 11 technique classes for dance majors in Fall 2012. Total enrollment across all classes was 234. By the end of the semester, all but 7 students had reached the threshold for success of a grade of B or higher on their movement exams. Students are then allowed to proceed to the next level of technique after achieving the threshold for success. 97% of students have learned the required skills by the end of the semester. There were 11 technique classes taught in Spring 2013 with a total enrollment of 201 across all courses. All but 3
students achieved a grade of B or higher by the end of the semester. 99% of students have achieved the threshold, and are allowed to move forward to the next level of technique.

**SLO 2: Knowledge in basic anatomy and kinesiology**
Students will demonstrate knowledge in basic anatomy and kinesiology as it pertains to dance technique.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 3: DN 265 Evaluation**
In the Anatomy for Dance course, DN 265, students' progress of comprehension and retention is evaluated by weekly quizzes on anatomy and kinesiology. Results from these quizzes will be summarized.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
- Threshold for success is an 70% average on all quizzes.

**Finding (2012-2013) - Target: Met**
- In Fall 2012, 20 of 23 students averaged 70% or higher. In Spring 2013, 15 of 19 students averaged 70% or higher.

**M 4: DNCA 265 Final Analysis Paper**
In the Anatomy for Dance course, DNCA 265, students' progress of comprehension and retention is evaluated by a final analysis paper that requires students to synthesize the material in class and include a personal assessment and conditioning program. Results from performance on this paper will be summarized.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
- Threshold for success is 80% on this project

**Finding (2012-2013) - Target: Met**
- In the Fall 2012 class, for the final analysis paper, 21 out of 23 students scored 80% or above and 19 of 23 students scored 90% or above. In the Spring 2013 class, 17 of 19 students scored 90% or above and only 1 student was in the 60% range. This demonstrates the students' comprehension of the material in relation to their own bodies and physical needs, which is one of the main goals of the course.

**SLO 3: Knowledge in the history of dance**
Students will demonstrate knowledge in the history of dance as a performing art through written, oral, and creative research.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 6: DNCA 470 and 471-essay assignments**
In the DNCA470 (Dance History I) and DNCA471 (Dance History II) courses students are assessed by essay assignments combining information from numerous sources with attention to MLA formatting and citations. Results from these assignments will be summarized.

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

**Target:**
- The threshold for success is a rubric score of 80% or above average across essays for 80% of the class.

**Finding (2012-2013) - Target: Met**
- In Fall 2012, 4 of 32 students did not achieve the threshold of 80% average across 3 essay or research paper assignments. 28 students held an 80% average or higher and 15 of these held 90% or higher. In Spring 2013, 4 of 27 students did not achieve the threshold, with 23 scoring 80% or higher.

**M 7: DNCA 471: choreography project**
In the DNCA 471 (Dance History II) course students are assessed by a choreography project demonstrating understanding of an artist's style. Results from this assignment will be summarized.

Source of Evidence: Project, either individual or group

**Target:**
- A threshold of 80% on this assignment is desired for 90% of the class.

**Finding (2012-2013) - Target: Met**
- 27 of 27 students scored 80% or higher, with 24 of those being 90% of higher.

**SLO 4: Understanding of composition techniques of choreography**
Students will demonstrate understanding of composition techniques of choreography.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 8: DNCA 240: choreographic devices**
All dance majors are required to take one semester of choreography (DNCA 240). Students are evaluated on specific choreographic devices over the course of the semester using rubrics. Results from the rubrics will be summarized.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
Threshold for success is 80%

**Finding (2012-2013) - Target: Met**
There were 15 students enrolled in DNCA240 in Fall 2012 and 17 enrolled in Spring 2013. Students were tracked from first assignment to last using rubrics based on composition concepts. On the first study, 26 of 32 students scored over 80%. On the last study, all 32 students scored over 80%.

**M 9: Choreography presentation**
Students may present choreography for the Dance Alabama concert each semester. Students are evaluated by all choreography faculty using rubrics that outline the important elements of composition. A minimum of 2 feedback sessions are held before final adjudication, which determines the Dance Alabama concert program. Results from the rubrics will be summarized.

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

**Target:**
No Target Established

**Finding (2012-2013) - Target: Met**
Students are given the opportunity to improve their work based on the feedback of the faculty. 32 dances were shown in the first round of showings in the Fall with 34 in the Spring semester. Of these, 20 were selected for the Fall concert and 22 for the Spring concert after the adjudication process. Of the 42 choreographers from both semesters, 31 had completed DNCA240, Choreography I. Of the remaining 11, 5 were freshmen dance majors and 6 were non-dance majors.

