

# 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 110 - Beginning Dance - SLO #3 Analyzing/Critiquing Primary Theatrical Dance Styles - Upon successful completion of this course the student will be able to analyze and critique the three primary theatrical dance styles of ballet, modern dance and jazz dance in a live dance concert environment. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/02/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> The class was given a series of combinations specific to the three primary theatrical dance styles following a series of structured class sessions emphasizing each dance style with elements unique to each style. These elements were then formatted into a culminating combination of dance movements for stage presentation in a final class performance.</p> <p><b>Assessment Method:</b> Performance</p> <p><b>Standard and Target for Success:</b> The rubric is based on a target of at least 70% at the basic level of understanding, 80% at the proficient level of understanding and 90% at the complete level of understanding.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - The assessment above falls short of the target for success. This is a entry level lecture/lab studio based technique class and there is no prerequisite of dance lecture classes which would strengthen the SLO results regarding this statement through reinforcement of the critique guidelines for the live dance concert experience.</p> <p>Complete understanding - 51.52% Proficient understanding - 36.36% Basic level understanding - 12.12% Inability to understand - 0%</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Angela Jordan and Hiroko Hojo</p> <p><b>Reviewer's Comments:</b> Needs an action and action date also needs data analysis</p>	<p>06/12/2015 - Final class presentation needs to reflect elements from the three major dance styles that are covered throughout the course of this class including terminology from the ballet, modern dance and jazz dance vocabularies.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 120A - Ballet I - SLO #3 Basic Ballet Terminology - Upon successful completion of this course the student will be able to translate the codification of the basic ballet terminology. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/02/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given a series of basic ballet steps in center combinations including center tendu, adagio, pirouette, petite allegro and grand allegro. These were then assessed individually for correct translation in terms of physical and written execution of the basic ballet terminology.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> The rubric is based on a target of at least 70% at the basic level of understanding, 80% at the proficient level of understanding and 90% at the complete level of understanding.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - This reflects a lack of achievement regarding the target for success in this SLO assessment. A more in depth connection with the DANC 110 vocabulary development could increase the success of the Ballet 1 SLO #3 assessment results through reinforcement of the basic ballet terminology. Complete understanding - 47.83% Proficient understanding - 26.09% Basic level of understanding - 26.09% Inability to understand - 0%</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Daniel Berney and Emma Kherydar</p> <p><b>Reviewer's Comments:</b> Needs action and action date also needs data analysis</p>	<p>06/12/2015 - The reinforcement of the basic ballet terminology could be more successfully attained through additional emphasis on the final class presentation which encompasses elements of all the center ballet combinations including port de bras, adagio, pirouette, petite allegro and grand allegro.</p> <p><b>Action Category:</b> Teaching Strategies</p>

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<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 120B - Ballet Technique I - SLO#3 Basic Center Ballet Combinations - Upon successful completion of this course the student will be able to demonstrate basic center ballet combinations. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given a series of barre work and center work exercises and directed to identify and then combine similar steps into simple introductory ballet combinations for class presentation through a series of skill demonstrations.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> The rubric is based on a target of at least 70% at the basic level of understanding, 80% at the proficient level of understanding and 90% at the complete level of understanding.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - There is a seeming successful transition from the first semester Ballet technique 1 (DANC 120A) to the second semester Ballet technique ! (DANC 120B) as 80% complete understanding is close to the target for success in the lecture/lab technique class environment. The existing challenge is to elevate those students who are still at the basic level understanding assessment rubric after the second semester. Perhaps a follow up survey to see if those students had previously taken DANC 110, Beginning dance as a prior foundation to the ballet technique classes could shed light in this area. Presentation of center ballet combinations on final class presentation with:</p> <p>Complete understanding: 80% Proficient understanding: 0% Basic level understanding: 20% An inability to understand: 0%</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Daniel Berney and Emma Kherydar</p> <p><b>Reviewer's Comments:</b> Needs action and action date also needs data analysis.</p>	<p>06/12/2015 - Initial barre work application needs to be emphasized in order to reinforce the vocabulary that had been established in Dance 102A. Then the center combination development will be more readily demonstrated successfully during the final class presentations.