Course SLO Status: Active

**Course SLOs 1 and ctu.unitid = 725**

**ECC: DANC 101 - Dance Appreciation - SLO #1**

**Critiquing Dance Styles - Upon successful completion of this course, the student will be able to critique dance styles through a variety of mediums including live dance concert attendance and video analysis.**

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:** 12/02/2013

**Assessment Methods & Standard and Target for Success / Tasks**

**Assessment Method Description:**

Students attended a required live dance concert through the El Camino College Center for the Arts. This included purchasing a "lab" ticket for the event and following concert critique etiquette for the duration of the event. A concert critique guideline was distributed and disseminated prior to the event. Following the event this guideline was used in order to apply technical execution and performance artistry components in order to analyze these designated elements of the concert.

**Assessment Method:**

Essay/Written Assignment

**Standard and Target for Success:**

The standard and target for success regarding this SLO statement is as follows:
- 90% - A complete understanding of the dance styles critiqued
- 80% - A proficient understanding of the dance styles critiqued
- 70% - A basic understanding of the dance styles critiqued
- 60% - An inability to understand the dance styles critiqued

**Related Documents:**

CSLO Assessment Fall 2014

**Results**

01/15/2015 - The results of all sections of Dance 101 show a complete understanding by 66.10% as opposed to the target of 90%. Proficient understanding was identified by 26.55% with the remaining 5.65% identified as having a basic level of understanding. Since there were at least 5 different instructors providing individual and separate concert critique guidelines. Additionally the live concert attended was selected from a list of campus events for the fall semester allowing for variances in dance styles critiqued.

**Standard Met? :**

No

**Semester and Year Assessment Conducted:**

2014-15 (Fall 2014)

**Faculty Assessment Leader:**

Daniel Berney

**Faculty Contributing to Assessment:**

Jill Nunes Jensen, Amy Allen, Hiroko Hojo, Jennifer La Curan

**Related Documents:**

Dance Fall 2014 CSLO Assessment report

**Action & Follow-Up**

05/13/2016 - An effort by the various Dance 101 instructors to come up with a more centralized critique template. The "survey" nature and emphasis of this class should allow for a more generalized overview of criteria that can be used by all of the appreciation classes. Additionally one or two of the live concert events should be designated for assessment for all of the appreciation class sections minimizing the wide range of dance styles that is presented through a variety of concerts.

**Action Category:**

Teaching Strategies

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**Course SLOs 1 and ctu.unitid = 725**

**ECC: DANC 103 - History of Dance in the 20th Century - SLO #1**

**Recognizing the Various Periods of Dance Developments - Upon successful completion of this course, the student will be able to recognize and differentiate between the various periods of dance development in the 20th Century.**

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:** 12/02/2013

**Assessment Methods & Standard and Target for Success / Tasks**

**Assessment Method Description:**

Students were given two term paper assignments that addressed the various styles of dance and their development through the periods of the 20th Century. They were to recognize and differentiate between the various styles of dance and what factors influenced their development.

**Assessment Method:**

Essay/Written Assignment

**Standard and Target for Success:**

The standard and target for success regarding this SLO statement is as follows:
- 90% - A complete understanding of the periods of dance development in the 20th Century
- 80% - A proficient understanding of the periods of dance development in the 20th Century
- 70% - A basic understanding of the periods of dance development in the 20th Century
- 60% - An inability to understand the periods of dance development

**Results**

01/17/2015 - 66.67% of the students had a complete understanding of this SLO and another 33.33% had at least a proficient understanding of this SLO. The students had two written assignments with different resources as a basis for their paper. The first was library driven with reference, reserve and periodical based research. The second paper was based on selected readings from one of the course texts, "The Dance Experience". The first paper was early in the semester with little initial lecture support while the second paper was at the end of the semester encompassing most of the semester's lectures.

**Standard Met? :**

No

**Semester and Year Assessment Conducted:**

2014-15 (Fall 2014)

**Faculty Assessment Leader:**

Daniel Berney

**Faculty Contributing to Assessment:**

Jill Nunes Jensen, Amy Allen, Hiroko Hojo, Jennifer La Curan

**Related Documents:**

CSLO Assessment Fall 2014

**Action & Follow-Up**

05/13/2016 - Limit this assignment to one paper at the end of the semester when the lectures will be better assimilated and the students better prepared for this assignment. Since the class is taught in a chronological manner a paper addressing this specific SLO regarding the various periods of dance development in the 20th Century.