**SLO 5: Gain performance experience**
Students will gain performance experience through the Dance season productions and festival participation.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 10: Dance Program sponsored Performance experience**
The number and classification of dancers who are accepted into Alabama Repertory Dance Theatre and Dance Alabama will be reported.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
Provide performance experience for 60% or more of our dance majors

**Finding (2012-2013) - Target: Met**
Of our approximately 152 dance majors, 115 auditioned for ARDT and 51 were chosen for the ARDT company in Fall 2012. These students learn repertory and new faculty choreography which is performed in the ARDT concert each semester. 21 students were seniors, 15 were sophomores and 5 were freshmen. Of 109 auditionees at Dance Alabama Fall 2012, 76 were in the Fall 2012 performance. The breakdown of dance majors was 24 seniors, 14 juniors, 17 sophomores, and 13 freshmen, with 9 non-majors performing. Of 115 auditionees for DA Spring 2013 show, 82 performed in the concert. The breakdown of performers was 21 seniors, 12 juniors, 13 sophomores, and 25 freshmen, with 11 non-majors. Additionally, there was a one night only Dance Collection concert at the end of each semester. The Fall show had 69 performers and the Spring show had 74 performers.

Of our 152 students, 137 (90%) had a performance opportunity during the year and 51 of our 59 freshmen (86%) performed in a program sponsored event.

**M 11: Performance participation outside of UA**
The number and type of productions students participate in outside of the regular dance seasons will be reported.

Source of Evidence: Academic direct measure of learning - other

**Target:**
No target established

**Finding (2012-2013) - Target: Met**
During the 2012-2013 year, 35 dancers participated in performances at 21 different venues outside of Dance Program sponsored events. Venues include JUMP in New Orleans, Houston and Orlando, NUVO in Orlando and Atlanta, Broadways Dance Center’s NY Showcase, Tuscaloosa Community Dancers performances at the Bama Theatre, Alabama Dance Festival, Panoply Choreography Competition, Palm Dessert Choreography Showcase, NRG in Atlanta and Phoenix, Tremaine convention in Atlanta, Evening of Dance in Huntsville, AL, and the St. Petersburg Dance Open in Russia.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 6: Program Outcome: High Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 12: NASD Accreditation**
The Dance Program is accredited by the National Association of Schools of Dance (NASD). Extent of adherence to the national standards established by this organization will be summarized.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**
Keep the dance program operating within the guidelines of NASD

**Finding (2012-2013) - Target: Not Reported This Cycle**
The dance program is currently preparing its review documents for an official NASD visit and full program
evaluation for the 2013-2014 academic year. Standards have been maintained to date, but more official and detailed information will be provided next academic year.

M 13: **Number of auditionees**
The number of auditionees will be calculated and their hometowns recorded to demonstrate the national interest in the program.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
No target established

**Finding (2012-2013) - Target: Met**
This year, the dance program limited audition enrollment to 60 students per audition for the 2013-2014 academic year. Several students also auditioned via video submission. 135 students auditioned coming from 13 states including Tennessee, New York, Kentucky, Louisiana, Georgia, Mississippi, Texas, Florida, North Carolina, South Carolina, Missouri, California, and Alabama. We are very proud that students come from all over the country, even from other states with excellent, nationally ranked University dance programs.

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

**Limit Enrollment for 2013-2014**
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number and percent of majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Number of auditionees | **Outcome/Objective:** Program Outcome: High Level of Recognized Quality
- **Measure:** Number of incoming dance majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Student Audition | **Outcome/Objective:** Proficiency in at least one style of dance

**OthOtcm 7: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

M 14: **Number of incoming dance majors**
The number of incoming dance majors will be calculated each fall, and compared to the previous 3 years.

**Source of Evidence:** Academic indirect indicator of learning - other

**Target:**
No target established

**Finding (2012-2013) - Target: Partially Met**
A total of 59 freshmen started the program in 2012. This in comparison to 42 in 2011 and 49 in 2010. Without additional resources, facilities and faculty, the dance program cannot sustain classes of the 2012 size.