</p> <hr/> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 130A - Modern Dance I - SLO #3 Codification of Modern Dance Terminology - Upon successful completion of this course the student will be able to interpret the codification of basic modern dance terminology. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students developed a series of beginning modern dance combinations through across the floor progressions in order to demonstrate proficiency in the interpretation of the basic modern dance terminology.</p> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> The rubric is based on a target of at least 70% at the basic level of understanding, 80% at the proficient level of understanding and 90% at the complete level of understanding.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - Although the target for success was not reached, the rubric was within acceptable ranges for a first time assessment of the course terminology. A closer parallel to the DANC 110, Beginning dance class alignment with terminology could potentially increase the target for success. Center combinations throughout the duration of the semester resulted in:</p> <p>A complete understanding - 75% A proficient understanding - 25% A Basic level of understanding - 0% An inability to understand - 0%</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis</p> <p><b>Reviewer's Comments:</b></p>	<p>06/12/2015 - This assessment was close to the desired rubric results. However the basic modern dance terminology is initially presented in Dance 110 and should be reinforced/emphasized during the first part of the semester for Dance 130A resulting in a more complete and thorough interpretation regarding the codification of basic modern dance terminology.</p> <hr/> <p><b>Action Category:</b> Teaching Strategies</p>

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		Needs action and action date also needs data analysis.	
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 130B - Modern Dance Technique I - SLO #3 Base Center Dance Phrases - Upon successful completion of this course the student will be able to demonstrate the basic center modern dance phrases. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Center combinations were developed in a series of skills tests throughout the course of the semester. These were presented initially in smaller groupings and then combined into more complex combinations over a period of class sessions.</p> <p><b>Assessment Method:</b> Multiple Assessments</p> <p><b>Standard and Target for Success:</b> The rubric calls for 90% or better for a "complete understanding", 80% or better for a "proficient understanding", 70% or better for a "basic level" of understanding or 60% for an "inability" to understand this statement!</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - The assessment results for the spring 2014 indicated 40% of the class with a complete understanding and another 40% with a proficient understanding and 20% with a basic understanding. An emphasis on more developed center combinations in Modern Dance 1, Danc 130A would be one recommendation to address this concern.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis</p> <p><b>Reviewer's Comments:</b> Needs action and action date also needs data analysis.</p>	<p>06/12/2015 - This class could be better suited based on the assessment results to be offered with the 200 series Intermediate Modern dance classes. It is currently offered with Dance 130A and the obligation therefore is on simple vocabulary development and the emphasis placed on codification of the modern dance technique. By instead offering this class with the more intermediate level modern dance classes the focus shifts to more complex center combinations therefore addressing this assessment data resulting in a more aligned rubric.</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 140 - Jazz Dance I - SLO #3 Codification of Jazz Dance Terminology - Upon successful completion of this course the student will be able to translate and interpret the codification of basic jazz dance terminology. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were taught choreography including jazz technique and terminology in developing a combination for the final class presentation. Reinforcement and review of the basic jazz dance vocabulary was included in this process.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> The rubric included a target with a standard of expectation of 90% of the students with a complete understanding of this statement, 80% at a proficient level of understanding, 70% at a basic level of understanding and 60% an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - The data indicated 54.55% at a complete understanding and an additional 31.82% at proficient understanding. This a total of 86.37% of the students were above the basic level of understanding. This would indicate that the technical emphasis of the class should be reinforced with less of an emphasis on the performance element in order to better address the basic terminology component of the class.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Kim Borgaro</p>	<p>06/12/2015 - The emphasis on the ability to translate and interpret the codification of the basic jazz dance terminology starts with Dance 110, Beginning Dance, where students are introduced to the vocabulary of the three primary theatrical dance forms, ballet, modern dance and jazz dance. Traditionally due to Fine Arts Division/Dance Department concerns of those students intending on majoring in dance the emphasis tends to be on developing and building the vocabulary of these two dance styles at the expense of the third, jazz dance. Due to these assessment results for Dance 140, an equal emphasis should be placed on the vocabulary development of Jazz dance in Dance 110 as well.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 161 - Tap Dance I - Beginning - SLO #3</p>	<p><b>Assessment Method Description:</b> Students developed basic tap vocabulary</p>	<p>09/12/2014 - 85.71 of all students surveyed indicated a complete mastery of the terminology with an additional</p>	

