

# Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (FA) - Dance

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 261 - Tap Dance II - Intermediate - SLO #1 Movement Sequences - Upon successful completion of this course the student will be able to demonstrate movement sequences of complex tap dance vocabulary. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> This assessment addresses the lecture/lab based "Theatrical Dance" technique course Dance 261 (Intermediate Tap Dance). This assessment instrument/tool requires the students to analyze, demonstrate, and critique specific dance style(s) as listed above.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> TBA</p>	<p>12/12/2013 - See related document for Data</p> <p>1. Did the data show that the program is meeting the defined standard of expectation for student learning in each of the areas? The mean of the three rubrics in the "excellent" range was 91.67 %, above the standard of expectation of 80% for excellence. The mean for the "good/excellent" rubric was a combined 100% which exceeded the 90% standard of expectation mark for this mean. The mean for the "fair" to "excellent" range was as expected.</p> <p>2. What are the strengths of the program? Strengths of the program in this area include the course repeatability with both beginning and intermediate levels of the dance styles that allows for reinforcement of technical skills and refinement of technical artistry. With the newly implemented state directives regarding the elimination of repeatability for skill based classes proposals such as "leveling" and "families" must be explored.</p> <p>3. What are the gaps/weaknesses in student learning? The gaps/weaknesses in student learning include the combining of levels of the tap dance classes which compromises the ability to reinforce the technical skills and impedes the refinement of performance artistry</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Hiroshi Hamanishi</p> <p><b>Related Documents:</b> <a href="#">Dance 62abcd CSLO Assessment Fall 2013.docx</a></p>	<p>02/26/2015 - 1. What are the implications of the data relative to this program? The implications of the data relative to this program indicate that the three assessment areas of terminology, technical skill and performance artistry are being exceeded at this intermediate tap dance level.</p> <p>2. Based on the data, what changes should be made to teaching strategies to improve student learning? There are no recommendations regarding changes to teaching strategies based on the data since the standard of expectations in all areas was exceeded. What has been a positive influence on the students in the actual "mentoring" process of the beginning level students which has occurred as a result of these combined class sections.</p> <p>3. What changes should be made to curriculum to improve student learning? The continued and/or increased repeatability of these technique classes is critical to improving the technical skill and performance artistry levels of expectations. Therefore to create levels and/or families to replace the loss of repeatability in this skill based technique class is one recommendation. Additionally although beginning Tap Dance is a lab class, an introductory class in tap dance or theatrical dance terminology as a lecture class would be another foundation based class that would lead to improvements in student learning at the beginning and intermediate levels.</p> <p>4. Based on your findings, what should your Program or the College do as a whole to support the recommendations listed in 1-3 above? The College needs to support the dance program in maintaining repeatability (through the</p>

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			<p>proposed leveling or families) as a component of the dance “technique” classes as a way to maintain and improve an “excellent” standard of expectation. Also the ability of the Fine Arts Division to recognize the value of dance technique classes offered separately instead of combining levels that leads to compromising ability of the students to attain an “excellence” rubric standard of expectation. Finally the program must do more to recognize and thus reinforce the identification/application methods used in assessment of terminology in order to maintain an “excellent” standard of expectation in all areas of Intermediate Tap Dance.</p> <p><b>Action Category:</b> Teaching Strategies</p>

<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 268 - Intermediate Latin Social Dance - SLO #1 Reproducing Folk and Regional Dances - Upon successful completion of this course the student will be able to reproduce selected folk and regional Latin Social Dances. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b></p> <p>1. Did the data show that the program is meeting the defined standard of expectation for student learning in each of the areas? The data reflected that 10 out of the 15 students in this assessment survey had a complete understanding in all areas of the CSLO standards. Four students were in the proficient understanding and 1 student in the basic level of understanding.</p> <p>2. What are the strengths of the program? As supported by the data the identification, application and subsequent assessment of the terminology, technical skill, and social etiquette of this Intermediate Latin Social Dance technique class.</p> <p>3. What are the gaps/weaknesses in student learning? The assessment data indicated that nearly 2/3rds of the students in this class are at a complete understanding regarding the Identification/Execution/Awareness Levels. Although all three areas terminology, technical skill and social etiquette were equal in their resulting standards of execution a third of the students were still at only the proficient of basic understanding level.</p>	<p>12/12/2013 - see related document</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Larisa Bates</p> <p><b>Related Documents:</b> <a href="#">Dance 52abcd CSLO Assessment Fall 2013.docx</a></p>	<p>02/26/2015 - 1. What are the implications of the data relative to this program? The implications of the data reflect a less than acceptable level of assessment result in the “excellent” relative to the standard of expectations. However this is tempered by closer results when the top two categories of “good to excellent” are combined. Results are thus deemed acceptable given the program restrictions as outlined below.</p> <p>2. Based on the data, what changes should be made to teaching strategies to improve student learning? Ideally this Intermediate level course would be taught separate from the Beginning level Latin Social Dance class. The bigger concern is with the impending loss of repeatability the skills base for this course becomes an area of concern particularly in the area of technical skill. The implementation of teaching assistants would also help to reinforce skill specific lessons, vocabulary and social etiquette.</p>
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	<p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> See related document</p>		<p>3. What changes should be made to curriculum to improve student learning? Implement a leveling of Latin Social Dance courses to help develop technical skills. An initial 1 unit introductory class specific to the terminology needed for Latin Social Dance would create a foundation that would ultimately improve the standards of expectations for the Beginning and Intermediate Latin Social Dance Classes.</p> <p>4. Based on your findings, what should your Program or the College do as a whole to support the recommendations listed in 1-3 above? The separation of beginning and intermediate level sections of the Latin Social Dance technique classes would certainly aid in narrowing the gap between the standard of excellence as the ability to develop in particular the necessary technical skill is compromised in a combined class environment. Additionally the use of teaching assistants in the larger social dance class environments can supplement the emphasis on “partner specific” gender patterns that arise in this unique class setting.</p> <p><b>Action Category:</b> Teaching Strategies</p>