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

**Limit Enrollment 2014-2015**
An ideal class size for the current resources of the dance program would be 30-35 students with each freshmen class. We are almost double that for the 2012 freshmen class. We expect some matriculation, but the program will need to limit incoming student class size without additional faculty or facilities.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of incoming dance majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

**Limit Enrollment 2014-2015**
An ideal class size for the current resources of the dance program would be 30-35 students with each freshmen class. We are almost double that for the 2012 freshmen class. We expect some matriculation, but the program will need to limit incoming student class size without additional faculty or facilities.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of incoming dance majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment

M 15: **Number of graduating dance majors**
The number of graduating dance majors will be calculated each spring, and compared to the previous 3 years.
The dance program graduated 23 students in 2010, 29 students in 2011 and 31 students in 2012. Growth was expected with more majors in the program from a few years ago, but rates of around 30 graduating students per year are expected to be maintained.

**M 16: Number and percent of majors**
Number and percent of majors who graduate within 6 years, compared to the previous 3 cohorts.

**OthOtcm 8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 17: Summary of data from Graduating Senior Survey**
Summary of data obtained from the Graduating Senior Survey.

**M 18: Summary of data from NSSE**
Summary of data obtained from the National Survey of Student Engagement (NSSE).

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

**Eliminating this assessment for 2012-2013**
While scores were better in the fall semester (probably due to constant instructor reminders to bring clickers), scores were very low in the spring. While the instructor has attempted over the last few years to use the clickers in classes, they do not seem to be in any direct relation to a student's success in the course overall. Many students also complain about the cost of the clickers and the types of questions able to be posed with clickers. The use of clickers in this course is expected to be dropped in the next academic year.

**Limit Enrollment for 2013-2014**
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support a continued growth.

**Limit Enrollment 2014-2015**
An ideal class size for the current resources of the dance program would be 30-35 students with each freshmen class. We are almost double that for the 2012 freshmen class. We expect some matriculation, but the program will need to limit incoming student class size without additional faculty or facilities.
Mission / Purpose

The mission of the Department of Theatre and Dance is to offer excellent teaching and resultant dynamic learning on the graduate (theatre only) and undergraduate levels of education. The curriculum reflects an understanding of these arts as an arena where the experiences encountered in life are explored and shared in unique communication with an audience. Theatre and dance students as artists/scholars/practitioners develop specialized knowledge, talents, and skills, as well as comprehension of a variety of methodologies, historical perspectives, and theoretical principles. The department strives to nurture the development of creative, independent, and well-educated students who are able to work collaboratively in the creation of their arts. The department also strives to nurture and support faculty committed to high levels of achievement in creative activity, teaching, and service.

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

SLO 1: Proficiency in at least one style of dance

Students will demonstrate proficiency in at least one style of dance (ballet, modern or jazz) and competency in at least one other dance style.

Related Measures

M 1: Student Audition

Students must audition to be accepted into the dance program. Students are assessed by all dance faculty to determine their levels in the different dance styles. A rubric is used to determine acceptance and placement in each technique style. Results from the rubric will be summarized.

Source of Evidence: Academic direct measure of learning - other

Target:

All incoming freshmen and transfer students are evaluated before admission to the program. Students must have an average score of 2 or higher (out of 3) from all faculty.

Finding (2011-2012) - Target: Met

Out of 110 auditioning students, 66 were accepted to the program based on achieving an average score of 2 or 3 (out of 3) from all faculty. 42 students enrolled at UA as a dance major in Fall 2011. Based on initial faculty assessment, 7 incoming freshmen were placed in DN121, Ballet Technique I, and 35 were placed in DN221, Ballet Technique II. The students took Jazz DN251 for the fall, and then switched to modern DN211 for the spring.

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

Limit Enrollment for 2013-2014

With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Number and percent of majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Measure: Number of auditionees | Outcome/Objective: Program Outcome: High Level of Recognized Quality

Measure: Number of incoming dance majors | Outcome/Objective: Program Outcome: Sustain Optimal Level of Enrollment

Measure: Student Audition | Outcome/Objective: Proficiency in at least one style of dance

M 2: Technique Class Evaluation

In technique classes taught each semester, students are evaluated by dance faculty at midterm and at the end of the semester, with the use of rubrics to determine subsequent course recommendation. Results from the rubric will be summarized.

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

Target:

90% of students enrolled in a technique class are expected to reach and maintain a B average on rubric scores

Finding (2011-2012) - Target: Partially Met

There were 8 technique classes for dance majors in Fall 2011. Total enrollment across all classes was 194. By the end of the semester, all but 12 students had reached the threshold for success of a grade of B or higher on their movement exams. Students are then allowed to proceed to the next level of technique after achieving the threshold for success. 94% of students have learned the required skills by the end of the semester. There were 11 technique classes taught in Spring 2012 with a total enrollment of 221 across all courses. All but 17 students achieved a grade of B or higher by the end of the semester with 2 of those students receiving an
incomplete. 93% of students have achieved the threshold, and all are allowed to move forward to the next level of technique.