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<p>Codification of Basic Tap Terminology - Upon successful completion of this course the student will be able to translate and interpret the codification of basic tap dance terminology. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p>components individually that were sub sequentially combined into combinations for presentation. The repetition was initially through individual steps combined and rehearsed through a series of class sessions resulting in a vocabulary refinement for class presentation.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> Applying all terminology correctly for a mark of excellence 90% of all students surveyed, applying most terminology correctly for a mark of good 80% of all students surveyed, applying some terminology correctly for a mark of fair 70% of all students surveyed, not applying terminology correctly for a mark of 60% of all students surveyed.</p> <p><b>Related Documents:</b> <a href="#">Dance PLO 1 assessment results Sp 14.pdf</a></p>	<p>14.29% having at least a proficient understanding of this statement. This would indicate that the combining of the beginning tap dance technique class with the intermediate class resulting in a higher level of basic tap dance terminology proficiency than those technique classes that "stand alone" or are separated. This class also included a performance ensemble section that further emphasized that component in addition to the basic technique of tap dance that was emphasized.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Hiroshi Hamanishi</p>	<p>06/12/2015 - The results of this assessment data imply that the beginning level tap dance students are benefitting from the combined class environment. The uniqueness of this particular section was the one time weekly meeting and prolonged exposure to an environment where the beginning level students were encouraged to observe the intermediate level students in their additional 1 unit lecture meeting time. The beginning students were already co-working in a 3 lab combined classroom environment but not obligated for the additional 1 lecture unit requirement of the intermediate level students. By already attending the same classroom learning environment, the beginning students were then benefitting by the additional lecture exposure.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 162 - Hip Hop Dance - SLO #3 Social Environments - Upon successful completion of this course the student will be able to identify and differentiate various social environments of Hip Hop dance from a historical perspective. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students identified the various street dance styles through video and analysis tracing the various geographical environments from which they have originated, migrated and ultimately mainstreamed. The theatrical element of these dance styles was then acknowledged in terms of their fusion with western dance styles such as ballet, modern dance and jazz dance.</p> <p><b>Assessment Method:</b> Project</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - The results showed 62.50% of the students with a complete understanding of this statement, an additional 12.50% with a proficient understanding with a total of 75% of the students in those top two rubric standards. Additionally 18.75% of the students indicated a basic level of understanding and 6.25% with an inability to understand this statement. These results are less than the target and would indicated that there is still a developmental process that must be addressed regarding the fusion of street styles of dance when integrated into the more formal western theatrical styles of dance such as ballet, modern dance and jazz dance.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Jennifer la Curan</p>	<p>06/12/2015 - An emphasis on combining the portfolio project of the Commercial Dance class, Dance 262 with the existing social environment components of the Hip Hop class could in this case be beneficial regarding these assessment results. Although the class emphasis of Hip Hop is on technical application whereas Commercial Dance is the performance artistry and portfolio development the combined class environment should be beneficial to both of these sections with a inter-related development of these primary principals.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 167 - Social and Ballroom Dance - SLO #2 Proper Etiquette - Upon successful completion</p>	<p><b>Assessment Method Description:</b> Students were presented a formalized</p>	<p>09/12/2014 - Students with a complete understanding of this statement accounted for 63.16% of the total with an</p>	



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<p>of this course the student will be able to demonstrate the proper Social and Ballroom Dance etiquette in the studio environment. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p>environment in which to conduct a series of dance protocols resulting in partner dance formations and exchanges. This resulted in the formalization of groupings and pairing of students for culminating performance and final presentation.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance PLO 1 assessment results Sp 14.pdf</a></p>	<p>additional 31.58% having at least a proficient understanding. This left only 5.26% with a basic level of understanding and indicates that class development regarding this student learning outcome is effective when presented in a "stand alone" environment allowing for sufficient reinforcement and development of the appropriate etiquette required for this studio environment.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Larisa Bates</p>	<p>06/12/2015 - This class exists as a "stand alone" one level course with no current possibility of skills reinforcement past one semester. Additionally there is no level advancement that therefore results in only a rudimentary foundation in the ability of the student to demonstrate the required Social and Ballroom Dance etiquette needed to adhere to the assessment rubric as presented for this CSLO. Additional leveling needs to be developed in order to address this deficiency.