

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: 7/20/2016

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 basic 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 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?)

Spring 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.

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 skill based course. We are working on finding ways to increase enrollments.

Spring 2014

Enrollment was good this year; students of multiple skill levels seem to be enjoying the course equally. A balance has been found between challenging elite dancers and not scaring away new dancers. A focus has been placed on artistry and technique helping those who have none learn technique and those who have some refine their technique.

Spring 2015

Decent enrollment, all students meeting outcomes.

Spring 2016

Enrollment is key again for this course. Dance courses in general are seeing low numbers and it is not because of the quality of the courses. More emphasis needs to be placed on generating enrollment in dance at HCC. Videos need to be made, website data created, performances given, etc.