

# Assessment: Course Four Column

SPRING/SUMMER 2015



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

### ECC: DANC 110:Beginning Dance

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Dance Terminology to Movement Sequences</b> - Upon successful completion of this course the student will be able to apply dance terminology to specific movement sequences in order to demonstrate skill proficiency.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/02/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students were given a foundation in the terminology of the three basic theatrical dance techniques of ballet, modern dance and jazz dance. These three styles were presented in designated class segments that included a warm-up process, a center work progression process and a center work basic combination of movements. All three of these segments were then assessed for student comprehension regarding the designated movement sequences.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have a proficient understanding of this statement. 70% of the students have a basic level of understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Results of the student assessment for this CSLO show 86.36% of the students with at least a proficient understanding of this CSLO statement surpassing the 80% standard and target for success. The foundation of terminology and it's success for this particular class is crucial as it serves as the basis for the three primary theatrical technique classes, ballet, modern dance and jazz dance. The other 13.64% of the students had at least a basic level understanding with no students indicating an inability to understand this CSLO statement. (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Hioko Hojo, Angela Jordan</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Although there is no reason to adjust the teaching strategies of this class additional dance department FTES allocation to allow for additional sections of this class is recommended by department faculty. At one point there were 4 sections of Dance 110 which allowed a greater foundation for this initial class offering for students desiring to continue in the theatrical dance technique development. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
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[Dance CSLO Assessment SP 2015 Individual.docx](#)

# ECC: DANC 120A:Ballet I

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Demonstrate Steps/Positions of Basic Ballet Vocabulary</b> - Upon successful completion of this course the student will be able to demonstrate the steps and positions of basic ballet vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/02/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Students were given ballet vocabulary in a variety of movement sequences including barre work, center work, diagonal progressions and center combinations. The vocabulary was reinforced in these environments and students were assessed on retaining the individual codified ballet terms individually and in simple combinations both during barre work and center work.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>This assessment had excellent results with 81.25% of the students indicating a complete understanding of this CSLO statement and 100% of the students with at least a proficient understanding of this CSLO statement. The offering times for these classes is early morning (8-10am) for both sections and caters to the times dance majors and those students who may have taken beginning dance (Dance 110) would be most likely to take these class sections. Additionally these students are more committed to the dance class process and the regular attendance component necessary in order to reinforce the ballet vocabulary as presented in a variety of combinations. (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis, Jennifer LaCuran</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Although the times these sections of Dance 120 were offered (8-10am) align to the foundation class time (8-10am) creating a common denominator the program can only fully benefit by the addition of class offerings later in the day to serve other unique populations (incoming high school students). This would benefit the program and college by creating an expanded base of beginning level ballet classes that would help to "feed" the intermediate level ballet classes (Dance 220A, 220B, 221). (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

# ECC: DANC 120B:Ballet Technique I

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Combinations of Basic Ballet Vocabulary</b> - Upon successful completion of this course the student will be able to compile combinations of the basic ballet vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Students were assessed on their ability to formulate simple center combinations of the codified ballet vocabulary. Although these combinations were initially presented in diagonal progressions in the center floor segment of the class, the culmination adagio and allegro center work utilized the entire space in a variety of patterns.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>The assessment results were overwhelming with 100% of the students responding with a complete understanding of this CSLO statement. What comes immediately to light is the fact that both sections of this class, Ballet technique 1 were combined with Ballet 1, the initial ballet class offering. Thus although there is no longer repeatability in these skill specific dance technique classes the combining of beginning level classes appears to be effective especially in the second semester of repeating the codified ballet vocabulary. (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis, jennifer LaCuran</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> The re-instatement of repeatability would reinforce the vocabulary required to develop combinations both in center progressions and combinations such as adagio and allegro furthering the successful transition of the students into the intermediate level ballet classes (Dance 220A, 220B, and 221). (06/30/2016)</p> <p><b>Action Category:</b> Curriculum Changes</p>

