

# **Course Student Learning Outcomes Assessment**

**DNCE 100 Dance History and Appreciation**

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## **General Information (Course Student Learning Outcomes Assessment)**

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# Standing Requirements

## 📖 Course Description

The development of dance in Western Europe and the U.S. from ancient times to the present. Explores dance as an emerging art form from the Renaissance to the 20th century. Emphasizes the contemporary dance heritage of the United States.

## 📖 Course Student Learning Outcomes

### DNCE 100 Dance History and Appreciation Outcome Set

#### Outcome

##### Outcome

##### Mapping

##### Outcome 1

Assess the value of choreographic works based on their historical significance, originality and craftsmanship. These outcomes will be assessed by internally developed examinations.

**Institutional Student Learning Outcomes:** Think 1

##### Outcome 2

Correlate choreographic meaning to current personal, social, and political issues. These outcomes will be assessed by internally developed examinations.

**Institutional Student Learning Outcomes:** Think 3

##### Outcome 3

Justify personal aesthetic choices for evaluating dance works. These outcomes will be assessed by internally developed examinations.

**Institutional Student Learning Outcomes:** Act 3, Communicate 1, Think 3

# 2014-2015 Assessment Cycle

## Measurements

### Outcomes and Measures

#### DNCE 100 Dance History and Appreciation Outcome Set

##### Outcome

###### Outcome 1

Assess the value of choreographic works based on their historical significance, originality and craftsmanship. These outcomes will be assessed by internally developed examinations.

▼ **Measure:** Multiple Choice Assessment Test - Historical Significance  
Course level; Direct - Exam

**Description of Measurement Tool:** In faculty meeting at the Flex week meeting of Fall 2014, faculty teaching DNCE 100 agreed to adopt the recommendation from the Office of Institutional Effectiveness to change our assessment process from the pre and post assessment tests to the one Assessment Test at the end of the semester with one set of final cumulative scores measurement.

SLO #1 Assessment Test included 14 questions dealing with basic historical knowledge.

Test will be done on Parscore form to be graded by Parscore system.

**Criteria for Success: Individual & Collective Student Criterion:** The final accumulative score equal to or higher than the scores listed here is considered successful and meets standard expectation:

- \* 60% or more of students with final score of 70% or higher
- \* 20% or more of students with final score of 80% or higher
- \* 10% or more of students with final score of 90% or higher

**Cycle of Assessment:** Every spring semester

**Who is Responsible for Assessment Activity?:** All faculty teaching the course and the department chair will report.

###### Outcome 2

Correlate choreographic meaning to current personal, social, and political issues. These outcomes will be assessed by internally developed examinations.

▼ **Measure:** Multiple Choice Assessment Test - Correlate choreographic meaning to current personal, social, and political issues.  
Course level; Direct - Exam

**Description of Measurement Tool:** In faculty meeting at the Flex week meeting of Fall 2014, faculty teaching Dance 100 agreed to adopt the recommendation from the Office of Institutional Effectiveness to change our assessment process from the pre and post assessment tests to the one Assessment Test at the end of the semester with one set of final cumulative scores measurement.

SLO #2 Assessment Test included 14 questions dealing with the correlation between choreographic meaning and the current personal, social, and political issues.

Test will be done on Parscore form to be graded by Parscore system.

**Criteria for Success: Individual & Collective Student Criterion:** The final accumulative score equal to or higher than the scores listed here is considered successful and meets standard expectation:

- \* 60% or more of students with final score of 70% or higher
- \* 20% or more of students with final score of 80% or higher
- \* 10% or more of students with final score of 90% or higher

**Cycle of Assessment:** Every spring semester

**Who is Responsible for Assessment Activity?:** All faculty teaching the course and the department chair will report.

**Outcome 3**

Justify personal aesthetic choices for evaluating dance works. These outcomes will be assessed by internally developed examinations.

▼ **Measure:** Multiple Choice Assessment Test - 3. Justify personal aesthetic choices for evaluating dance works.  
Course level; Direct - Exam

**Description of Measurement Tool:** In faculty meeting at the Flex week meeting of Fall 2014, faculty teaching DNCE 100 agreed to adopt the recommendation from the Office of Institutional Effectiveness to change our assessment process from the pre and post assessment tests to the one Assessment Test at the end of the semester with one set of final cumulative scores measurement.

SLO #1 Assessment Test included 14 questions dealing with basic historical knowledge.

