

Assessment: Course Four Column

SPRING / SUMMER 2016



El Camino: Course SLOs (FA) - Dance

ECC: DANC 105:Music for Dance

| Course SLOs | Assessment Method Description | Results | Actions |
|--|---|--|---|
| <p>SLO #1 Examining/Evaluating the Application of the Musical Accompaniment - Upon successful completion of this course the student will be able to examine and evaluate the application of the musical accompaniment to the dance component in a live dance concert environment.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/02/2013</p> | <p>Laboratory Project/Report - Student's work with a live musical accompanist in developing a semester culminating live dance presentation with the option of performing in a live dance concert environment.</p> <p>Standard and Target for Success: 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>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>This class had limited enrollment and is geared specifically for the dance major. It is unique in that the instructor works closely with the students and a live musical accompanist. The students work individually and in small groups in a lecture/lab setting. 12 students participated in the survey and assessment analysis with the following results: 1 student responded with a complete understanding, 3 people with a proficient understanding, 7 people with a basic understanding and 1 person responded with an inability to understand the dances styles critiqued. Obviously these results are not indicative of the standard being met for this CSLO. (06/08/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Amy Allen</p> | <p>Action: This class appeared to struggle with the intimate class environment and dynamic of the instructor/accompanist/student relationship. An examination of other structural models of Music for Dance that have a more traditional classroom setting may be prudent prior to this class being offered. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p> |
| <p>SLO #2 Differentiating Simple and complex Rhythmic Structures - Upon successful completion of this course the student will be able to differentiate and give an example of simple and complex rhythmic structures as they relate to the choreographic process.</p> <p>Course SLO Status: Active</p> | <p>Presentation/Skill Demonstration - Students work with an accompanist individually and in small group settings in order to compete this CSLO assessment. The instructor creates the choreographic assignment that is then complimented by the musical accompaniment as developed by the</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>This class is offered intermittently for the dance major and is held in a small class size setting (fill ratio is 15 students) with an instructor and live musical accompanist. It is a lecture/lab class and is roomed in a designated dance studio space as are the other lecture/lab dance technique classes.</p> | <p>Action: As also indicated from CSLO assessment #1 this class may need to be addressed with more structure and clearer indication of the curriculum for the class as there are varying dynamics between the instructor, accompanist and students. (06/30/2017)</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 12/02/2013 | <p>student in collaboration with both classmates and the accompanist.</p> <p>Standard and Target for Success: 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>The data analysis of this assessment indicated the following results: 1 student achieved a complete understanding, 5 students had a proficient understanding, and 6 students a basic understanding of this CSLO assessment. (06/08/2016)</p> <p>Faculty Assessment Leader: Daniel Berney Faculty Contributing to Assessment: Amy Allen</p> | <p>Action Category: Teaching Strategies</p> |
| <p>SLO #3 Compiling a Musical Staff - Upon successful completion of this course the student will be able to compile a musical staff with an accompanying system of movement notation.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 12/02/2013</p> | <p>Journal/Log - Students were introduced to musical and movement systems of notation and then given a series if in class assignments and projects both individually and in group settings in order to develop musical and movement notations to be presented with live musical accompaniment.</p> <p>Standard and Target for Success: 90% of the students should have a complete understanding of this statement. 80% of the students should have a proficient understanding of this statement, 70% of the students should have a basic level understanding of this statement and 60% of the students should have an inability to understand this statement.</p> | | |

ECC: DANC 110:Beginning Dance

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Dance Terminology to Movement Sequences - 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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/02/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Identifying Primary Theatrical Dance Styles - Upon successful completion of this course the student will be able to identify and differentiate between the three primary theatrical dance styles of ballet, modern dance and jazz dance.</p> <p>Course SLO Status: Active</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were given a final performance movement combination that was derived from the basic vocabularies of the three primary dance styles. This combination was the rehearsed and performed for the class end of the</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>66.67% of the students responding to this CSLO assessment statement with a complete understanding and 33.33% of the students responding to this CSLO assessment statement with at least a proficient understanding of this CSLO assessment statement. Although the target for success of</p> | <p>Action: The ability to offer this class as a repeatable skills based course is recommended. (06/30/2017)</p> <p>Action Category: Curriculum Changes</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 12/02/2013 | semester final presentation. Standard and Target for Success: 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. | 90% of the students having a complete understanding of this assessment statement was not reached 100% of the students responding had at least a proficient understanding surpassing the 80% target for success. (06/20/2016) Faculty Assessment Leader: Daniel Berney Faculty Contributing to Assessment: Kanisha Bennett and Angela Jordan | |
| 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. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 12/02/2013 | Performance - 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. Standard and Target for Success: 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. Related Documents: Dance CSLO Assessment results Sp 14.pdf | | |