# ECC: DANC 130A:Modern Dance I

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of basic modern dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students were given a series of simple locomotor movement patterns that were developed into basic combination sequences. These were then reinforced and presented for skills assessment of not only the individual movements but the use of basic modern dance vocabulary in simple combinations.</p> <p><b>Standard and Target for Success:</b>            90% of the students have a complete understanding of this statement.            80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>Assessment results indicate 100% of the students responded with a complete understanding of this CSLO statement. This is a "stand alone" beginning level technique class and although not a prerequisite, Beginning Dance, Dance 110 is an introductory class for Dance 130A, Beginning Modern Dance. Since one of the two sections of Beginning Dance also is the instructor for this Beginning level Modern Dance class. This the reinforcement from the same instructor undoubtedly accounted at least in part for the assessment success of Dance 130A, Beginning Modern Dance. (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Angela Jordan</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Additional sections of this course, Dance 130A as "stand alone" sections or combined with Dance 130B, Modern Dance Technique 1 and have them offered at later times in order to expand the base of students who will be enrolling in the intermediate level Modern dance classes, Dance 230A and Dance 230B. This will also ultimately create the likelihood of better success and retention rates at the higher technique levels. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

# ECC: DANC 130B:Modern Dance Technique I

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Combinations of Modern Dance Vocabulary</b> - Upon successful completion of this course the student will be able to compile combinations of basic modern dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Students developed center combinations from basic modern dance vocabulary initially presented in diagonal progressions sequences. Combinations were then combined between groups of students for skills presentation and assessment.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Not Met</p> <p>Student assessment regarding this CSLO fell short of the standard and target for success with 75% indicating a complete understanding of this CSLO statement (vs. the target of 90%). It is notable however that 100% of the students indicated at least a basic level of understanding of this CSLO statement. Thus 0% indicated an inability to understand this CSLO statement although this was a combined level class with Intermediate Modern Dance, Dance 230A and Intermediate Modern Dance Technique, Dance 230B. The combining of this beginning level technique class with the more intermediate level classes allowed for 100% of the students to have a least a basic level of understanding in compiling combinations with students who were working at a more intermediate, complex pace. (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Combining this class with the upper level intermediate level technique classes presents challenges for the beginning level student in terms of material inundation. This disadvantage is also an advantage in that they are immersed with vocabulary that will be reinforced as they progress through the subsequent intermediate levels. The fact that this is the second level of beginning modern dance also helps in that the basic terminology required in order to develop modern dance combinations is already in place. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

# ECC: DANC 140:Jazz Dance I

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of the basic jazz dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Performance</b> - Students were given movement sequences of the basic jazz vocabulary in a series of stylistic technique steps that were subsequently developed into combinations for presentation. These were combined with a more developed set of combinations by an upper level jazz dance technique class (Dance 240) that was taught simultaneously.</p> <p><b>Standard and Target for Success:</b>            90% of the students have a complete understanding of this statement.            80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>Despite the combining of the beginning level (Dance 140) jazz dance class with the intermediate level (Dance 240) jazz dance class the standard and target for success was met in terms of the student assessment indication that 90.91 of the students responded with at least a proficient understanding of this CSLO statement (vs. the target mean of 80%). Additionally 100% of the students indicated at least a basic level of understanding this CSLO with no students indicating an inability to understand this statement. This is another example of a beginning level dance technique class being combined with an intermediate level class resulting in an immersion in jazz dance vocabulary beyond the basic level. (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Kim Borgaro</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> The separation of the beginning level jazz dance technique class (Dance 140) from the intermediate level class (Dance 240) in order to more effectively reinforce the basic jazz dance vocabulary. The irony of the mixed levels in terms of pedagogy is the reinforcement that has been compromised with the loss of class repeatability. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

