

Assessment: Course Four Column

Spring/Summer 2017



El Camino: Course SLOs (FA) - Dance

ECC: DANC 110:Beginning Dance

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 12/02/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students were given a critique guideline and directed to attend a minimum of two live dance concerts presented through the ECC CFA Spring 2017 season as designated in their brochure. Students then proceeded to purchase a lab ticket, obtain a yellow checkout slip, and write a concert critique addressing the primary dance styles of ballet, modern dance, and jazz dance.</p> <p>Standard and Target for Success:</p> <p>The rubric is based on a target of at least 70% at the basic level of understanding, 80% at the proficient level of understanding and 90% at the complete level of understanding.</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>Dance CSLO_sp17_DANC110.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Although only 70.83% of the students responded with a complete understanding of this CSLO statement, the other 20.83% responded with at least a proficient understanding of this statement resulting in 100% student understanding. It should also be noted that there was two separate sections of Danc 110, Beginning dance with two separate instructors that participated in this CSLO assessment. (07/21/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Daniel Berney, Kanisha Bennett, Angela Jordan</p>	<p>Action: The lab fee of \$10.00 is reasonable yet dissuades students from attending multiple events ...perhaps a semester "pass" for students once they purchase a lab ticket for an initial event could promote and encourage them to attend multiple events throughout the semester in order to generate an even higher CSLO assessment response. (06/29/2018)</p> <p>Action Category:</p> <p>Program/College Support</p>

ECC: DANC 120A:Ballet I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p>Input Date: 12/02/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students were given a series of center ballet combinations that were then developed into a final dance prepared for performance in the culminating presentation for the class. A live audience was present for this performance and the students reinforced the ballet terminology through a series of in class rehearsals.</p> <p>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.</p> <p>Additional Information:</p> <p>Related Documents: Dance CSLO_sp17_DANCE120A.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>50% of the students responded to this CSLO assessment with a complete understanding. Another 30% responded with at least a proficient understanding of this CSLO assessment statement therefore meeting the target for standard of success of at least 80% of the students responding in the proficient range. The other 10% of the students responding to this CSLO assessment statement has at least a basic understanding. (07/21/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Elizabeth Adamis and Jessica Kondrath</p>	<p>Action: More of an initial reinforcement of the ballet terminology in the early part of the semester would serve as a base for the choreographic development of these terms when combined into larger center combinations during the latter part of the semester. It is during this early period that the vocabulary is being developed with individual steps/terms before it starts to become more complex at the latter stages of the semester where the emphasis becomes the development of a dance for their final class performance. (06/29/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: DANC 120B:Ballet Technique I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO#3 Basic Center Ballet Combinations - Upon successful completion of this course the student will be able to demonstrate basic center ballet combinations.</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>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students were given a series of ballet steps through initial phrases that were then developed into a center combination for a semester ending performance in a culminating exam for an audience as part of the class final presentation.</p> <p>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.</p> <p>Additional Information:</p> <p>Related Documents: Dance CSLO_sp17_all.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students responding to this CSLO assessment statement has a complete understanding which is an excellent result. One factor that should be noted is that DANC 120B is combined with DANC 120A and although they are both technically "beginning" level ballet classes the 120B students have already met the prerequisite of completing DANC 120A and therefore already have attained the foundation of the ballet vocabulary that is critical to the success of this CSLO statement. (07/21/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Elizabeth Adamis and Jessica Kondrath</p>	<p>Action: Given the success of this CSLO assessment the DANC 120B students may be better served being combined with DANC 220A which would be a more challenging classroom setting. This would then leave DANC 220B students to be combined with DANC 221 and effectively create at "three tier" ballet level with DANC 120A as a "stand alone" class section. (06/29/2018)</p> <p>Action Category: Program/College Support</p>

ECC: DANC 130A:Modern Dance I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</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>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration -</p> <p>Students developed a series of center work combinations of material combined from progressions, floor work and improvisation exercises. These were combined and reinforced in order to develop a final dance class presentation that was then presented to an audience.</p> <p>Standard and Target for Success:</p> <p>The rubric is based on a target of at least 70% at the basic level of understanding, 80% at the proficient level of understanding and 90% at the complete level of understanding.</p> <p>Reviewer's Comments:</p> <p>Additional Information:</p> <p>Related Documents:</p> <p>Dance CSLO_sp17_all.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students responding to this CSLO assessment survey had a complete understanding of this statement. This class was a smaller sample (less than 10) that allowed for more individual attention and ultimately accelerated the foundation for these beginning students in this first semester modern dance class. (07/25/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Angela Jordan</p>	<p>Action: Although the standard for success was met regarding this CSLO assessment, a second class at this level would help to support the three additional levels (DANC 130B, DANC 230A, and DANC 230B) of modern dance. This first semester (DANC 130A) modern dance class is the foundation for the other three sections. For the dance majors this is a critical part of their development that will serve to develop the skills these majors will need in auditioning for upper division programs in four year dance programs. (06/29/2018)</p> <p>Action Category:</p> <p>Program/College Support</p>

ECC: DANC 130B:Modern Dance Technique I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - Students worked in a rehearsal specific environment in the second half of the semester in order to develop a series of dance phrases culminating in a performance based modern dance combination. This was developed in conjunction with the two intermediate sections of modern dance (DANC 230A and 230B).</p> <p>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.</p> <p>Reviewer's Comments:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>100% of the students responding to this CSLO assessment responded with a complete understanding of this survey. It should be noted that unlike DANC 103A, which is the prerequisite for this class, DANC 130B, this class is combined with two other sections (DANC 230A and 230B). The fact that these beginning (although second semester) students are combined in the same classroom environment as the intermediate level students has resulted in their ability to process material in a more complex environment without sacrificing some of the foundation required for assimilation of the codification of vocabulary necessary for ultimately building modern dance phrases and combinations. (06/29/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Elizabeth Adamis</p>	<p>Action: The process used for this CSLO assessment was based on the final dance class presentation. This was combined with the two intermediate level sections of modern dance, DANC 230A and 230B. Attention should be initially addressed to the vocabulary and codification process that is still the emphasis of the beginning level (albeit second semester) modern dance classes. (06/29/2018)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: DANC 140:Jazz Dance I