ECC: DANC 120A:Ballet I

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Demonstrate Steps/Positions of Basic Ballet Vocabulary - Upon successful completion of this course the student will be able to demonstrate the steps and positions of basic ballet vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/02/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Ballet Exercises at a Basic Level - Upon successful completion of this course the student will be able to differentiate between and exhibit the various barre work and center work ballet exercises at a basic level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/02/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were given a series of exercises with the definable terms that are applicable to both the barre work and center work sections of the class structure. Students were able to discern the similarities and differences in the designated exercises employed in either or both sections of the class.</p> <p>Standard and Target for Success:</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>88.89% of the students responding to this CSLO assessment had a complete understanding of this CSLO statement. The other 11.11% of the students responding had at least a proficient understanding of this CSLO statement. This is an exceptional result and meets the target standard for success for this CSLO assessment. (06/21/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Jessica Kondrath and</p> | <p>Action: The addition of sections of this course on evening and weekends would help create a more expanded base of students at the beginning level of ballet in order to better support the more intermediate levels of ballet that are critical for the dance major students given the loss of repeatability for each specific course. (06/30/2017)</p> <p>Action Category: Program/College</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | 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. | Elizabeth Adamis | Support |
| 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. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 12/02/2013 | Exam/Test/Quiz - 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. Standard and Target for Success: 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. Related Documents: Dance CSLO Assessment results Sp 14.pdf | | |

ECC: DANC 120B:Ballet Technique I

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Combinations of Basic Ballet Vocabulary - Upon successful completion of this course the student will be able to compile combinations of the basic ballet vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Basic Ballet Barre Exercises - Upon successful completion of this course the student will be able to reproduce basic ballet barre work exercises.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were given a series of exercises to identify specific to the barre and center that were more complex than those presented in the initial level of Ballet, Dance 120A. This was especially geared to the center work exercises, specifically the adagio, petite allgro and grand allegro classroom sequences.</p> <p>Standard and Target for Success:</p> <p>90% of the students have a complete</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>81.25% of the students responded with a complete understanding of this CSLO statement which is less than the 90% target for success for this assessment. However the other 18.75% of the students responded with at least a proficient understanding of this CSLO statement exceeding the 80% target for success of this CSLO assessment. (06/21/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Jessica Kondrath and</p> | <p>Action: The addition of evening and weekend sections of this course will add an additional base (as is requested for Dance 120A) from which to draw students into the intermediate level ballet classes. Additionally this would help compensate for the loss of repeatability for the individual classes compromising the students skills development. (06/30/2017)</p> <p>Action Category: Program/College</p> |

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| | 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. | Elizabeth Adamis | Support |
| SLO#3 Basic Center Ballet Combinations - Upon successful completion of this course the student will be able to demonstrate basic center ballet combinations. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 12/14/2013 | Presentation/Skill Demonstration - 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. Standard and Target for Success: 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. Related Documents: Dance CSLO Assessment results Sp 14.pdf | | |

ECC: DANC 130A:Modern Dance I

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Movement Sequences - Upon successful completion of this course the student will be able to demonstrate movement sequences of basic modern dance vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Differentiating Basic Level Exercises - Upon successful completion of this course the student will be able to differentiate between and exhibit warm-up and center work modern dance exercises at a basic level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were engaged in each class in a structured warm-up exercise sequence. The center work modern dance exercises were divided between improvisational, progressions and basic movement combinations. Students were then directed to demonstrate these various phrases in individual, small group and large group settings.</p> <p>Standard and Target for Success:</p> <p>90% of the students have a complete</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>93.33% of the students who responded to this CSLO assessment survey had a complete understanding and the other 6.67% has at least a proficient understanding which are excellent results and meet the target for success of this CSLO assessment. There is only one section of Dance 130A and it is taught as a "stand alone" class. (06/23/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Angela Jordan</p> | <p>Action: This class was exceptional in meeting it's standard target for success. The fact that it is being taught as a "stand alone" class is certainly part of the reason for this result. Added beginning level sections of this class in the evenings and weekends would increase the target success rates in the more intermediate level class sections that are currently not reaching the same success percentages. This is especially important when talking</p> |

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| | 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. | | about a key technique class that dance majors will be using in university major program auditions. (06/30/2017) Action Category: Program/College Support |
| 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. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 12/14/2013 | Exam/Test/Quiz - 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. Standard and Target for Success: 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. Related Documents: Dance CSLO Assessment results Sp 14.pdf | | |