## ECC: DANC 161:Tap Dance I - Beginning

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Basic Tap Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of the basic tap dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students were rehearsed with a series of basic tap dance sequences that were subsequently combined into combinations that were assessed initially individually, then in smaller groups and eventually in a large group environment.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met 100% of the students indicated that they had at least a proficient understanding of this CSLO statement. This surpasses the standard and target mean of 80% proficiency although the 55.56% complete understanding falls short of the 90% target mean for this CSLO. The combining of this class with the intermediate level tap dance class, Dance 261 also indicated that the immersion in tap dance vocabulary had an impact on this CSLO assessment result. (06/03/2015)</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 CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> The beginning tap dance class, Dance 161 is combined with intermediate tap dance, Dance 261. Although Dance 161 is a 3 lab class, Dance 261 is a 1 lecture, 3 lab class allowing for a partial overlap resulting in additional vocabulary immersion by the beginning tap dance class. The accelerated pace of the class does not appear to have had a negative effect on the beginning tap dance students regarding this specific CSLO statement. (06/30/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>



# ECC: DANC 162:Hip Hop Dance

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of the various forms of the Hip Hop vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Performance</b> - Students were taught a series of movement sequences from the Hip Hop vocabulary and integrated some of these designated sequences with improvisational choreographic elements into a culminating performance.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>A combined 89.48% students response to this assessment had at least a proficient understanding of this CSLO statement. The remaining 5.26% student response was in the basic level understanding with 0% having an inability to understand this statement. Although this course is combined with Commercial Dance, Dance 262, the majority of the students are enrolled in this course and the movement sequences are focused on the immersion of the vocabulary presented rather than a wider sampling of the innumerable street styles and their ever changing vocabulary. Thus this class from semester to semester tends to reflect more vocabulary fluidity based on a number of factors including recent trends, fusion with other dance techniques, and the refining and codification of the Hip Hop vocabulary. (06/04/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Valerie Cabag</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Rather than combine this class with Commercial Dance, Dance 262, an attempt to build levels as exists with the theatrical dance styles such as ballet, modern dance, and jazz dance, the world dance styles such as African Dance, and the social dance styles such as Latin Social Dance needs to be explored. As discussed earlier Hip Hop Dance has a more fluid vocabulary and yet is becoming more codified allowing for the process of leveling as Hip Hop technique is further refined. While Commercial Dance, Dance 262 is certainly a "family" course, the prerequisite for Commercial Dance is Intermediate Jazz Dance, Dance 240, and not Hip Hop Dance. (06/30/2016)</p> <p><b>Action Category:</b> Curriculum Changes</p>

## ECC: DANC 167:Social and Ballroom Dance

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #3 Carriage and Body Alignment</b>            - Upon successful completion of this course the student will be able to display the proper carriage and alignment of the body in Social and Ballroom Dance.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration -</b>            Students were given a series of gender specific poses and locomotor patterns integrating the stage space, musical timing and movement quality dynamics in order to develop dance sequences for presentation.</p> <p><b>Standard and Target for Success:</b>            90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Although data was missing from some of the students (11.76%) of those responding a complete understanding of this CSLO statement was indicated by 82.35% and the other 5.88% had a least a basic understanding of this statement. This is a stand alone dance technique class which is not benefitting from the leveling that has helped to off set the loss of repeatability with regards to the other dance technique classes such as ballet, modern dance, jazz dance, tap dance, African dance, and Latin Social dance. (06/04/2015)</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 CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Although the student assessment results were excellent for this CSLO statement this is a class which does not currently benefit from the leveling process that is in place regarding the other dance techniques. With the loss of repeatability there is therefore no skills building reinforcement element in place needed to develop a more comprehensive dance technique in this area of social dance. (06/30/2016)</p> <p><b>Action Category:</b> Curriculum Changes</p>

