

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 111 Beginning Jazz Dance

Date: 1/7/2014

Course/Program Team: Alyssa Foley Little

Expected Learning Outcomes:

1. Students will define, describe, and execute basic jazz technique and terminology.
2. Students will understand choreographic principles and process through creating their own works.
3. Students will critically view dance performances and express opinions and conclusions both verbally and through written communications.
4. Students will gain performance skills.
5. Students will come to understand dance as a way of communicating meaning.
6. Students will become familiar with Jazz dance choreographers.

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

Outcome 1: Students will be evaluated based on progression of skills and practical application in class.

Outcome 2: Students will choreograph a 1 minute dance piece and perform for the class.

Outcome 3: Written Critique of live dance performance.

Outcome 4: Students will participate in a final performance.

Outcome 5: Students will choreograph a 1 minute dance piece and be able to answer questions about its intended meaning.

Outcome 6: Research presentation on chosen Jazz choreographer.

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

Rubrics have been created or will be created that will monitor student success with each assessment.

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

Because this is a cross-listed course with DNC 113, more than one student had an issue with being overly challenged or not challenged enough. More separation needs to exist between the lower skilled and more highly skilled dancers through across the floor exercises and also through different options when learning choreography.

Spring 2013

I have added assignments (such as the individual choreography assignment) so that students have a chance to practically apply the movements they are learning in class to their own work.

Fall 2013

This course is having lower enrollment since the introduction of DNC 215. That course is a performance based course where as DNC 111 is a skills based course. We are working on finding ways to increase enrollments.

Spring 2014

Assignment Assessed: All assignments

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

No. of Students = 3	Basic Jazz Technique		Understanding Choreographic Principles		Critical Perspective		Performance Skills		Relevant Choreographers	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	3	0	3	0	3	0	3	0	3	0

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

Small costume budget.