

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: 7/20/2016

Course/Program Team: Alyssa Little

Expected Learning Outcomes:

1. Students will understand the principles of time, space, and effort and how they relate to movement.
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 western dance origins and be able to identify dances from differing cultures.
5. Students will recognize the relationship between art and society and understand dance as a universal language.
6. 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 mechanisms 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: Exam One, Class Assignments

Outcome 2: Exams One & Two, Final Critique

Outcome 3: Final Critique

Outcome 4: Exams One & Two

Outcome 5: Assignments, Exam One

Outcome 6: Group Project

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.

Spring 2015

There were a handful of students included in this count that were never present in class but are still on the roster, this skews the statistic for overall student retention. However, the research skills portion of this course needs a little more focus as students are unsure of what constitutes appropriate research sources.

Outcomes will be altered slightly as we head into the fall semester. The text book is going to change for the fall/spring to help students better understand the material. Too many students are struggling with the reading of the current text as it is highly academic and perhaps not appropriate for an introduction to dance.

Spring 2016

Outcomes were modified slightly to incorporate ideas from the new text book and to create a sort of “book end” feel to the course. Where students come back to where they started with fresh & educated eyes by the end of the semester.

The final exam was also slightly modified to measure these specific outcomes and student comprehension of course material. Research skills are not really tested on the final exam and should probably be excluded as an outcome of the course. Elements that could be explored further would include a section in the final exam detailing the societal relationship to the piece being studied.

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

No extra resources necessary.