## ECC: DANC 168:Latin Social Dance

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #3 Counts and Patterns</b> - Upon successful completion of this course the student will be able to demonstrate the musical application of counts and pattern of Latin Social Dance.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students were given a variety of Latin music with varying counts and basic movement patterns in order to demonstrate the differences and similarities of each musical application. Sequences were then created into choreographic phrases developed for presentation in both studio and stage environments.</p> <p><b>Standard and Target for Success:</b>            90% of the students have a complete understanding of this statement.            80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>With student data missing from 10% the remaining 90% of the student response was with at least a proficient understanding of this CSLO statement and of that 80% responding with a complete understanding. This further lends credence to the theory that the leveling of technique classes does somewhat address the loss of skills reinforcement from the absence of repeatability. The advantage here is with leveling there is an exchange between both beginning and intermediate classes in the same classroom environment. (06/04/2015)</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 CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> The addition of classes in both the beginning (Dance 168) and intermediate (Dance 268) area of this dance style, Latin Social Dance would increase program interest and serve the needs to the general student population in the Fine Arts Division. There is an active club on campus, the El Salseros, in existence since the dramatic dance program cutbacks of the past few years who compete locally and is comprised primarily of ECC students and staff both in the Fine Arts Division and across campus who would enroll in additional class sections of Latin Social Dance were they offered. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

# ECC: DANC 171B:Beginning Choreography B

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #2 Choreographic Structures -</b> Upon successful completion of this course the student will understand how to use a variety of choreographic structures and be adept at utilizing choreographic theme and variation within these structures.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2014-15 (Spring 2015), 2018-19 (Fall 2018)</p> <p><b>Input Date:</b> 12/15/2014</p>	<p><b>Performance -</b> Students were given designated assignments that were focused in developing potential choreographic phrases to be adjudicated in a resulting semester long culminating performance. These choreographic phrases included solos, duets, small group and large group structures from which to apply the choreographic element of theme and variation. The results of the adjudicated process of these phrases were then given a directed timeline for refinement prior to their culminating performances.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have a proficient understanding of this statement. 70% of the students have a basic level of understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Fall 2014 in SP 2015.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Although results were combined with Dance 171A as these two classes were taught and assessed simultaneously the combine rubric of students have at least a proficient understanding of this CSLO was 86.95 surpassing the target for success of 80%. The goal of 90% for a complete understanding was 16.09% and therefore still needs to be addressed regarding the combining of these classes (see action plan for recommendations). (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis, Jennifer LaCuran</p>	<p><b>null.courseAction:</b> This is the first year that Dance 183, Dance Ensemble, was taught separately from Dance 171/271 and yet was still combined in terms of integrating the students from both classes into the same performance. Since the choreography classes (Dance 171/271) already were taught by co-instructors, separating Dance Ensemble (Dance 183) factored in another instructor that needed to integrate the student performers from Dance 183 into the Dance 171/271 choreographers presentations. Thus the need to have additional preparation by the three instructors prior to the adjudicated process for the choreographers presentations becomes essential. (06/30/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: DANC 220A:Ballet II

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Combinations of Ballet Vocabulary</b> - Upon successful completion of this course the student will be able to compile combinations of complex ballet vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Combinations of complex ballet vocabulary were developed for center presentation including port de bras, adagio, pirouette, petite allegro and grand allegro combinations. These combinations were then assessed with the students in both large and smaller group setting for presentation both in the studio and on the stage.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>100% of the students assessed had at least a proficient understanding of this CSLO statement with 80% indicating a complete understanding of the statement. These are excellent results and indicate that 1.the foundation is well established for those students who have navigated through beginning dance (Dance 110), Beginning Ballet (Dance 120A) and Beginning Ballet technique (Dance 120B) and 2. that this class, although combined with Intermediate Ballet Technique (Dance 220B) and Ballet Variations (Dance 221) is being taught without a beginning level class component, the only dance technique class to be currently offered as such. (06/04/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Daniel Berney</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> This class is currently combined with Intermediate Ballet Technique, Dance 220B and Ballet Variations, Dance 221. The complex vocabulary needed at this level is certainly reinforced in all three classes however Ballet Variations serves a more compositional purpose that does not necessarily emphasize the vocabulary component as do the other two classes. Thus it would be better to have Ballet Variations offered separately in order to address it's unique compositional requirements. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