ECC: DANC 130B:Modern Dance Technique I

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Combinations of Modern Dance Vocabulary - Upon successful completion of this course the student will be able to compile combinations of basic modern dance vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Basic Warm-Up Exercises -</p> <p>Upon successful completion of this course the student will be able to reproduce basic warm-up modern dance exercises.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were given a series of warm-up exercises that were standardized and then revised during the course of the semester. These were followed in the class structure with center work combinations that were eventually built into a semester ending performance. Students were then expected to be able to engage in the warm-up dance exercises as sequenced in preparation for the center work dance sequences.</p> <p>Standard and Target for Success:</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students responding to this CSLO assessment statement have responded with a complete understanding of this CSLO. This result exceeds the standard target for success for this CSLO assessment. (06/23/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Elizabeth Adamis</p> | <p>Action: This standard target for success exceeds the CSLO assessment expectations for this course. Additional sections of this course would be recommended in order to build a larger base at the beginning level. This would better prepare the dance majors for the intermediate level sections and preparation for university level dance major programs. (06/30/2017)</p> <p>Action Category: Program/College Support</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | | <p>90% of the students have a complete understanding of this statement.</p> <p>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>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 12/14/2013</p> | <p>Multiple Assessments - 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>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment results Sp 14.pdf</p> | | |

ECC: DANC 140:Jazz Dance I

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| <p>SLO #1 Movement Sequences - Upon successful completion of this course the student will be able to demonstrate movement sequences of the basic jazz dance vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Performance - 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>Standard and Target for Success: 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>SLO #2 Warm-Up and Center Work - Upon successful completion of this course the student will be able to differentiate between and exhibit warm-up and center work jazz dance exercises at a basic level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given a set warm-up series of exercises that were developed and implemented on a regular basis at the beginning for each class meeting. This was followed with a series of progressions, isolations and center work combinations that were developed of a series of class meetings in order to be presented in a performance setting.</p> <p>Standard and Target for Success: 90% of the students have a complete understanding of this statement. 80% of the students have at least a</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met 85% of the students who responded to this CSLO assessment responded with a complete understanding of this CSLO statement. The other 15% responded with at least a proficient understanding of this statement. While the target of 90% was not met for the complete understanding, 100% of the students were at least in the proficient understanding range surpassing the target of 80% understanding of this CSLO statement. (06/23/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Kim Borgaro</p> | <p>Action: This class needs to be offered in a "stand alone" capacity in order to more effectively focus on the beginning level components of the course objectives. This would lead to a more complete understanding of this CSLO statement. (06/30/2017)</p> <p>Action Category: Program/College Support</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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| | | 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. | |
| 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. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017) Input Date: 12/14/2013 | Presentation/Skill Demonstration - 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. Standard and Target for Success: 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. Related Documents: Dance CSLO Assessment results Sp 14.pdf | | |

ECC: DANC 162:Hip Hop Dance

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|---|---|
| <p>SLO #1 Movement Sequences - 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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Performance - 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>Standard and Target for Success: 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>SLO #2 Theatrical Codifications - Upon successful completion of this course the student will be able to differentiate between and exhibit various theatrical codifications of Hip Hop dance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given terminology for designated Hip Hop dance movements that were then compiled into a series of dance combinations for presentation in the classroom environment and ultimately on the stage for a semester ending dance class final performance.</p> <p>Standard and Target for Success: 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</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>63.16% of the students who responded to this CSLO assessment statement had a complete understanding of this CSLO statement. The other 36.84% of the students had at least a proficient understanding of this CSLO assessment statement. While the target standard for success was not met for regarding the 90% complete understanding, the 80% proficient understanding was met with a combined 100% of the student responses. (06/23/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Val Cabag</p> | <p>Action: An effort to further define the codification of terms regarding the street vocabulary of this dance style needs to be addressed. This is the "newest" of the dance styles currently being offered in the educational environment and a "standardized" list of terminology is still being developed! (06/30/2017)</p> <p>Action Category: Teaching Strategies</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
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statement.

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.

Course SLO Status: Active

Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)

Input Date: 12/14/2013

Project - 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.

Standard and Target for Success: 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.

Related Documents:

[Dance CSLO Assessment results Sp 14.pdf](#)

