

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** DNC 101/Dance Appreciation

**Date:** 5/15/2014

**Course/Program Team:** Alyssa Little

### **Expected Learning Outcomes:**

1. Students will be able to identify, analyze, compare, and contrast different dance styles from various cultures through their understanding of the techniques involved in each form.
2. Students will become familiar with groundbreaking choreographers.
3. Students will be able to critically view dance performances and express opinions and conclusions both verbally and through written communications.
4. Students will have a basic understanding of dance history and knowledge of the relationship between dance and society.
5. Students will further develop and refine critical research skills both on-line and in a library setting.

**GENERAL EDUCATION OUTCOMES:** Upon completion of the course students will be able to:

1. Evaluate important artistic, cultural, and philosophical mechanism of cultural transmission.
2. Understand the impact of historical movements in and on the arts and humanities.

**Assessment** (How do or will students demonstrate achievement of each outcome?)

Outcome 1: Group project, comparing and contrasting two dance styles, societies, and histories.

Outcome 2: 5-10 minute presentation given in class on a particular dancer or choreographer.

Outcome 3: Written Critique of live dance performance.

Outcome 4: Final Exam

Outcome 5: 5-10 minute presentation given in class on a particular dancer or choreographer & Group project, comparing and contrasting two dance styles, societies, and histories.

General Education Outcomes:

Outcome 1 & 2: Critique of live dance performance.

**Validation** (What methods have you used or will you use to validate your assessment?)

Rubrics have been created & modified to better suit the outcomes. For example, the choreographer presentation & group project rubrics have been modified in hopes that students have to practically apply the “facts” or information they are learning rather than simply repeating the facts. For example, the compare and contrast project has been updated on the rubric so that students are required to really examine the similarities and differences between the two cultures historical and social influences on the dance.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Students should average an 80 in the course, if they receive lower or higher on average, the assessments will need to be re-evaluated.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Fall 2012

A written mid-term and final exam were added as part of the assessment process. In teaching the course in the past, student grades were higher on average than the 80%.

Spring 2012

After receiving student feedback that the course was not challenging enough, the rigor of the course has been increased with the addition of a dance terminology lecture, several in-class assignments, pop quizzes, and homework assignments.

Fall 2013

The areas still needing to be addressed with more emphasis include the ideas of culture & historical influences as well as religious influence and how these elements are expressed through dance. Rubrics will be adjusted accordingly to emphasize even more that students pay attention to the importance of the interdependent relationship between art and society.

**Spring 2014**

The rigor of the course is finally where it needs to be. The outcome desired in the fall 2013 course update to increase student awareness of art vs. society has begun to evolve nicely. More emphasis needs to be placed on watching and analyzing dance. The final exam in the online version of this course was a really nice wrap up of the course and it might be time to try the same exam in the face to face course. In DNC-101-Web the students are required to watch and analyze a dance, point out possible choreographers, describe the style, context, etc. This would help emphasize the importance of the art vs. society outcome.

The online class might see a few changes as well. The group project has been reviewed by the students as difficult to accomplish in an online setting. Also, the students have asked be able to work ahead and not work week by week. An attempt is going to be made to incorporate those ideas over the summer and findings will be recorded.

Assignment Assessed: Compare/Contrast Dance Styles (one non-western) & Choreographer presentation

Instructor should mark yes or no if topic is present in student’s response to assessment assignment.

No. of Students = 27	Global Perspective		Ground Breaking Choreographers		Critical Perspective		Dance History & Society		Research Skills	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	21	5	25	2	19	8	21	5	19	8

All of the outcomes in this course are not met in one single assignment; instead, a couple of different assignments gage whether the outcomes are being met by the students. It would likely be beneficial to design an assignment that could possibly incorporate all of the learning outcomes as a sort of “capstone” to this course. Also, more time needs to be taken to address research concerns.

**Budget Justification** (What resources are necessary to improve student learning?)

No extra resources necessary.