**Action Category:**

Teaching Strategies
### Course SLOs 1 and ctt.unitid = 725

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Development in the 20th century</td>
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</table>

**Related Documents:**
- Dance CSLO assessment results Fall 14.pdf

#### Assessment Method 
**Assessment Method Description:**
Students prepared a final presentation utilizing the CSLO #3 elements of African Dance from a cultural perspective. Students included research and rehearsal of the cultural perspectives of African dance for presentation in a theatrical dance environment.

**Standard and Target for Success:**
The standard and target for success regarding this SLO statement is as follows:
- **90%** - A complete understanding of this dance style from a cultural perspective
- **80%** - A proficient understanding of the dance styles from a cultural perspective
- **70%** - A basic understanding of the dance styles from a cultural perspective
- **60%** - An inability to understand the dance styles from a cultural perspective

**Related Documents:**
- Dance CSLO assessment results Fall 14.pdf

**Results:**
01/18/2015 - 80% of the students surveyed responded with a complete understanding of this dance style from a cultural perspective. The other 20% responded with an inability to understand this dance style from a cultural perspective. The disparity of these responses can be directed to the dynamic of combining this section of beginning African Dance, Dance 165, with Intermediate African Dance, Dance 265. For the 80% of respondents who had a complete understanding of this dance style from a cultural perspective the addition of the lecture component attached to the Intermediate African dance class (1 lecture, 3 lab for the intermediate class vs. 3 lab only for the beginning class) aided in the assimilation of the cultural elements of this dance style. For the 20% of the students that responded with an inability to understand this dance style from a cultural perspective the combining of classes and resulting accelerated pace in developing the performance elements could have been a detrimental factor.

**Standard Met?**
No

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Daniel Berney

**Faculty Contributing to Assessment:**
Michelle Funderburk

**Related Documents:**
- Dance CSLO assessment results Fall 14.pdf

**Action & Follow-Up:**
05/13/2016 - The Intermediate and Beginning African dance classes will probably continue to be offered together due to the realistic approach of fulfilling class seat requirements driven by the lack of repeatability. An effort to initiate rehearsal and performance schedule timelines earlier in the semester would be more realistic in order to attain target measure for success regarding this class SLO.

**Action Category:**
Teaching Strategies

#### Teaching Strategies

### ECC: DANC 165 - African Dance - SLO #3

**Regional Customs - Upon successful completion of this course the student will be able to distinguish and give examples of various music, art, costumes, and regional customs of African Dance from a cultural perspective.**

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:**
12/14/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Students included research and rehearsal of the cultural perspectives of African dance for presentation in a theatrical dance environment.

**Standard and Target for Success:**
The standard and target for success regarding this SLO statement is as follows:
- **60%** - An inability to understand this dance style from a cultural perspective
- **70%** - A proficient understanding of the dance style from a cultural perspective
- **80%** - A complete understanding of this dance style from a cultural perspective

**Related Documents:**
- Dance CSLO assessment results Fall 14.pdf

**Results:**
01/18/2015 - 80% of the students surveyed responded with a complete understanding of this dance style from a cultural perspective. The other 20% responded with an inability to understand this dance style from a cultural perspective. The disparity of these responses can be directed to the dynamic of combining this section of beginning African Dance, Dance 165, with Intermediate African Dance, Dance 265. For the 80% of respondents who had a complete understanding of this dance style from a cultural perspective the addition of the lecture component attached to the Intermediate African dance class (1 lecture, 3 lab for the intermediate class vs. 3 lab only for the beginning class) aided in the assimilation of the cultural elements of this dance style. For the 20% of the students that responded with an inability to understand this dance style from a cultural perspective the combining of classes and resulting accelerated pace in developing the performance elements could have been a detrimental factor.

**Standard Met?**
No

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Daniel Berney

**Faculty Contributing to Assessment:**
Michelle Funderburk

**Related Documents:**
- Dance CSLO assessment results Fall 14.pdf

**Action & Follow-Up:**
05/13/2016 - The Intermediate and Beginning African dance classes will probably continue to be offered together due to the realistic approach of fulfilling class seat requirements driven by the lack of repeatability. An effort to initiate rehearsal and performance schedule timelines earlier in the semester would be more realistic in order to attain target measure for success regarding this class SLO.