ECC: DANC 164:World Dance

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|---|--|--|
| <p>SLO #1 Movement Sequences - Upon successful completion of this course the student will be able to demonstrate movement sequences of the various forms of the World Dance vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given a series of isolation movement sequences and ask to incorporate them into a Middle Eastern dance routine. These isolations were also identified as being theatrically based and found in dance styles such as jazz, street and modern dance.</p> <p>Standard and Target for Success: 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>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>15 of the 16 students responding to this assessment statement indicated a complete understanding of this assignment. The other 1 student responded with a basic understanding of this assessment process. The students comments included such results as requesting repeatability at the multi-level platform in order to further strengthen and reinforce the skills they have already assimilated in this course (this assessment was done at the end of the semester). It is currently offered at only the beginning level, 164, with no intermediate level, 264, currently developed and therefore not co-listed. (06/18/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Karin Jensen</p> | <p>Action: The action plan is actually three-fold. First develop an upper level, intermediate world dance class to co-list with the current beginning , Dance 164 class. Second propose repeatability in the class sequencing in order to re-inforce the skills being applied. Third change the class title to a more identifiable and specific style of world dance that is clearer regarding the actual class content. An example would be "Middle Eastern Dance." (06/30/2017)</p> <p>Action Category: Curriculum Changes</p> |
| <p>SLO #2 Theatrical Codifications - Upon successful completion of this course the student will be able to differentiate between and exhibit various theatrical codifications of World Dance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Performance - Students were presented with a series of different theatrical codifications of World Dance including traditional and contemporary forms. The contemporary forms were then presented in sequences including group duet and solo options with elements of styles applicable with relevancy to the contemporary forms such as Gothic, Tribal and Fusion.</p> <p>Standard and Target for Success: 90% of the students have a complete understanding of this statement. 80% of the students have a proficient understanding of this</p> | | |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|---|--|--|
| | 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. | | |
| SLO #3 Customs of World Dance - Upon successful completion of this course the student will be able to identify and differentiate various music, art, costumes, and regional customs of World Dance from a cultural perspective. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 12/14/2013 | Presentation/Skill Demonstration - Students brought in costume pieces and accessories that complimented the world dance region that was being studied and utilized these items in a presentation initially for the classroom environment and ultimately for the stage in a semester ending performance. Standard and Target for Success: 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. | Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 12 of the sixteen students who participated in this assessment responded with a complete understanding of this assessment statement. The other four students responded with a proficient understanding which is an excellent assessment result of this CSLO. (06/18/2016) Faculty Assessment Leader: Daniel Berney Faculty Contributing to Assessment: Karin Jensen | Action: The teaching process in this class is already at a "advanced" beginner level and the need for multi-levels and repeatability appear to be the primary focus of the faculty and students regarding this "skill specific" class. (06/30/2017) Action Category: Curriculum Changes |

ECC: DANC 167: Social and Ballroom Dance

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|---|---|
| <p>SLO #1 Leading and Following a Partner - Upon successful completion of this course the student will be able to demonstrate basic Social and Ballroom Dance skills of leading and following with a partner.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given a series of ballroom sequences that were then divided into "leading and following" patterns that were learned by the students individually and then in group "circle" patterns with alternating partners at designated intervals.</p> <p>Standard and Target for Success: 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>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>75% of the students responding to this CSLO assessment statement had a complete understanding of this CSLO statement. The other 25% had at least a proficient understanding of this CSLO assessment statement! Although the complete understanding target for success of 90% was not met (75%) the 100% student compilation between the complete and proficient understanding assessment exceeded the target for success of 80%. (06/24/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Larisa Bates</p> | <p>Action: The addition of an intermediate level class (Dance 267) to compliment the already existing lower level class, Dance 167, would allow for a foundation of Ballroom Dance (change to beginning) and allow for reinforcement and further development of this dance style as already exists with almost all the other dance technique classes offered by the dance department. (06/30/2017)</p> <p>Action Category: Curriculum Changes</p> |
| <p>SLO #2 Proper Etiquette - Upon successful completion of this course the student will be able to demonstrate the proper Social and Ballroom Dance etiquette in the studio environment.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were presented a formalized 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>Standard and Target for Success: 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</p> | | |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|--|---------|---------|
| | <p>students and an inability to understand this statement by 60% of the students.</p> <p>Related Documents:</p> <p>Dance PLO 1 assessment results Sp 14.pdf</p> | | |
| <p>SLO #3 Carriage and Body Alignment</p> <p>- 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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |

ECC: DANC 168:Latin Social Dance

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|---|--|---|
| <p>SLO #1 Folk and Regional Latin - Social Dances Upon successful completion of this course the student will be able to identify selected folk and regional Latin Social Dances.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given terminology and movement phrases of an assortment of folk and regional Latin Social dances in a group/partnered environment. These were then presented as sills demonstrations in the classroom and subsequently as a final class performance as part of their class final performance in a live audience setting.</p> <p>Standard and Target for Success: 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>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>75% of the students responding to this CSLO assessment statement had a complete understanding of this CSLO statement, 8.33% of the students had at least a proficient understanding of this statement and the remaining 16.67 % had at least a basic understanding of this CSLO statement. Although the target standard mean of 90% was not met regarding a complete understanding (75%) of this CSLO, the 80% mean for a proficient understanding was met (83.33%). It should be noted that the mean for a basic understanding of 16.67% meant that 100% of the students in this survey responded with at least a basic understanding of this CSLO assessment statement. (06/30/2017)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Larisa Bates</p> | <p>Action: The fact that this CSLO assessment had students with at least a basic understanding (16.67%) of the statement could be interpreted with the concern that this class being taught in combination with the intermediate level (Dance 268) class. The combining of these two classes should be addressed and support for offering these classes as "stand alone" and therefore focus the CSLO assessments more specific to each class level. (06/30/2017)</p> <p>Action Category: Program/College Support</p> |
| <p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - 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>Standard and Target for Success: 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</p> | | |

| Course SLOs | Assessment Method Description | Results | Actions |
|---|--|---------|---------|
| | <p>understand this statement by 60% of the students.</p> <p>Related Documents:</p> <p>Dance CSLO Assessment results Sp 14.pdf</p> | | |
| <p>SLO #3 Counts and Patterns - 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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>90% of the students have a complete understanding of this statement.</p> <p>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> | | |

