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 113 Intermediate Jazz Dance          Date: 7/20/2016

Course/Program Team: Alyssa Foley Little

Expected Learning Outcomes:
1. Students will define, describe, and execute intermediate jazz technique and terminology.
2. Students will demonstrate knowledge of 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 further develop performance skills.
5. Students will assist instructor in demonstrating technique.

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

Outcome 1: Students will be evaluated based on progression of skills 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: Student willingness and readiness to demonstrate technique.

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 90 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 111, 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.

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.

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.

2015
The course has been broken into 3 sections, commercial jazz, musical theatre jazz, and contemporary jazz which has allowed students to study the differences in different styles of jazz dance.

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.

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

Small costume budget.