

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 201 Dance History

Date: 7/22/2016

Course/Program Team: Alyssa Little

Expected Learning Outcomes:

1. Students will become familiar with dance origins and western dance history.
2. Students will understand the relationship between society and the arts.
3. Students will demonstrate knowledge of historical periods in dance history.
4. 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 mechanism 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: Exams

Outcome 2: Research Paper

Outcome 3: Research Presentation & Exams

Outcome 4: Research Paper & Presentation

General Education Outcomes:

Outcome 1 & 2: Research Paper

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

Rubrics have been created & will be modified if needed to better suit the outcomes.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Assessment will occur at the end of each semester. Students should average a 75 in the course, if they receive lower or higher on average, the assessments will need to be re-evaluated.

2015

This course is new and a few things need to be adjusted. The text book addresses dance history and historical movements but informs less about cultural transmission through the arts.

Assignments need to be designed where students are able to grasp those concepts outside of the textbook.

2016

Assignments have been modified slightly to allow students immediate feedback on the progress. Lower marks on student evaluations for grading feedback led to this change. More effort is being placed on communication with the students so that they feel their instructor is available to them.

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

N/A

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

No extra resources necessary.