ECC: DANC 220A:Ballet II

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|--|---|--|
| <p>SLO #1 Combinations of Ballet Vocabulary - Upon successful completion of this course the student will be able to compile combinations of complex ballet vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Complex Ballet Barre Work Exercises - Upon successful completion of this course the student will be able to reproduce complex ballet barre work exercises.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were given a series of barre exercises initially in simple form repeated for a series of classes that were then developed with more complexity and changed each class session by the end of the semester. These were still conducted with a logical progression from the initial warm-up plies through the ending barre exercise of grand battements.</p> <p>Standard and Target for Success:</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>83.33% of the students responding to this CSLO assessment statement responded with a complete understanding of this CSLO statement. The other 16.67% responded with at least a proficient understanding of this CSLO assessment statement. While the standard target for success of 90% was not met regarding a complete understanding of this CSLO assessment, 100% of the students had at least a proficient understanding of this CSLO assessment exceeding the standard mean for success of 80%. (06/26/2016)</p> | <p>Action: As Modern Dance, Dance 130A is a "stand alone" introductory level course that allows for focusing on the more introductory applications of that specific dance technique so might the same teaching strategy benefit students in Ballet, Dance 120A being taught separate from Dance 120B. Dance 120B could then be taught combined with this course, Dance 220A as a more "advanced</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|---|---|
| | <p>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>Faculty Assessment Leader: Daniel Berney Faculty Contributing to Assessment: Jennifer LaCuran</p> | <p>beginning/beginning intermediate" level class allowing for the gradual development of barre work from simple to more complex. (06/30/2017) Action Category: Teaching Strategies</p> |
| <p>SLO #3 Complete Center Ballet Combinations - Upon successful completion of this course the student will be able to demonstrate complex center ballet combinations. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - 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. Standard and Target for Success: 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. Related Documents: Dance CSLO Assessment results Sp 14.pdf</p> | | |

ECC: DANC 220B:Ballet Technique II

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|---|--|---|
| <p>SLO #1 Complex Ballet Vocabulary - 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>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 11/17/2014</p> | <p>Presentation/Skill Demonstration - 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>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Complex Barre Exercises - Upon successful completion of this course the student will demonstrate intermediate level musical and rhythmical phrasing while executing complex barre exercises.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/17/2014</p> | <p>Presentation/Skill Demonstration - Students were given more complex barre exercises that were then "standardized" in order to emphasize the musical and rhythmical phrasing of these exercises without having to address the daily adjustments in changing the barre work from class to class. This allowed for the students to process the movements kinesthetically and therefore create</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Met 100% of the students responding to this CSLO assessment statement had a complete understanding of this CSLO statement. This exceeds the 90% target mean for success regarding this CSLO statement for Dance 220B. (06/26/2016) Faculty Assessment Leader: Daniel Berney Faculty Contributing to Assessment: Jennifer LaCuran</p> | <p>Action: Although the standard mean target for success regarding a complete understanding of this CSLO assessment statement (100%/90%) it may promote the same target mean results for the aligned classes. As proposed in the action category for Dance 220A a re-alignment as follows may lead to similar results for the other classes regarding their respective CSLO statements. Dance 120A taught as a "satnd alone" class</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--------------------|--|----------------|--|
| | <p>a learning environment that focused on the musical and rhythmic phrasing of the barre exercises.</p> <p>Standard and Target for Success: 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>allowinmg for a more introductory foundation of the ballet barre exercises. Then Dance 120B combined with Dance 220A so that the ballet barre exercises may be more methodically approached in an effort to developed barre work complexity. And finally Dance 220B combined with Dance 221 in an effort to focus on the more subjective components such as the musical and rhythmic phrasing of the barre exercises. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p> |

SLO #3 Intermediate Center Ballet

Combinations - Upon successful completion of this course the student will move as part of a ballet corps while demonstrating intermediate center ballet combinations.