**Action Category:**
Teaching Strategies

#### Teaching Strategies

### ECC: DANC 170 - Improvisation - SLO #2

**Improvisational Sequences - Upon successful completion of this course the student will be able to organize improvisational sequences into the three main areas of space, time and movement invention.**

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:**
12/14/2013

**Course SLO Status:**
Active

**Assessment Method Description:**
Students developed movement sequences utilizing the three main areas of space, time and movement invention utilizing a collaborative presence by the students in the studio environment. These sequences were then detailed for application in a culminating performance in a theater setting with an audience. The interaction between the students was an integral component of these improvisational sequences.

**Assessment Method:**
Presentation/Skill Demonstration

**Results:**
01/18/2015 - 58.33% of the students surveyed indicated a complete understanding of their ability to organize improvisational sequences. Another 25% indicated a proficient understanding of their understanding of the ability to organize improvisational sequences. Another 16.67% had no response regarding this SLO statement. In analyzing these results although the standard was not met the percentages reflected a compilation of the top two categories of 83.33% of the respondents. Since this class has a wide range of technical disparity due to it's single "leveling" (i.e. no beginning or intermediate), the ability of the class to work cohesively is somewhat compromised. Despite this fact the class was able to

**Action & Follow-Up:**
05/13/2016 - Additional emphasis on the technical application of the three elements of this SLO to address the disparity of student technical base due to the lack of class leveling.

**Action Category:**
Teaching Strategies

#### Teaching Strategies
### Course SLOs 1 and ctu.unitid = 725

**Standard and Target for Success:**
90% of the students respond with a complete understanding of their ability to organize improvisational sequences. 80% of the students respond with a proficient understanding of their ability to organize improvisational sequences. 70% of the students respond with a basic understanding of their ability to organize improvisational sequences. 60% of the students respond with an inability to organize improvisational sequences.

**Related Documents:**
Dance CSLO assessment results Fall 14.pdf

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### Assessment Method Description:
Students developed choreography for a final showcase performance utilizing the three choreographic elements of space, time and energy initiated in a series of sequences employing these different styles of choreography as listed in SLO #2.

### Action Category:
Teaching Strategies

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### ECC: DANC 171A - Beginning Choreography A - SLO #2 Differentiating Styles - Upon successful completion of this course the student will be able to differentiate between narrative, thematic and abstract styles of choreography.

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:**
12/14/2013

**Course SLO Status:**
Active

**Assessment Method:**
Presentation/Skill Demonstration

**Standard and Target for Success:**
90% of the students have a complete understanding of their ability to differentiate between narrative, thematic and abstract styles of choreography. 80% of the students have a proficient understanding of their ability to differentiate between narrative, thematic and abstract styles of choreography. 70% of the students have a basic level of understanding of their ability to differentiate between narrative, thematic and abstract styles of choreography. 60% of the students have an inability to differentiate between narrative, thematic and abstract styles of choreography.

**Related Documents:**
Dance CSLO assessment results Fall 14.pdf

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**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Daniel Berney

**Faculty Contributing to Assessment:**
Elizabeth Adamis

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**Action Category:**
Teaching Strategies

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### ECC: DANC 171B - Beginning Choreography B - SLO #2 Choreographic Structures - Upon successful completion of this course the student will understand how to use a variety of choreographic structures and be adept at utilizing

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Daniel Berney

**Faculty Contributing to Assessment:**
Elizabeth Adamis, Jennifer La Curan

**Related Documents:**
Dance CSLO assessment results Fall 14.pdf

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**Action Category:**
Teaching Strategies

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05/13/2016 - Continue to reinforce the choreographic styles of narrative, thematic and abstract through a series of smaller initial "exercises" without taking away from the rehearsal process required in order to present a final showcase presentation. The value of working toward the final performance allows for the greater appreciation and ability to differentiate between the choreographic styles as stated in this Dance 171A SLO #2.
choreographic theme and variation within these structures.

**Course SLOs**

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<thead>
<tr>
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<tbody>
<tr>
<td>Input Date:</td>
<td>12/15/2014</td>
<td>12/15/2014</td>
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<tr>
<td>Course SLO Status:</td>
<td>Active</td>
<td>Active</td>
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### Performance Artistry - SLO #2 Technical Execution and Performance Artistry

**Assessment Method Description:**

Students rehearsed and presented choreographic routines in collaboration with the students enrolled in Dance 171 in a Choreographic Showcase presented at the conclusion of the semester. Although much of their preparation was divided between class technique and performance rehearsals, the initial emphasis was on the technical application in preparation for the eventual emphasis on rehearsals for the showcase performance.