**SLO 2: Knowledge in basic anatomy and kinesiology**
Students will demonstrate knowledge in basic anatomy and kinesiology as it pertains to dance technique.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 3: DN 265 Evaluation**
In the Anatomy for Dance course, DN 265, students' progress of comprehension and retention is evaluated by weekly quizzes on anatomy and kinesiology. Results from these quizzes will be summarized.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
The threshold for success is an 80% average on all quizzes.

**Finding (2011-2012) - Target: Partially Met**
In Fall 2011, 15 of 21 students averaged 80% or higher with 9 of those averaging 90% and higher. In Spring 2012, 14 of 21 students averaged 80% or higher with 13 of those averaging 90% and higher.

**M 4: DN 265 Final Analysis Paper**
In the Anatomy for Dance course, DN 265, students' progress of comprehension and retention is evaluated by a final analysis paper that requires students to synthesize the material in class and include a personal assessment and conditioning program. Results from performance on this paper will be summarized.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Threshold for success is 80% on this project.

**Finding (2011-2012) - Target: Met**
In the Fall 2011 class, for the final analysis paper, 20 out of 21 students scored 90% or above and 15 of 21 students scored 95% or above. In the Spring 2012 class, 15 of 21 students scored 90% or above and 6 of 21 scored in the 80-89% range. This demonstrates the students' comprehension of the material in relation to their own bodies and physical needs, which is one of the main goals of the course.

Students continue to score very well on this assignment, showing the worth of the class in its ability to help dancers understand their bodies and how to care for and condition them properly. No future actions will be taken for the 12-13 academic year.

**SLO 3: Knowledge in the history of dance**
Students will demonstrate knowledge in the history of dance as a performing art through written, oral, and creative research.

**Connected Documents**
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

**Related Measures**

**M 5: DN 470 and 471-clicker quizzes**
In the DN470 (Dance History I) and DN471 (Dance History II) courses students are assessed by clicker quizzes. Results from these clicker quizzes will be summarized.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
The threshold for success is 70% average across all quizzes.

**Finding (2011-2012) - Target: Partially Met**
In Fall 2011, 24 out of 29 students achieved the 70% threshold. In the Spring 2012 semester, only 11 of 30 students achieved the 70% threshold. Students who do not achieve the threshold tend to not bring their clickers to class.

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

**Eliminating this assessment for 2012-2013**
While scores were better in the fall semester (probably due to constant instructor reminders to bring clickers), scores were very low in the spring. While the instructor has attempted over the last few years to use the clickers in classes, they do not seem to be in any direct relation to a student's success in the course over all. Many students also complain about the cost of the clickers and the types of questions able to be posed with clickers. The use of clickers in this course will be dropped in the next academic year.

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

**Relationships (Measure | Outcome/Objective):**
- Measure: DN 470 and 471-clicker quizzes
- Outcome/Objective: Knowledge in the history of dance

**M 6: DN 470 and 471-essay assignments**
In the DN470 (Dance History I) and DN471 (Dance History II) courses students are assessed by essay assignments combining information from numerous sources with attention to MLA formatting and citations. Results from these assignments will be summarized.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
The threshold for success is a rubric score of 80% or above average across essays

Finding (2011-2012) - Target: Partially Met
In Fall 2011, 5 of 29 students did not achieve the threshold of 80% average across 3 essay or research paper assignments. 24 students held an 80% average or higher and 12 of these held 90% or higher. In Spring 2012, 7 of 30 students did not achieve the threshold, with 23 scoring 80% or higher, and 11 of those scoring 90% or higher.

M 7: DN 471: choreography project
In the DN471 (Dance History II) course students are assessed by a choreography project demonstrating understanding of an artist’s style. Results from this assignment will be summarized.
Source of Evidence: Project, either individual or group
Target:
A threshold of 80% on this assignment is desired
Finding (2011-2012) - Target: Met
Only one student scored below the 80% threshold, with 29 of 30 students scoring 80% or higher and 21 of those scoring 90% and higher.

SLO 4: Understanding of composition techniques of choreography
Students will demonstrate understanding of composition techniques of choreography.