## ECC: DANC 220B:Ballet Technique II

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Complex Ballet Vocabulary -</b> Upon successful completion of this course the student will be able to reproduce complex ballet vocabulary while connecting to musical and rhythmical phrasing of choreographic material produced in class.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/17/2014</p>	<p><b>Presentation/Skill Demonstration -</b> Students were taught a series of center combinations utilizing complex ballet vocabulary that were reinforced and applied to a series of musical and rhythmical phrases. These were then arranged in a series of choreographic phrases appropriate for presentation in large group settings for presentation in the studio and on the stage.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>100% of the students assessed had at least a basic level of understanding of this CSLO statement and 80% had at least a proficient understanding with 60% having a complete understanding of this CSLO statement. Although this class is taught in combination with Intermediate Ballet, Dance 220A, and Ballet Variations, Dance 221, it is more aligned with the previous class rather than the latter. This class serves in many ways as a reinforcement of the more complex ballet vocabulary that is first introduced in Intermediate Ballet, Dance 220A. And as with Intermediate Ballet there is no beginning level ballet class combined with these intermediate level classes, the only dance technique class offered as such. Additionally the third class that is combined with these intermediate classes is Ballet Variations that integrates the complex ballet vocabulary of intermediate ballet into choreographic compositions. (06/04/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Daniel Berney</p>	<p><b>null.courseAction:</b> As with Intermediate Ballet, Dance 220A, this class, Intermediate Ballet Technique, Dance 220B, focused on the complex ballet vocabulary founded on the beginning level ballet classes and together work with the leveling component in many ways like the repeatability of class levels that was part of the skills development. The addition of Ballet Variations, Dance 221 adds another level in that the complex ballet vocabulary developed in Intermediate Ballet and further reinforced in Intermediate Ballet technique is now presented in choreographic phrases for compositional presentation in the studio and on the stage. Thus the separation of Ballet Variations, Dance 221 from Intermediate Ballet, Dance 220A and Intermediate Ballet technique, Dance 220B is a more pedagogically sound template in terms of logical progression based on the current curriculum model in place. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

# ECC: DANC 221:Ballet Variations

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Identifying Ballet Variations -</b> Upon successful completion of this course the student will be able to identify designated classical and contemporary ballet variations through video analysis.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Students studied video of classical and contemporary ballet vocabulary, phrases, choreographic compositions, and variations for classroom analysis and replication. This replication was done in a variety of presentations including solos, duets, small group and large groups both in the studio and stage environments.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met 100% of the students assessed had at least a proficient understanding of this CSLO statement with 83.33% having a complete understanding of this CSLO statement. This result shows the full advantage of leveling classes within a family that defends the skill and vocabulary development that was already proven through repeatability. Despite the loss of repeatability a student who initially progressed through Beginning Dance, Dance 110, followed by the beginning ballet levels of Beginning Ballet, Dance 120A, and Beginning Ballet technique, Dance 120B, reinforce more complex ballet vocabulary and skill development in Intermediate Ballet, Dance 220A followed by Intermediate Ballet Technique, Dance 220B and culminating with compositional elements of ballet in Ballet Variations, Dance 221. (06/30/2016)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Daniel Berney</p>	<p><b>null.courseAction:</b> The need to separate Ballet Variations, Dance 221 from Intermediate Ballet, Dance 220A, and Intermediate Ballet technique, Dance 220B to more effectively address the compositional elements inherent in this course. CSLO assessments for all levels of ballet are exceptional and it is to this point the only dance technique course that does not combine beginning and intermediate levels. To further separate Ballet Variations, with it's compositional element, from Intermediate Ballet, Dance 220A, and Intermediate Ballet technique, Dance 22B with their emphasis on vocabulary development would pedagogically be the most effective measurement of student success in this area. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>