</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 168 - Latin Social Dance - SLO #2 Dance Courtesy - Upon successful completion of this course the student will be able to demonstrate the proper dance courtesy as it relates to the Latin Social Dance environment at a basic level. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were presented with a variety of Latin dances from various regions and including costumes, propos and mannerisms required for formal presentations in a performance environment.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - Students indicated a 70.59% with a complete understanding of the assessment statement and an additional 5.88% with at least a proficient understanding for a total of 76.47% in those two categories. The basic level of understanding was indicated by an additional 23.53% of the students. This would reinforce the success that combining a beginning level technique class with an intermediate class results in a more elevated comprehension of the dance courtesy as it applies to the various Latin social dances.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Larisa Bates</p>	<p>06/12/2015 - This class is cross-listed with Dance 268, Intermediate level Latin Social Dance. The combining of these classes results in additional reinforcement regarding this assessment in the students ability to demonstrate proper dance courtesy. However the basic level of this CSLO is compromised due to the Intermediate students who are working at a more accelerated rate and therefore not addressing the detail needed of the more basic components as relate to the Latin Social Dance environment. The separation of these classes would lead to a more solid foundation in the proper dance courtesy and thus result in more closely aligned assessment data results.</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 220A - Ballet II - SLO #3 Complete Center Ballet Combinations - Upon successful completion of this course the student will be able to demonstrate complex center ballet combinations. (Created By El Camino: Course SLOs (FA) - Dance)</p>	<p><b>Assessment Method Description:</b> Students were given a series of combinations developed from the more intricate intermediate ballet vocabulary. These were put into a series of combinations that ultimately resulted in a series of dances for performance level final dance class presentation.</p> <p><b>Assessment Method:</b></p>	<p>09/12/2014 - The data reveals 80% of the students at a mastery level of complete understanding with an additional 20% at the proficient level of understanding. These findings reflect the foundation technique classes of 120A and 120B, basic ballet are creating an excellent foundation for the intermediate level classes with regards to this student learning outcome.</p> <p><b>Standard Met? :</b></p>	<p>06/12/2015 - The data is very close to the target for success however still falls short in the area of complete understanding. This class is combined with Dance 220B and Dance 221. Ideally a re-aligning of the classes with the 120 series could be more effective regarding the ability of the students to</p>

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<p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p>Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Daniel Berney</p>	<p>demonstrate this designated CSLO closer to the target for success.</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 221 - Ballet Variations - SLO #3 Elements of Partnering and Dancing En Pointe - Upon successful completion of this course the student will be able to demonstrate elements of partnering and dancing en pointe. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given a series of advanced elements regarding the technical elements of pointe work and partnering in the ballet vocabulary in order to develop complex combinations required to perform classical and contemporary ballet.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - A complete understanding of the statement was realized by 66.67% of the students. another 33.33% of the students indicated an inability to understand this statement. This result is indicative of the dynamic that losing repeatability in the performance and techniques areas of the performing arts presents. Students are given minimal reinforcement in highly technical areas of training before being "passed on" and resulting in a segment of the student population being compromised regarding their ability to succeed in a more advanced classroom environment.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Daniel Berney</p>	<p>06/12/2015 - This course probably suffers the most by the loss of repeatability regarding the ability of the student to reinforce the skills development needed in able to demonstrate elements of partnering and dancing "en pointe". This is more of a concern than the fact this class is taught in a combined environment with Dance 220A and 220B. The ideal classroom and course requisites would include combining Dance 220B with Dance 221 and also add repeatability specifically to this course.</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 230A - Modern Dance II - SLO #3 Codification of Dance Terminology - Upon successful completion of this course the student will be able to interpret the codification of complex modern dance terminology. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given a series of complex center combinations that were built on the basic modern dance vocabulary and then formatted into more intricate patterns with expanded use of space, time and energy to reinforce the terminology at a more complex level.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.