Test will be done on Parscore form to be graded by Parscore system.

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**Cycle of Assessment:** Every spring semester

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 Findings

**Finding per Measure**

**DNCE 100 Dance History and Appreciation Outcome Set**

**Outcome**

**Outcome 1**

Assess the value of choreographic works based on their historical significance, originality and craftsmanship. These outcomes will be assessed by internally developed examinations.

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Course level; Direct - Exam

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- \* 60% or more of students with final score of 70% or higher
- \* 20% or more of students with final score of 80% or higher
- \* 10% or more of students with final score of 90% or higher

**Cycle of Assessment:** Every spring semester

**Who is Responsible for Assessment Activity?:** All faculty teaching the course and the department chair will report.

**Findings for Multiple Choice Assessment Test - Historical Significance**

**Summary of Findings:** 65% of students got 90 or higher final grade score  
87% of students got 80 or higher final grade score  
97% of students got 70 or higher final grade score  
1 student receive a grade lower than 70  
1 student withdraw

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** Class meets assessment expectation

**Recommendations:** Grade to be done separately for each SLO in next assessment test

**Outcome 2**

Correlate choreographic meaning to current personal, social, and political issues. These outcomes will be assessed by internally developed examinations.

▼ **Measure:** Multiple Choice Assessment Test - Correlate choreographic meaning to current personal, social, and political issues.  
Course level; Direct - Exam

**Description of Measurement Tool:** In faculty meeting at the Flex week meeting of Fall 2014, faculty teaching Dance 100 agreed to adopt the recommendation from the Office of Institutional Effectiveness to change our assessment process from the pre and post assessment tests to the one Assessment Test at the end of the semester with one set of final cumulative scores measurement.

SLO #2 Assessment Test included 14 questions dealing with the correlation between choreographic meaning and the current personal, social, and political issues.

Test will be done on Parscore form to be graded by Parscore system.

**Criteria for Success: Individual & Collective Student Criterion:** The final accumulative score equal to or higher than the scores listed here is considered successful and meets standard expectation:

- \* 60% or more of students with final score of 70% or higher
- \* 20% or more of students with final score of 80% or higher
- \* 10% or more of students with final score of 90% or higher

**Cycle of Assessment:** Every spring semester

**Who is Responsible for Assessment Activity?:** All faculty teaching the course and the department chair will report.

**Findings for Multiple Choice Assessment Test - Correlate choreographic meaning to current personal, social, and political issues.**

**Summary of Findings:** 65% of students got 90 or higher final grade score  
87% of students got 80 or higher final grade score  
97% of students got 70 or higher final grade score  
1 student receive a grade lower than 70  
1 student withdraw

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** Class meets assessment expectation

**Recommendations:** Grade to be done separately for each SLO in next assessment test

**Outcome 3**

Justify personal aesthetic choices for evaluating dance works. These outcomes will be assessed by internally developed examinations.

▼ **Measure:** Multiple Choice Assessment Test - 3. Justify personal aesthetic choices for evaluating dance works.  
Course level; Direct - Exam

**Description of Measurement Tool:** In faculty meeting at the Flex week meeting of Fall 2014, faculty teaching DNCE 100 agreed to adopt the recommendation from the Office of Institutional Effectiveness to change our assessment process from the pre and post assessment tests to the one Assessment Test at the end of the semester with one set of final cumulative scores measurement.

SLO #1 Assessment Test included 14 questions dealing with basic historical knowledge.

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- \* 10% or more of students with final score of 90% or higher

**Cycle of Assessment:** Every spring semester

**Who is Responsible for Assessment Activity?:** All faculty teaching the course and the department chair will report.

**Findings** for Multiple Choice Assessment Test - 3. Justify personal aesthetic choices for evaluating dance works.

**Summary of Findings:** 65% of students got 90 or higher final grade score

87% of students got 80 or higher final grade score

97% of students got 70 or higher final grade score

1 student receive a grade lower than 70

1 student withdraw

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** Class meets assessment expectation

**Recommendations:** Grade to be done separately for each SLO in next assessment test

## Overall Recommendations

*No text specified*

 **Plans of Action**

 **Status Reports**



## 2013-2014 Assessment Cycle

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 **Measurements**

 **Findings**

 **Plans of Action**

 **Status Reports**

## 2012-2013 Assessment Cycle

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 **Measurements**

 **Findings**

 **Plans of Action**

 **Status Reports**