## ECC: DANC 230A:Modern Dance II

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of complex modern dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students developed movement sequences built initially on basic modern dance vocabulary phrases that were then given complex choreographic elements as a problem solving and vocabulary building exercise. The resulting choreographic phrases were then presented in studio and stage environments.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of the students had at least a proficient understanding of this CSLO statement with 85.71% having a complete understanding of this CSLO statement. This is one of the highest assessment result in the theatrical technique class (PLO#2) area for Spring 2015 CSLO assessments. The fact that there are three combined classes with two levels makes these assessment results even more notable. This specific class, Intermediate Modern Dance, Dance 230A, is the "middle" class with Beginning Modern Dance technique, Dance 130B, the foundation of the three classes and Intermediate Modern Dance technique, Dance 230B, the final class in the family sequence. Thus the vocabulary development at this juncture of the students education development in modern dance would show a sequence that initiated with Beginning Dance, Dance 110, and furthered the basic modern dance vocabulary with the beginning modern dance level classes of Beginning Dance, Dance 130A, and, currently in combination Beginning Modern Dance technique, Dance 130B, followed by this class, Intermediate Modern Dance, Dance 230A, and culminating with Intermediate Modern Dance technique, Dance 230B. Thus even with the loss of repeatability the reinforcement of modern dance through the aforementioned leveling of modern dance classes has resulted in excellent CSLO assessment results regarding modern dance vocabulary development from basic through more complex sequences. (06/04/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Three classes are currently combined including this class, Intermediate Modern Dance, Dance 230A, with Beginning Modern Dance technique, Dance 130B, and Intermediate Modern Dance technique, Dance 230B. The initial enrollment period indicated low enrollment in the Intermediate sections of Modern Dance resulting in the combining of the level one technique class, Beginning Modern Dance technique, Dance 130B with the two Intermediate Modern Dance classes, Intermediate Modern Dance, Dance 230A, with Intermediate Modern dance technique, Modern Dance 230B. The separation of these classes, while CSLO assessments are already excellent, would improve vocabulary reinforcement, combination development and choreographic process in each of these levels. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>



## ECC: DANC 230B:Modern Dance Technique II

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Combinations of Modern Dance Vocabulary</b> - Upon successful completion of this course the student will be able to compile combinations of complex modern dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration -</b> Students were given complex modern dance vocabulary with the directive to develop movement combinations for presentation in the studio and stage environments. These were developed in small and large group settings.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>100% of the students had a least a proficient understanding of this CSLO assessment with 66.67% of the students having a complete understanding of this CSLO statement. These are excellent assessment results and especially for an upper level technique class, Intermediate Modern Dance technique, Dance 230B combined with Beginning Modern Dance technique, Dance 130B, and Intermediate Modern Dance, Dance 230A. (06/04/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> The separation of the Beginning Modern Dance technique, Dance 130B from the two intermediate level courses, Intermediate Modern Dance, Dance 230A, and Intermediate Modern Dance, Dance 230B would allow for more emphasis on the complex modern dance vocabulary and combination development. This would better prepare the intermediate level student for the university audition and transfer process. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

## ECC: DANC 240:Jazz Dance II

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of complex jazz dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students were taught several movement sequences using complex jazz dance vocabulary and ultimately combine these sequences into choreographic phrases for presentation in the studio and stage environments.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have at least a proficient understanding of this statement. 70% of the students have at least a basic understanding of this statement. 60% of the students have an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>80% of the students assessed had at least a proficient understanding of this CSLO statement with at least 60% having a complete understanding of this CSLO statement. Another 20% of the students in this class assessment had missing data so the results are somewhat compromised however no students indicated a basic level or inability to understand this CSLO statement. These are excellent CSLO assessment results and especially taking into account that this is a combined level class (with Beginning Jazz Dance, Dance 140). (06/05/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Kim Borgaro</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Separate the Beginning Jazz Dance class, Dance 140 from the Intermediate Jazz Dance class, Dance 240. Instead combine the Intermediate Jazz Dance class, Dance 240 with Commercial Dance, Dance 262 (for which Intermediate Jazz Dance is a prerequisite). This would allow for the complex jazz dance vocabulary to be pedagogically aligned with another intermediate level course, Commercial Dance rather than compromised by being offered with Beginning Jazz Dance and it's more simplified jazz dance vocabulary. (06/05/2015)</p> <p><b>Action Category:</b> Program/College Support</p>