Course SLO Status: Active

Course SLO Assessment Cycle: 2013-14 (Spring 2014)

Input Date: 11/17/2014

ECC: DANC 221:Ballet Variations

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|--|---|--|
| <p>SLO #1 Identifying Ballet Variations - Upon successful completion of this course the student will be able to identify designated classical and contemporary ballet variations through video analysis.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - 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>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Reproducing Designated Variations - Upon successful completion of this course the student will be able to reproduce designated classical ballet variations including solos, variations, and adagios.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given a compilation of ballet variations that were ultimately to be designated for performance in a semester ending final dance class presentation. Although the students were instructed to learn all the variations they were then designated to present selected variations based on a variety of factors including accomplishment of pointe work, gender specificity of</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students who responded to this CSLO assessment statement had a complete understanding of this CSLO statement. This exceeds the 90% standard mean target for success regarding this CSLO statement. (06/26/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Jennifer LaCuran</p> | <p>Action: The recommendation that has been made regarding the Intermediate Ballet level classes (Dance 220A and Dance 220B) is to emphasize the technical aspects as more objectively presented in combining Dance 120B with Dance 220A followed in sequence with Dance 220B combined with Dance 221. This the more musical and rhythmic components for these more advanced classes could be focused</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|---|----------------|---|
| | <p>the variations and individual, duo or group combinations.</p> <p>Standard and Target for Success: 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>without have to emphasize the technical elements of the advanced beginning/beginning intermediate level classes. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p> |
| <p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - 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>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment results Sp 14.pdf</p> | | |

ECC: DANC 230A:Modern Dance II

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|---|--|--|
| <p>SLO #1 Movement Sequences - Upon successful completion of this course the student will be able to demonstrate movement sequences of complex modern dance vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Complex Warm-Up and Center Work Exercises - Upon successful completion of this course the student will be able to reproduce complex warm-up and center work modern dance exercises.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were given designated warm-up and center work combinations that built on the advanced beginning components of these class structures in an initially more formalized presentation. Eventually these class components were given more complexity and ultimately required the students to reproduce in a series of sills demonstrations and class</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students responded to this CSLO assessment statement with a complete understanding of this CSLO statement. This exceeds the 90% standard target mean for this CSLO statement. (06/27/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Elizabeth Adamis</p> | <p>Action: This 100% standard target mean indicates that the students are attaining a complete understanding regarding this CSLO. This class should be separated from the Beginning level Modern Dance class, Dance 130B in order to truly prepare the student's for dance major program's in university environments. Currently Beginning Modern Dance, second semester (Dance 130B) with Intermediate Modern Dance, first</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|----------------|--|
| | <p>presentation.</p> <p>Standard and Target for Success: 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>semester (Dance 230A), and Intermediate Modern Dance, second semester (Dance 230B). Thus there are three levels of Modern Dance being taught simultaneously that is potentially compromising the CSLO assessment data and results. (06/30/2017) Action Category: Program/College Support</p> |
| <p>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.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - 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>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment results Sp 14.pdf</p> | | |

ECC: DANC 230B:Modern Dance Technique II

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|--|---|
| <p>SLO #1 Combinations of Modern Dance Vocabulary - Upon successful completion of this course the student will be able to compile combinations of complex modern dance vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Creating Complex Exercises and Dance Phrases - Upon successful completion of this course the student will be able to create complex warm-up exercises and center work modern dance phrases.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Although students from this section of Modern Dance worked concurrently in the development of more complex warm-up exercises with students from Dance 130B and Dance 230A, they were directed towards the development of complex phrases rather than individual movements and progressions (Dance 130B), and center work combinations (Dance 230A).</p> <p>Standard and Target for Success:</p> <p>90% of the students have a complete</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students responding to this CSLO assessment statement have a complete understanding of this CSLO statement. This result exceeds the 90% standard target mean for this CSLO statement. (06/30/2017)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Elizabeth Adamis</p> | <p>Action: Although the standard target mean for this CSLO was met (and exceeded!) the data suggests that the intermediate level Modern Dance classes may be compromised as they are being taught not only together but in conjunction with the second semester Modern dance class (Dance 130B). These three classes are then compelling the instructor to address three simultaneous CSLO assessments (albeit somewhat similar in nature). Additionally the expanding/combining of the beginning level modern dance classes</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|---|----------------|--|
| | 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. | | may help to increase the proportionate upper level intermediate modern dance classes. This would serve to better prepare the dance major's regarding the audition process for university dance programs. (06/30/2017) Action Category: Program/College Support |
| 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. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 12/14/2013 | Presentation/Skill Demonstration - 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. Standard and Target for Success: 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. Related Documents: Dance CSLO Assessment results Sp 14.pdf | | |