</a></p>	<p>09/12/2014 - 72.73% of the students had a complete understanding of this statement with another 27.27% indicating a proficient understanding. This would indicate that the terminology as presented in the beginning modern dance classes, 130A and 130B, are displaying a level of vocabulary reinforcement of individual movements that when being combined into more complex combinations at the intermediate level, the comprehension by students is still ascertainable.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Pamela Santelman</p>	<p>06/12/2015 - Since this assessment is based on developing the use of intricate patterns of movement based on the basic modern dance vocabulary a possible course of action to address the data results could be in the re-formatting of combined class sections. By combining 130B with 230A and 230B a reinforcement of the basic modern dance vocabulary would be in place. Additionally by maintaining an intermediate level connection with the 230B students the desired intricate patterns would also be reinforced at the more complex level.</p> <p><b>Action Category:</b></p>

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
	<a href="#">pdf</a>		Teaching Strategies
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 230B - Modern Dance Technique II - SLO #3 Movement Design and Vocabulary - Upon successful completion of this course the student will be able to identify specific styles of modern dance based on movement design and vocabulary. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given complex patterns of movement in preparation for the final dance class presentation. The choreographic elements of design were formatted into combinations utilizing more intricate and developed movement vocabulary. These elements of design and movement vocabulary were then reinforced through a series of structured class rehearsals culminating in the final class presentation.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/12/2014 - 100% of the students surveyed responded with a complete understanding of the statement regarding the ability to identify specific styles of modern dance based on movement design and vocabulary. This would indicate that the combining of intermediate level students from both the 230A and 230B classes reinforces the material that is ultimately presented regarding these stylistic elements. There is also a correlation that can be drawn between the beginning level 130A and 130B classes of beginning Modern dance that properly sets the foundation from which these more specific styles can be developed.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Pamela Santelman</p>	<p>06/12/2015 - Although this CSLO for Dance 230B has actually exceeded the standard and target for success the students may benefit from the current teaching strategy proposal for Dance 230A. This proposal recommended an action plan that would combine these two aforementioned classes being combined with Dance 130B in an effort to further solidify the basic modern dance vocabulary. The intent is to reinforce the foundation of the modern dance technical base without compromising the ability of the students to identify specific styles of modern dance based on movement design and vocabulary.</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 240 - Jazz Dance II - SLO #3 Codification of Dance Terminology - Upon successful completion of this course the student will be able to translate and interpret the codification of complex jazz dance terminology. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> The section of this class targeted for assessment Spring Semester 2014 was cancelled by the Dean of Fine Arts prior to the start of the term and therefore was unavailable for completion of this Course SLO statement/assessment.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p>	<p>09/12/2014 - The section of this class targeted for assessment Spring Semester 2014 was cancelled by the Dean of Fine Arts prior to the start of the term and therefore was unavailable for completion of this course SLO statement/assessment.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p>	<p>01/13/2015 - The action required here is to reinstate this class into the spring semester dance program of offerings.</p> <p><b>Action Category:</b> Program/College Support</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 250 - Pilates Mat Class - SLO #1 Pilates Terminology - Upon successful completion of this course the student will be able to categorize terminology specific to the concepts and exercises developed by Joseph H. Pilates. (Created By El Camino: Course SLOs (FA) - Dance)</p>	<p><b>Assessment Method Description:</b> Students were assessed through demonstration and written exam to categorize the terminology specific to the concepts and exercises for this class. This was done ongoing throughout the course for the semester and in a cumulative format.</p> <p><b>Assessment Method:</b></p>	<p>09/12/2014 - 44.44% of the students had a complete understanding of this assessment statement with an additional 55.56% of the students responded with at least a proficient understanding of the assessment statement. This class had been offered on time a week during the semester of this assessment and has now been changed to three times a week in order to better reinforce the terminology component of this class.</p>	<p>06/12/2015 - The action plan required to implement a more effective assessment of the terminology would include a facility specific to this class that would allow for a continual use of the reformers. At this point the class is now being offered three times a week but the facilities are such that the</p>



Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p>Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Dnaiel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Imara Quionez</p>	<p>reformers can only be implemented into the classroom one time a week for a limited time period. This is resulting in a more limited ability by the students to categorize the terminology specific to the concepts of this class!</p> <p><b>Action Category:</b> Program/College Support</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 261 - Tap Dance II - Intermediate - SLO #3 Codification of Dance Terminology - Upon successful completion of this course the student will be able to translate and interpret the codification of complex tap dance terminology. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were grouped with performance ensemble students in a series of rehearsals using the intermediate tap dance vocabulary resulting in a complex tap dance routine for a final class presentation.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/11/2014 - 100% of the students responded with a complete understanding of this assessment statement resulting in better than expected assessment data. This could be attributed to the combined status of this class with a section of beginning tap and a section of Dance Ensemble resulting not only in the reinforcement of basic tap terminology (beginning tap dance) but the emphasis on complex combinations for presentation (dance ensemble).</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Hiroshi Hamanishi</p>	<p>06/12/2015 - The assessment results for this CSLO indicate that a more challenging class could be added to the dance curriculum in order to further develop the complexity of the tap dance terminology as presented in this intermediate level class. Rhythm tap would add another level much like Ballet Variations has to the ballet curriculum.</p> <p><b>Action Category:</b> Curriculum Changes</p>
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 262 - Commercial Dance - SLO #3 Current Trends - Upon successful completion of this course the student will be able to identify and give examples of current trends in popular dance, jazz styling and commercial audition preparation. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given a portfolio development project in order to identify the current trends in popular dance, jazz styling and emphasizing the commercial dance audition process.</p> <p><b>Assessment Method:</b> Project</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance PLO 1 assessment results Sp 14.pdf</a></p>	<p>09/11/2014 - Data results show 50% of the students surveyed with a complete understanding of the assessment with another 50% of the students with at least a proficient understanding of the data statement. This class section was combined with Hip Hop Dance which had a much larger percentage of the students enrolled in the class section. This led to an emphasis on the technical application of the street dance element with less attention being given to identifying the current trends and commercial dance audition process. This class being combined as such would greatly benefit by a teaching assistant or separated class section format.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p>06/12/2015 - The assessment data reflects a substantial gap between the standard and target for success. The existing prerequisite for Commercial Dance is Jazz Dance 2 and with Commercial Dance being combined with Hip Hop Dance which has no prerequisite has resulted in a disparity in class projects that would be better served with Commercial Dance instead being combined with Jazz Dance 2 which is the prerequisite for Commercial Dance.</p> <p><b>Action Category:</b> Curriculum Changes</p>



Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
Jennifer La Curan			
<p>El Camino: Course SLOs (FA) - Dance - ECC: DANC 268 - Intermediate Latin Social Dance - SLO #2 Differentiating Dances - Upon successful completion of this course the student will be able to differentiate between the various selected folk dances and regional Latin Social Dances. (Created By El Camino: Course SLOs (FA) - Dance)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p> <p><b>Input Date:</b> 12/14/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> Students were given several folk and regional dances over a period of class sessions which were then formatted into a series of dance combinations related to the various regional Latin Social dances. These were then further developed with costumes and stylization for presentation in order to differentiate between the various folk dances and regional Latin Social dances.</p> <p><b>Assessment Method:</b> Presentation/Skill Demonstration</p> <p><b>Standard and Target for Success:</b> A complete understanding of this statement was expected of 90% of the students surveyed, a proficient understanding was expected by 80% of the students, a basic level of understanding by 70% of the students and an inability to understand this statement by 60% of the students.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment results Sp 14.pdf</a></p>	<p>09/11/2014 - 100% of the students in this assessment had a complete understanding of the assessment data. While this indicates a better than expected assessment result it must be noted that class section was combined with Beginning Latin Social Dance. The class emphasis on clearly identifying and differentiating folk and regional dances in the initial class meetings allowed for additional reinforcement of these elements that would not have been the focus of a "stand alone" intermediate level Latin Social Dance class.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Spring 2014)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Larisa Bates</p>	<p>06/12/2015 - The assessment results for this CSLO would indicate that the current combined class structure of beginning and intermediate level Latin Social Dance being taught simultaneously is effective. A recommendation would be to therefore create an additional level of Latin Dance specific to selected folk and regional locales including but not limited to Mexico, Central and South America. These could be developed in increments of .5 units to allow for a greater array of styles and regions for more in depth regional analysis.</p> <p><b>Action Category:</b> Curriculum Changes</p>