

<b>Course Outcomes Guide</b>
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**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 105 Tap I

**Date:** 07/20/2016

**Course/Program Team:** Alyssa Little

**Expected Learning Outcomes:**

1. Students will understand and execute basic tap technique.
2. Students will understand basic choreographic principles and process through creating their own works.
3. Students will develop collaboration skills.
4. Students will gain performance skills.
5. Students will become familiar with tap dance history, styles, and choreographers.
6. Students will come to understand dance as a way of communicating meaning and as a way to maintain healthy living.

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

Outcome 1: Students are required to participate in a final performance of selected works they have rehearsed in class, mid-term & final exam.

Outcome 2: Students are assigned a group choreography project in which they must create a one minute dance piece.

Outcome 3: See Above.

Outcome 4: Final Performance.

Outcome 5: Film discussion & questionnaire.

Outcome 6: Students overall fitness, flexibility, and coordination will improve during the course.

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

Rubrics have been created for each assignment.

**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 85 in the course. If the grades are higher or lower on average, the class will be adjusted accordingly.

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

2012: If outcomes are not being met I will adjust the course accordingly.

2013: No data available.

2014: It would be advisable to add some kind of exam to this course to ensure proper memorization of step names & techniques.

2015: Mid-term and Final exams were added to the course to ensure students were learning correct tap terminology. A tap dance lecture day followed by the viewing of a tap film and questionnaire have been added to the course so students can understand the rich history of tap dance and how the history has influenced many other dance styles.

2016: All student met outcomes but there were a few attendance problems. A stricter attendance policy would be advisable in the future.

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

Small costume budget.