Course SLOs	Assessment Method Description	Results	Actions
<p>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.</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>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students built a series of center combinations in groups that were then combined for a complete class final dance class presentation. Improvisational movement and a variety of musical compilations were part of the combination development and ultimately the final class presentation.</p> <p>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. Reviewer's Comments:</p> <p>Additional Information:</p> <p>Related Documents: Dance CSLO_sp17_DANC140.pdf</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>52.38% of the students surveyed in the CSLO assessment had a complete understanding of this statement which falls short of the standard target for success. However the other 42.86% of the students surveyed had at least a proficient understanding of this CSLO statement. Thus the standard for the students in this assessment was met at the proficient level. It should be noted that there were two sections of this class taught by different instructors and that one of these classes was also combined with the intermediate level of jazz dance, DANC 240.</p> <p>(07/25/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Kim Bogaro and Valerie Cabag</p> <p>Related Documents: Dance CSLO_sp17_DANC140.pdf</p>	<p>Action: The sections of beginning, DANC 140 and intermediate, DANC 240 level jazz dance are taught as a combined class. These would be better served separated for the sake of the beginning class in terms of vocabulary and step development. This would also serve the intermediate level students who would be able to focus more on center dance combination development and more complex progressions.</p> <p>(06/29/2018)</p> <p>Action Category: Program/College Support</p>

ECC: DANC 162:Hip Hop Dance

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</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>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students developed combinations and phrases from selected music in groups and were then given improvisational prompts in order to develop a "battle zone" performance with audience participation in a live final dance concert 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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>83.33 of the students assessed with this CSLO statement responded with a complete understanding. Although this did not meet the target of 90% regarding this CSLO assessment, when combined with those students who had at least a proficient understanding (11.11%) the standard target for success was met. It should be noted that the remaining 5.56% of the students had at least a basic understanding of this CSLO assessment statement. (07/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Valerie Cabag</p> <p>Related Documents:</p> <p>Dance CSLO_sp17_DANC162.pdf</p>	<p>Action: Hip Hop Dance is currently combined with Commercial Dance. They are complimentary but with the proposal of a Commercial Dance certificate these two classes should be separated and offered individually. As it is Commercial Dance has a prerequisite of Intermediate Jazz Dance (DANC 240) and Hip Hop Dance has no prerequisite. (06/29/2018)</p> <p>Action Category:</p> <p>Program/College Support</p>

ECC: DANC 167:Social and Ballroom Dance

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students were given a choice of social and ballroom dances that had been covered through the initial part of the semester in order to select specific dances of their accumulated vocabulary for a culminating semester ending performance. Partners were designated after a period of studio presentations where the students were directed to dance with a variety of partners initially.</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Although there was no specific graph that separated the students into complete, proficient, and basic understanding of this CSLO assessment statement the students provided a live audience with a performance detailing the mannerisms and etiquette specific to this style of social and ballroom dance. The fact that this a 1 unit, single level class that also "stands alone" allowed the students to work at a pace that was appropriate, without the complexity that oftentimes accompanies mixed level studio dance classes. (07/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Larisa Bates</p> <p>Related Documents:</p> <p>Dance CSLO_sp17_all.pdf</p>	<p>Action: The "stand alone" formula of this class, DANC 167, Ballroom and Social Dance lends itself to a foundation of steps and principles resulting in a higher level of class protocol than can be attained when different levels are combined. In the combined level environment the emphasis especially on the more beginning students is to assimilate the combinations in order to keep pace with the more intermediate level of instruction. However there needs to be the goal of adding an intermediate level of Ballroom and Social Dance for those students so motivated. (06/29/2018)</p> <p>Action Category: Teaching Strategies</p>

ECC: DANC 168:Latin Social Dance

Course SLOs	Assessment Method Description	Results	Actions
<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>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students were given a series of codified Latin dance steps that were then combined into a salsa routine for an end of semester performance. The dance etiquette included practice and partnering with the different classmates. Once patterns and defined routines were finalized partners were identified for the actual performance.</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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>52.63% of the students responded with a complete understanding of this CSLO assessment statement falling short of the standard target for success of 90%. When combined with the 26.32% who responded to this CSLO assessment statement with a proficient understanding the total of 79.16 falls just short of the 80% standard target for success at the proficient level. The remaining 10.53% of the students surveyed responded with at least a basic understanding of this CSLO assessment statement.</p> <p>(07/30/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Daniel Berney</p> <p>Faculty Contributing to Assessment: Larisa Bates</p> <p>Related Documents:</p> <p>Dance CSLO_sp17_DANC161.pdf</p>	<p>Action: It should be noted that the document in the repository for this CSLO assessment was incorrectly labeled DANC 161 and not DANC 168. The recommended action based on this data is to consider separating DANC 168, Beginning Latin Social Dance from Intermediate Latin Social Dance, DANC 268 to better emphasize the fundamentals of patterns and partnering etiquette that are crucial to the initial development of social dance. Additionally the emphasis on the culminating performance can be addressed more appropriate to the specific levels of the class(es).</p> <p>(06/29/2018)</p> <p>Action Category:</p> <p>Program/College Support</p>