Connected Documents
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

Related Measures

M 8: DN 240: choreographic devices
All dance majors are required to take one semester of choreography (DN240). Students are evaluated on specific choreographic devices over the course of the semester using rubrics. Results from the rubrics will be summarized.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
Threshold for success is 80%
Finding (2011-2012) - Target: Met
There were 31 students enrolled in 2 sections of DN240 in Fall 2011. Students were tracked from first assignment to last using rubrics based on composition concepts. On the first study, 31 students scored 80% or higher, with 9 of those being 90% or higher. On the last study, 31 students scored 80% or higher with 24 of those scoring 90% or higher. Only 3 of the 31 students showed no real progress throughout the semester, but still maintained an average above the 80% threshold.

M 9: Choreography presentation
Students may present choreography for the Dance Alabama concert each semester. Students are evaluated by all choreography faculty using rubrics that outline the important elements of composition. A minimum of 2 feedback sessions are held before final adjudication, which determines the Dance Alabama concert program. Results from the rubrics will be summarized.
Source of Evidence: Performance (recital, exhibit, science project)
Target:
No Target Established
Finding (2011-2012) - Target: Met
Students are given the opportunity to improve their work based on the feedback of the faculty. 36 dances were shown in the first round of showings for both the Fall and Spring semesters. Of these, 21 were selected for the concert programs after the third adjudication. Of the 36 choreographers from both semesters, 30 had completed DN240, Choreography I. Of the remaining 6, 2 were freshmen dance majors and 4 were non-dance majors.

With the help of faculty, Dance Alabama continues to be a huge success. The techniques learned in DN240 and the feedback of the faculty help students create sound choreographic work in a variety of styles.

SLO 5: Gain performance experience
Students will gain performance experience through the Dance season productions and festival participation.

Connected Documents
- Curriculum Maps I-Dance B.A.
- Curriculum Maps II-Dance B.A.

Related Measures

M 10: Dance Program sponsored Performance experience
The number and classification of dancers who are accepted into Alabama Repertory Dance Theatre and Dance Alabama will be reported.
Source of Evidence: Job placement data, esp. for career/tech areas
Target:
Provide performance experience for 60% or more of our dance majors
Finding (2011-2012) - Target: Met
Of our 150 dance majors, 47 were chosen for the ARDT company in Fall 2011. These students learn repertory and new faculty choreography which is performed in the ARDT concert each semester. 11 students were seniors, 12 were juniors, 12 were sophomores and 12 were freshmen. Of 118 auditionees at Dance Alabama Fall 2011, 68 were in the Fall 2011 performance. The breakdown of performers was 14 seniors, 17 juniors, 19 sophomores, and 18 freshmen. Of our 150 students, 92 had a performance opportunity in Fall 2011 and 27 of our 42 freshmen performed in a program sponsored event.

For Spring 2012, 110 students auditioned for Dance Alabama and 65 performed. Amongst these were 24 freshmen, 18 sophomores, 13 juniors and 10 seniors. There were 41 ARDT company members in the Spring, 11 seniors, 14 juniors, 9 sophomores and 7 freshmen. 38 students performed in the Next Dance Experience concert for one night only at the end of the spring semester. Of these performers, 12 were seniors, 4 juniors, 10 sophomores and 12 freshmen. 128 of our dance majors had a performance opportunity in the Spring 2012 semester.

This academic year showed the highest freshmen participation in program-sponsored productions in several years. As potential students hear of all the performance opportunities at UA, more talented dancers are attracted to the program, as they know they will receive not only solid training, but have a variety of performance experiences, which are crucial to a performance field.

M 11: Performance participation outside of UA
The number and type of productions students participate in outside of the regular dance seasons will be reported.

Source of Evidence: Academic direct measure of learning - other

Target:
No target established

Finding (2011-2012) - Target: Met
During the Fall 2011 semester, 26 dancers participated in the collaboration with Tuscaloosa Community Dancers for the annual Nutcracker Production at the Bama Theatre in Tuscaloosa, AL. 2 students performed on the Country Music Awards. 2 students performed as guest artists in a Nutcracker production in Georgia. 1 student choreographed and performed in the Resonance Fall Show. 1 student performed with Hybrid Hip Hop in Memphis, TN. 1 student choreographed a professional hairshow. 2 students did work in movies.

During the Spring 2012 semester, 2 students performed as guest artists for the Alabama Dance Showcase. 5 students performed at the American College Dance Festival in Georgia. 19 students performed in the TCD Spring show. 4 students performed at the Panoply choreography competition in Huntsville, AL in two dances. One dance won best modern and the other best overall. 2 students were invited to perform at the ACE Capezio Awards in NYC.