## ECC: DANC 261:Tap Dance II - Intermediate

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #1 Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of complex tap dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Performance</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>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>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Standard Met?</b> : Standard Met 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 (12/12/2013)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Hiroshi Hamanishi</p> <p><b>Reviewer's Comments:</b> Please provide information for Standards and Targets for success.</p> <p><b>Related Documents:</b> <a href="#">Dance 62abcd CSLO Assessment Fall 2013.docx</a></p>	<p><b>null.courseAction:</b> 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</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
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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.

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 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.

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
			(02/26/2015) <b>Action Category:</b> Teaching Strategies
	<p><b>Presentation/Skill Demonstration -</b> Students were taught a series of complex tap dance steps that were initially demonstrated individually and subsequently put into combinations for presentation in the studio and on the stage.</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>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>100% of the students surveyed had a least a proficient understanding of this CSLO statement with 75% of the students reporting a complete understanding of this CSLO statement. This is a dance technique class that is currently taught combined with Beginning Tap Dance, Dance 161. Although this assessment data reflects excellent assessment results regarding this CSLO statement, the complex tap vocabulary component for this class is being combined with the more basic vocabulary taught simultaneously to the beginning tap dance students. It should be noted however that the intermediate level tap dance class posses an additional 1 unit lecture component allowing for a time specific period each class that is focused on more complex intermediate level vocabulary. (06/05/2015)</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 CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> The creation of additional beginning level tap dance class sections that "stand alone" could help create a "stand alone" intermediate level tap dance class allowing for a more pedagogically sound tap dance vocabulary development that is neither compromised (intermediate level when combined) or accelerated (beginning level when combined). (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

## ECC: DANC 262:Commercial Dance

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #1 Movement Sequences</b> - Upon successful completion of this course the student will be able to demonstrate movement sequences of the various forms of the Commercial Dance vocabulary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students were given a series of movement sequences related to the various forms of Commercial Dance and given the task of compiling an audition portfolio for presentation in both the studio and stage environments.</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 SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of the students assessed had a complete understanding of this CSLO statement. Although this class is combined with Hip Hop Dance, Dance 162, this class benefits from the movement sequences that are inherent in the various forms of Hip Hop Dance as a foundation for the Commercial Dance components that focus on the various platforms for presentation including video, studio and stage. The video platform allows readily for analysis and editing that is not an emphasis of the Hip Hop Dance class presentations. (06/08/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Valerie Cabag</p> <p><b>Related Documents:</b>  <a href="#">Dance CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> The development of an intermediate level of Hip Hop Dance that would allow for Commercial Dance to benefit from another layer of street vocabulary from which to build the audition portfolio that is part of this class. Also the addition of Hip Hop class levels will help build student enrollment in the Commercial Dance class (as would the implementation of a Commercial Dance certification) and hopefully eventually lead to the implementation of a "stand alone" section of Commercial Dance. (06/30/2016)</p> <p><b>Action Category:</b> Curriculum Changes</p>

