

## 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 106 Tap II

**Date:** 7/20/2016

**Course/Program Team:** Alyssa Little

### **Expected Learning Outcomes:**

1. Students will execute intermediate tap technique.
2. Students will understand choreographic principles and process through creating their own works.
3. Students will further develop collaboration skills.
4. Students will further performance skills.
5. Students will demonstrate research abilities.

### **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.

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: Students will complete a research project/presentation on the style of a chosen tap choreographer.

### **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?)

**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 = 10	Collaboration		Performance Skills		Choreographic Skills		Tap Technique		Research Skills	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	8	2	10	0	8	2	10	0	0	10

Most everyone did fairly well in this course. Due to snow days we had to rethink the research project and instead of researching, I gave a lecture on tap dancers/choreographers and important tap styles. This way the students were exposed to the information without losing rehearsal time. This might be something to consider going forward as part of the curriculum.

**2015:** Mid-term and Final exams were added to the course to ensure students were learning correct tap terminology. The tap dance lecture day was kept, 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.