**Assessment Method:**

Performance

**Standard and Target for Success:**

90% of the students have a complete understanding of the difference between technical execution and performance artistry of the designated dance performance. 80% of the students have a proficient understanding of the difference between technical execution and performance artistry of the designated dance performance. 70% of the students have a basic level of understanding of the difference between technical execution and performance artistry of the designated dance performance. 60% of the students have an inability to understand of the difference between technical execution and performance artistry of the designated dance performance.

**Related Documents:**

Dance CSLO assessment results Fall 14.pdf

**Results:**

01/19/2015 - 46.67% of the students responded with a complete understanding of the difference between the technical execution and performance artistry of the designated dance performance. 33.33% of the students responded with a proficient understanding of the difference between the technical execution and performance artistry of the designated dance performance. The combination of the top two categories resulted in the desired target for success of 80% although there was not the desired 90% of the students responding with a complete understanding of this SLO statement. This was the first semester that Dance 83abcd was offered as a "stand alone" class section and the results reinforce the dance faculty perception that given the opportunity to focus the first part of each class on the technical application, the resulting performance artistry component of this SLO statement will only be further strengthened through the combination of both elements.

**Standard Met?**

Yes

**Semester and Year Assessment Conducted:**

2014-15 (Fall 2014)

**Faculty Assessment Leader:**

Daniel Berney

**Faculty Contributing to Assessment:**

Hiroshi Hamanishi, Angela Jordan

**Related Documents:**

Dance CSLO assessment results Fall 14.pdf

**Action & Follow-Up:**

05/13/2016 - The ideal action plan for success gains if it is allowed to continue to be offered as a "stand alone" section and also to be coordinated in conjunction with the Choreograph class grouping of Dance 171A, Dance 171B, Dance 271A, Dance 271B. The resulting Choreography Showcase serves as an excellent model for the performing artistry component of this Dance 183 SLO #2.

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### Intermediate African Dance - SLO #3 Technical Skills

**Assessment Method Description:**

Students studied, rehearsed and subsequently performed traditional dances that are inherent in African dance at an intermediate level. This was a culminating performance as part of the ECC Dance Class final presentations program and included coordinating the technical skills through the conventional classroom setting along with the Dance 165 Beginning African Dance. The traditional dances were then analyzed for success.

**Results:**

01/19/2015 - 100% of the students responded with a basic level of understanding of this Dance 265 SLO statement #3. There was a limited pool of students who responded to this assessment measure of SLO #3 in the Dance 265 class pool which may have compromised the final analysis. The point is that the standard and target for success was not met and a larger student pool would also address a better "balance" between the combined classroom environment since Dance 265 was combined with the Intermediate African Dance class, Dance 165 from the Intermediate African Dance class, Dance 271A, Dance 271B. The resulting Choreography Showcase serves as an excellent model for the performance artistry component of this Dance 183 SLO #2.

**Action Category:**

Curriculum Changes

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05/13/2016 - The ideal action plan would include separating the Beginning African Dance class, Dance 165 from the Intermediate African Dance class, Dance 265 allowing for the additional lecture unit attached to the Intermediate class section focusing on the details of the traditional dances inherent in African Dance. Additionally the...
<table>
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<tr>
<th>Course SLOs 1 and ctu.unitid = 725</th>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
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</thead>
<tbody>
<tr>
<td>12/14/2013</td>
<td>through lectures specific to the Intermediate Dance, Dance 265 class (1 lecture, 3 lab vs Dance 165 3 lab only). <strong>Assessment Method:</strong> Presentation/Skill Demonstration <strong>Standard and Target for Success:</strong> 90% of the students have a complete understanding of reproducing the technical skills and traditional dances that are inherent in African dance at an intermediate level. 80% of the students have a proficient understanding of reproducing the technical skills and traditional dances that are inherent in African dance at an intermediate level. 70% of the students have a basic level understanding of reproducing the technical skills and traditional dances that are inherent in African dance at an intermediate level. 60% of the students have an inability to understand reproducing the technical skills and traditional dances that are inherent in African dance at an intermediate level. <strong>Related Documents:</strong> Dance CSLO assessment results Fall 14.pdf</td>
<td>with Dance 165 resulting in a comprising of the more Intermediate level material as presented. <strong>Standard Met? :</strong> No <strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014) <strong>Faculty Assessment Leader:</strong> Daniel Berney <strong>Faculty Contributing to Assessment:</strong> Michelle Funderburk <strong>Related Documents:</strong> Dance CSLO assessment results Fall 14.pdf</td>
<td>technical skills would be developed at a more accelerated (and appropriate) level to the Dance 265 Intermediate African Dance class. <strong>Action Category:</strong> Curriculum Changes</td>
</tr>
</tbody>
</table>