ECC: DANC 240:Jazz Dance II

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|--|--|
| <p>SLO #1 Movement Sequences - Upon successful completion of this course the student will be able to demonstrate movement sequences of complex jazz dance vocabulary.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>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>Standard and Target for Success:</p> <p>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>Related Documents:</p> <p>Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Warm-Up and Center Work Exercises - Upon successful completion of this course the student will be able to reproduce complex warm-up and center work jazz dance exercises.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration -</p> <p>Students were given a series of isolations, progressions and movement combinations that were developed through a series of class meetings. These exercises were then given a complexity, extended in duration, presented in class as a demonstration of skills, and ultimately in a final class performance for a live audience.</p> <p>Standard and Target for Success:</p> <p>90% of the students have a complete understanding of this statement. 80% of the students have at least a</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>76.92% of the students who responded to this CSLO assessment statement had a complete understanding of this CSLO statement. The other 23.08% had at least a proficient understanding of the CSLO statement. Although the complete understanding standard target mean of 90% was not met, the 80% proficient understanding mean was exceeded (100% when combined with the complete understanding response by students). (06/30/2017)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Kim Borgaro</p> | <p>Action: Although the standard target mean of 80% student response regarding a proficient understanding of this CSLO assessment was met the complete understanding of 90% of the students was not. This class, Intermediate Jazz Dance, Dance 240 is currently offered combined with Beginning Jazz Dance, Dance 140. This has compromised the CSLO assessments for both classes. What is most problematic is the large amount of students that one instructor is obligated to teach. Although the assignments and CSLO assessments</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--------------------|--|----------------|--|
| | 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. | | have similar requirements the complexity of the material can be too challenging for the beginning level students and not challenging enough for the intermediate level students. Multiple sections of Dance 140 should be offered as "stand alone" sections which would in turn "feed" an upper section of Dance 240 which could then be combined with Commercial Dance, Dance 260, for which Jazz Dance II, Intermediate Jazz Dance serves as a prerequisite. (06/30/2017) Action Category: Program/College Support |

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.

Course SLO Status: Active

Course SLO Assessment Cycle: 2013-14 (Spring 2014)

Input Date: 12/14/2013

Presentation/Skill Demonstration -

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.

Standard and Target for Success: 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.

ECC: DANC 250: Pilates Mat Class

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|---|---|
| <p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 12/14/2013</p> | <p>Exam/Test/Quiz - 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>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment results Sp 14.pdf</p> | | |
| <p>SLO #2 Utilizing Exercises - Upon successful completion of this course the student will be able to utilize exercises that emphasize body alignment, strength, flexibility, muscle control, coordination and breathing.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given a series of exercises on the Pilates reformer that they were then obligated to demonstrate. Additionally the students worked in groups and identified and critiqued each other through a series of exercises.</p> <p>Standard and Target for Success: 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</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students who were surveyed regarding this CSLO assessment statement responded with a complete understanding of this assessment. The small class size, effectiveness of the instructor, and "hands-on" group participation were noted by the students in their responses as reasons for this success. (06/18/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Jessica Kondrath</p> | <p>Action: Include a Pilates reformer class specific to this equipment to compliment the Pilates mat class that is already being offered. A designated space or classroom specific to Pilates training would also be effective in the development of a certification program. (06/30/2017)</p> <p>Action Category: Curriculum Changes</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|---|---|
| | students and an inability to understand this statement by 60% of the students. | | |
| <p>SLO #3 Dance Technique and Injury Prevention - Upon successful completion of this course the student will be able to design combinations that enhance dance technique and injury prevention.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students were given a series of individual exercises and combinations of exercises that were specific to the lower extremities and torso. The correlation was made between the dance exercises performed vertically and the Pilates based exercises performed horizontally.</p> <p>Standard and Target for Success: 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>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students who participated in this assessment responded with a complete understanding of this CSLO statement. This reflects an excellent correlation between the teacher and student comprehension regarding the application of the Pilates exercises as presented and the actual dance exercises to which they relate. (06/18/2016)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Jessica Kondrath</p> | <p>Action: The addition of a Pilates Reformer class and designated facility that could ultimately support a Pilates certification program is supported by the dance faculty. Additionally the cooperation between Fine Arts and Heath Science Divisions could benefit both the Dance Department and Kinesiology Department in a collaborative manner. (06/30/2017)</p> <p>Action Category: Curriculum Changes</p> |