## ECC: DANC 268:Intermediate Latin Social Dance

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data &amp; Analysis</i>	<i>Actions</i>
<p><b>SLO #3 Musical Rhythms</b> - Upon successful completion of this course the student will be able to apply musical rhythms as they relate to Latin Social Dance.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Presentation/Skill Demonstration</b> - Students were taught a series of complex Latin Social Dance combinations with a variety of musical rhythms that were then formatted into a series of dances for presentation in the studio and stage environments.</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 SP 2015 Individual.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of the students had at least a proficient understanding of this CSLO statement with 66.67% of the students assessed having a complete understanding of this CSLO statement. This is excellent for an intermediate studio technique class that is combined with a beginning level class, Beginning Latin Social Dance, Dance 168. The advantage is that both levels are reinforcing the musical rhythms of a variety of Latin Social Dance styles. This intermediate level Latin Social Dance class, Dance 268 then emphasizes the complexity of polyrhythmic components not yet introduced in the beginning level class, Beginning Social Dance, Dance 168. Unlike other dance techniques such as world dance (Beginning African Dance, Dance 164 and Intermediate African Dance, Dance 264) and theatrical dance (Beginning Tap Dance, Dance 161 and Intermediate Tap Dance, Dance 261) in which the Beginning level classes are 3 lab and the intermediate level classes 1 lecture and 3 lab, this social dance technique class has a 1 lecture , 3 lab value for both beginning and intermediate level classes. (06/08/2015)</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 CSLO Assessment SP 2015 Individual.docx</a></p>	<p><b>null.courseAction:</b> Although the assessment results for this CSLO statement were excellent, the ability to offer additional sections of the beginning level separate from the intermediate level would create more of a foundation from which to further develop the complexity of musical rhythms as they relate to Latin Social Dance. Additionally there is interest in expanding this area of the dance program as an ECC on campus club, El Salseros, is dedicated to performing level Latin Social Dance. (06/30/2016)</p> <p><b>Action Category:</b> Program/College Support</p>

# ECC: DANC 271A:Intermediate Choreography A

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p><b>SLO #2 Styles of Choreography -</b> Upon successful completion of this course the student will be able to develop narrative, thematic and abstract styles of choreography.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 12/14/2013</p>	<p><b>Performance -</b> Students were to initially present adjudicated proposals to the instructors given the directive of developing choreography from at least two of the three categories being either narrative, thematic or abstract. These were then give feedback and a timetable for development resulting in choreographic phrases developed for a culminating semester ending performance.</p> <p><b>Standard and Target for Success:</b> 90% of the students have a complete understanding of this statement. 80% of the students have a proficient understanding of this statement. 70% of the students have a basic level of understanding of this statement. 60% of the students hane an inability to understand this statement.</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Fall 2014 in SP 2015.docx</a></p>	<p><b>Semester and Year Assessment Conducted:</b> 2014-15 (Spring 2015)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Although the data results were combined with Dance 171 as these two classes were combined there were also two co-instructors who segregated the classes during part of the choreographic phrase development. Whereas the Dance 171, beginning level students were focused on theme and variation, the Dance 271, intermediate level choreographic students were emphasizing choreographic phrases in narrative, thematic and abstract process. The resulting phrases from both these levels were then presented in conjunction utilizing the students from the Dance Ensemble class, Dance 183. Thus the collaborative process successfully resulted in less than 10% of the entire class (9.13%) having a less than proficient understanding of this CSLO statement. (06/03/2015)</p> <p><b>Faculty Assessment Leader:</b> Daniel Berney</p> <p><b>Faculty Contributing to Assessment:</b> Elizabeth Adamis, Jennifer LaCuran</p> <p><b>Related Documents:</b> <a href="#">Dance CSLO Fall 2014 in SP 2015.docx</a></p>	<p><b>null.courseAction:</b> The integration of the three classes (Dance 171, Dance 271, and Dance 183) and three instructors was implemented for the first time this year. A more comprehensive preparation timeline is critical so that the foundation for the chorographic processes of the two levels (Dance 171/Dance 271) is in place to coordinate with the student performers who will be utilized from the complimenting Dance Ensemble class (Dance 183). (06/30/2016)</p> <p><b>Action Category:</b> Teaching Strategies</p>