ECC: DANC 271A - Intermediate Choreography A - SLO #2 Styles of Choreography - Upon successful completion of this course the student will be able to develop narrative, thematic and abstract styles of choreography. **Course SLO Assessment Cycle:** 2014-15 (Fall 2014) **Input Date:** 12/14/2013 **Course SLO Status:** Active  

ECC: DANC 271B - Intermediate Choreography B - SLO #2 Creating Entrances and Exits - Upon successful completion of this course the student will be adept at creating entrances and exits for the dancers in their choreography as well as creating many alternate beginnings and endings for each dance that refer back to the theme of the work being created. **Course SLO Assessment Cycle:** 2014-15 (Fall 2014) 2018-19 (Fall 2018) **Input Date:** 12/15/2014 **Course SLO Status:** Active
### Course SLOs 1 and ctu.unitid = 725

<table>
<thead>
<tr>
<th>Assessment Methods &amp; Standard and Target for Success / Tasks</th>
<th>Results</th>
<th>Action &amp; Follow-Up</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment Method Description:</strong> Students spent the entire 8 week session in an intensive rehearsal environment resulting in one or more dances culminating in performances. The initial audition process was for evaluating the technical execution that was required in the culminating performance artistry component of this class. Since this was a audition class process there was a given expectation of an initial level of technical ability prior to the commencement of the rehearsal period. The accelerated nature of this rehearsal period also assumed that the performance artistry component was at least of an intermediate classroom level. <strong>Assessment Method:</strong> Performance  <strong>Standard and Target for Success:</strong> 90% of the students respond with a complete understanding of their ability to demonstrate technical execution and performance artistry of designated dances. 80% of the students respond with a proficient understanding of their ability to demonstrate technical execution and performance artistry of designated dances. 70% of the students respond with a complete understanding of their ability to demonstrate technical execution and performance artistry of designated dances. 60% of the students respond with an inability to demonstrate technical execution and performance artistry of designated dances.</td>
<td>01/19/2015 - 100% of the students responding identified the SLO #2 statement regarding an ability to demonstrate technical execution and performance artistry of designated dances with a complete understanding. This acknowledges the standard and target for success was met regarding this particular SLO statement. In analyzing this statement the two key elements, technical execution and performance artistry were the key components of the class sessions from the initial class meeting through the culminating performances. Even in the culminating performances there were multiple &quot;tech rehearsals&quot; and &quot;actual Performances&quot; allowing for ample reinforcement and realization of the goals of the individually choreographed dances. <strong>Standard Met? :</strong> Yes <strong>Semester and Year Assessment Conducted:</strong> 2014-15 (Fall 2014) <strong>Faculty Assessment Leader:</strong> Daniel Berney <strong>Faculty Contributing to Assessment:</strong> Elizabeth Adamis, Jennifer La Curan</td>
<td>05/13/2016 - This SLO statement appears to be effective in it's current application to the class structure. This is an excellent example of how the &quot;lower&quot; levels of performance classes (Dance 183abcd, Dance 171A, Dance 171B) have effectively prepared the students for the audition process that is an initial step in this class. <strong>Action Category:</strong> Teaching Strategies</td>
</tr>
<tr>
<td>Performance</td>
<td>Results</td>
<td>Action &amp; Follow-Up</td>
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| **Standard and Target for Success:** 90% of the students respond with a complete understanding of the ability to demonstrate dance performance technique and artistic skills for dance productions. 80% of the students respond with a proficient understanding of the ability to demonstrate dance performance technique and artistic skills for dance productions. 70% of the students respond with a basic level of understanding of the ability to demonstrate dance performance technique and artistic skills for dance productions. 60% of the students respond with an inability to understand what is needed to demonstrate dance performance technique and artistic skills for dance productions. | Yes | Semester and Year Assessment Conducted: 2014-15 (Fall 2014)  
Faculty Assessment Leader: Daniel Berney  
Faculty Contributing to Assessment: Elizabeth Adamis  
Related Documents: Dance CSLO assessment results Fall 14.pdf | |