ECC: DANC 262:Commercial Dance

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|--|--|--|
| <p>SLO #1 Movement Sequences - 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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - 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>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment SP 2015 Individual.docx</p> | | |
| <p>SLO #2 Theatrical Codifications - Upon successful completion of this course the student will be able to identify and differentiate various theatrical codifications of Commercial Dance.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Presentation/Skill Demonstration - Students created a portfolio for an audition as a part of the commercial dance process which included developing a street vocabulary of terms that were aligned with the traditional theatrical dance styles of ballet, modern dance and jazz dance. Commercial dance codifications included Hip hop, popping and locking and breakdance as well as some of the newer "street move vocabulary" with codifications drawn from clowning, krumping, hyphy, dougie, soldier boy, and two</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>50% of the students responding to this CSLO assessment had a complete understanding of this statement, 33.33% of this students had at least a proficient understanding and 16.67% of the students had at least a basic understanding of this CSLO statement. Although the standard mean (90%) for this statement regarding a complete understanding was not met (50%) the standard target mean for at least a proficient understanding (80%) was met when combined with students with a complete understanding of 83.33%. Additionally 100% of the students had at least a basic understanding when combined (16.67%). (06/30/2017)</p> <p>Faculty Assessment Leader: Daniel Berney</p> | <p>Action: This class is unique regarding it's combined class offering currently with Dance 162, Hip hop Dance and a prerequisite of Intermediate Jazz Dance, Dance 240. The student is required to have theatrical dance technique knowledge (Dance 240) and street dance vocabulary (Dance 162) in order to acquire a standard mean required for a complete understanding of this CSLO statement. (06/30/2017)</p> <p>Action Category: Teaching Strategies</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|---|--|----------------|
| | stepping. Standard and Target for Success: 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. | Faculty Contributing to Assessment: Val Cabag | |
| 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. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 12/14/2013 | Project - 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. Standard and Target for Success: 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. Related Documents: Dance PLO 1 assessment results Sp 14.pdf | | |

ECC: DANC 268:Intermediate Latin Social Dance

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|---|---|----------------|----------------|
| <p>SLO #1 Reproducing Folk and Regional Dances - Upon successful completion of this course the student will be able to reproduce selected folk and regional Latin Social Dances.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 12/14/2013</p> | <p>Performance - This assessment instrument/tool requires the students to analyze, demonstrate and critique Intermediate Social Dance, Dance 268.</p> <p>Standard and Target for Success: 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> <hr/> <p>Presentation/Skill Demonstration -</p> <ol style="list-style-type: none"> 1. Did the data show that the program is meeting the defined standard of expectation for student learning in each of the areas? The data reflected that 10 out of the 15 students in this assessment survey had a complete understanding in all areas of the CSLO standards. Four students were in the proficient understanding and 1 student in the basic level of understanding. 2. What are the strengths of the program? As supported by the data the identification, application and subsequent assessment of the terminology, technical skill, and social etiquette of this Intermediate Latin Social Dance technique class. | | |

| Course SLOs | Assessment Method Description | Results | Actions |
|-------------|---|--|---|
| | <p>3. What are the gaps/weaknesses in student learning? The assessment data indicated that nearly 2/3rds of the students in this class are at a complete understanding regarding the Identification/Execution/Awareness Levels. Although all three areas terminology, technical skill and social etiquette were equal in their resulting standards of execution a third of the students were still at only the proficient of basic understanding level.</p> <p>Standard and Target for Success: 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>Presentation/Skill Demonstration - Students were taught designated folk and regional Latin Social Dances in intervals that were then combined in a classroom presentation and ultimately on stage for a final class performance in front of a live audience.</p> <p>Standard and Target for Success: 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</p> | <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students who responded to this CSLO assessment survey responded with a complete understanding of this statement. This result exceeds the standard mean of 90% expected for a complete understanding of this CSLO statement. (06/30/2017)</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Larisa Bates</p> | <p>Action: Although this is an excellent result regarding the standard mean for success (100% complete understanding of students who participated in this assessment survey) the class would benefit by being a "stand alone" intermediate level class and not by being combined with the beginning level Latin Social Dance section (Dance 168). This is only realistic if there are multiple sections of 168, Beginning Latin Social Dance offered during the semester in order to create a strong</p> |

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--------------------|--|----------------|---|
| | understanding by 70% of the students and an inability to understand this statement by 60% of the students. | | foundation and larger student base of interest that would then support an intermediate "stand alone" section of Intermediate Latin Social Dance, Dance 268. (06/30/2017) Action Category: Program/College Support |

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.

Course SLO Status: Active

Course SLO Assessment Cycle: 2013-14 (Spring 2014)

Input Date: 12/14/2013

Presentation/Skill Demonstration -

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.

Standard and Target for Success: 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.

Related Documents:

[Dance CSLO Assessment results Sp 14.pdf](#)

SLO #3 Musical Rhythms - Upon successful completion of this course the student will be able to apply musical rhythms as they relate to Latin Social Dance.

Course SLO Status: Active

Presentation/Skill Demonstration -

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

| <i>Course SLOs</i> | <i>Assessment Method Description</i> | <i>Results</i> | <i>Actions</i> |
|--|--|----------------|----------------|
| Course SLO Assessment Cycle: 2014-15 (Spring 2015) Input Date: 12/14/2013 | <p>presentation in the studio and stage environments.</p> <p>Standard and Target for Success: 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>Related Documents: Dance CSLO Assessment SP 2015 Individual.docx </p> | | |