Students gain important experience in other professional settings, and the dance program will continue to encourage student work outside the academic/campus setting, as long as that work does not interfere with classes or UA performances to which a student has committed.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: Program Outcome: High Level of Recognized Quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 12: NASD Accreditation
The Dance Program is accredited by the National Association of Schools of Dance (NASD). Extent of adherence to the national standards established by this organization will be summarized.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Keep the dance program operating within the guidelines of NASD

Finding (2011-2012) - Target: Met
Annual update will be filed with NASD by July 1. The faculty will continue to work within the national guidelines with the current resources of the dance program. Enrollment and further curriculum expansion is being limited until more facilities and more faculty are granted by the University.

M 13: Number of auditionees
The number of auditionees will be calculated and their hometowns recorded to demonstrate the national interest in the program.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established

Finding (2011-2012) - Target: Met
For the Fall 2011 audition, we had 96 students audition for the dance program. Students came from Texas, Georgia, Alabama, North Carolina, Tennessee, Indiana, Mississippi, Arkansas, Louisiana, Virginia, Florida, Pennsylvania, Kansas, Maryland and Illinois. For the Spring 2012 audition, we had 43 students coming from Texas, Alabama, Virginia, Indiana, Tennessee, Georgia, Florida, Mississippi, Nebraska, North Carolina, Pennsylvania, Arizona, and Missouri. We also received 10 video auditions from Florida, Ohio, Indiana, Alabama, Illinois, and Virginia. Our program has a strong reputation not only in the southeast region, but across the country as demonstrated by the mentioned locations.

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

Limit Enrollment for 2013-2014
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 14: Number of incoming dance majors**
The number of incoming dance majors will be calculated each fall, and compared to the previous 3 years.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target established

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

**Limit Enrollment for 2013-2014**
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year. Our current number of faculty and studios cannot support continued growth.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number and percent of majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Number of auditionees | **Outcome/Objective:** Program Outcome: High Level of Recognized Quality
- **Measure:** Number of incoming dance majors | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
- **Measure:** Student Audition | **Outcome/Objective:** Proficiency in at least one style of dance

**M 15: Number of graduating dance majors**
The number of graduating dance majors will be calculated each spring, and compared to the previous 3 years.

Source of Evidence: Academic indirect indicator of learning - other

**M 16: Number and percent of majors**
Number and percent of majors who graduate within 6 years, compared to the previous 3 cohorts.

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 8: Program Outcome: Highly Valued by Program Graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 17: Summary of data from Graduating Senior Survey**
Summary of data obtained from the Graduating Senior Survey.

Source of Evidence: Student satisfaction survey at end of the program

**M 18: Summary of data from NSSE**
Summary of data obtained from the National Survey of Student Engagement (NSSE).

Source of Evidence: Student course evaluations on learning gains made

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

**Eliminating this assessment for 2012-2013**
While scores were better in the fall semester (probably due to constant instructor reminders to bring clickers), scores were very low in the spring. While the instructor has attempted over the last few years to use the clickers in classes, they do not seem to be in any direct relation to a student's success in the course over all. Many students also complain about the cost of the clickers and the types of questions able to be posed with clickers. The use of clickers in this course will be dropped in the next academic year.

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

**Relationships (Measure | Outcome/Objective):**
- **Measure:** DN 470 and 471-clicker quizzes | **Outcome/Objective:** Knowledge in the history of dance

**Limit Enrollment for 2013-2014**
With record numbers of auditionees in the 2011-2012 cycle, and after receiving notification from 83 incoming freshmen for the 2012-2013 academic year, we will have to adjust our audition standards to limit enrollment for the 2013-2014 academic year.
academic year. Our current number of faculty and studios cannot support continued growth.

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

Relationships (Measure | Outcome/Objective):
  - **Measure**: Number and percent of majors | **Outcome/Objective**: Program Outcome: Sustain Optimal Level of Enrollment
  - **Measure**: Number of auditionees | **Outcome/Objective**: Program Outcome: High Level of Recognized Quality
  - **Measure**: Number of incoming dance majors | **Outcome/Objective**: Program Outcome: Sustain Optimal Level of Enrollment
  - **Measure**: Student Audition | **Outcome/Objective**: Proficiency in at least one style of dance
### Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
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Alabama Repertory Dance Theatre is the pre-professional performing company of the dance program. Students learn works from classical repertory as well as new works by faculty members and guest artists. Dance Alabama is the student run, student choreographed, faculty adjudicated concert that occurs each semester.
Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
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