

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

DANCE

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

| Course Name | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------|-----------|-----------|-----------|-----------|
| DANC G100 | x | x | x | x |
| DANC G101 | x | x | x | x |
| DANC G105 | x | x | x | x |
| DANC G106 | x | x | x | x |
| DANC G108 | | | x | x |
| DANC G112 | x | x | x | x |
| DANC G113 | | x | x | x |
| DANC G115 | x | x | x | |
| DANC G119 | | x | x | x |
| DANC G120 | x | x | x | x |
| DANC G125 | x | x | x | x |
| DANC G130 | x | x | x | x |
| DANC G135 | x | | x | x |
| DANC G145 | x | x | x | x |
| DANC G150 | x | x | x | |
| DANC G155 | x | x | x | x |
| DANC G160 | x | x | x | x |
| DANC G200 | x | x | x | x |
| DANC G212 | | | x | x |
| DANC G213 | | | x | x |
| DANC G215 | x | x | x | |
| DANC G219 | | | x | x |
| DANC G220 | x | x | x | x |
| DANC G225 | x | x | x | x |
| DANC G230 | x | x | x | x |
| DANC G231 | | | x | x |
| DANC G235 | x | x | x | x |
| DANC G245 | x | x | x | x |
| DANC G250 | x | x | x | x |
| DANC G251 | | | x | x |
| DANC G260 | x | x | x | x |

COURSE ASSESSMENT STATUS

Fully Assessed
↑

Partially Assessed
↔

No Assessment
↓

Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

| Course Name | Total cSLOs | No. cSLOs Assessed | Assessment Status | Last Term Offered |
|-------------|-------------|--------------------|--------------------|-------------------|
| DANC G100 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G101 | 6 | 4 out of 6 | Partially Assessed | ↔ Spring 2019 |
| DANC G105 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G106 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G108 | 3 | 2 out of 3 | Partially Assessed | ↔ Spring 2019 |
| DANC G112 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2018 |
| DANC G113 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2018 |
| DANC G115 | 3 | 2 out of 3 | Partially Assessed | ↔ Fall 2016 |
| DANC G119 | 4 | 2 out of 4 | Partially Assessed | ↔ Spring 2018 |
| DANC G120 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G125 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G130 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G135 | 3 | 0 out of 3 | No Assessment | ↓ Fall 2015 |
| DANC G145 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G150 | 2 | 1 out of 2 | Partially Assessed | ↔ Fall 2016 |
| DANC G155 | 3 | 2 out of 3 | Partially Assessed | ↔ Spring 2019 |
| DANC G160 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G200 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G212 | 3 | 1 out of 3 | Partially Assessed | ↔ Spring 2018 |
| DANC G213 | 3 | 1 out of 3 | Partially Assessed | ↔ Spring 2018 |
| DANC G215 | 3 | 0 out of 3 | No Assessment | ↓ Fall 2016 |
| DANC G219 | 2 | 1 out of 2 | Partially Assessed | ↔ Spring 2018 |
| DANC G220 | 3 | 1 out of 3 | Partially Assessed | ↔ Spring 2019 |
| DANC G225 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G230 | 3 | 2 out of 3 | Partially Assessed | ↔ Spring 2019 |
| DANC G231 | 3 | 0 out of 3 | No Assessment | ↓ Spring 2019 |
| DANC G235 | 2 | 2 out of 2 | Fully Assessed | ↑ Spring 2019 |
| DANC G245 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G250 | 3 | 2 out of 3 | Partially Assessed | ↔ Fall 2018 |
| DANC G251 | 2 | 0 out of 2 | No Assessment | ↓ Fall 2018 |
| DANC G260 | 3 | 3 out of 3 | Fully Assessed | ↑ Spring 2019 |
| DANC G261 | 4 | 0 out of 4 | No Assessment | ↓ * |

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

| Course Name | cSLO Name | cSLO to Assessed |
|-------------|-----------|--|
| DANC G101 | cSLO 1 | Describe the major components of dance. |
| DANC G101 | cSLO 4 | Examine choreographers and different approaches. |
| DANC G108 | cSLO 3 | Define and explain principles of alignment, breath, strength, flexibility and injury prevention at an intermediate/advanced level. |
| DANC G115 | cSLO 2 | Demonstrate basic fundamental movements of tap dance. |
| DANC G119 | cSLO 1 | Explain and demonstrate the basic patterns of selected Hip Hop dances at the beginning/intermediate level. |
| DANC G119 | cSLO 4 | Use basic rhythmic Hip Hop movements and basic Hip Hop locomotor patterns accurately with appropriate Hip Hop musical accompaniment at a beginning/intermediate level. |

| Course Name | cSLO Name | cSLO to Assessed |
|-------------|-----------|---|
| DANC G135 | cSLO 1 | Demonstrate steps of various dances taught. |
| DANC G135 | cSLO 2 | Express in movement, the emotional feeling of the regional music. |
| DANC G135 | cSLO 3 | Demonstrate and improve ability to do rhythmic patterns and to improve rhythmic accuracy. |
| DANC G150 | cSLO 1 | Execute all intermediate tap patterns. |
| DANC G155 | cSLO 3 | Perform complex adagio and allegro combinations at an intermediate level. |
| DANC G212 | cSLO 1 | Demonstrate intermediate level patterns of selected dances through dance participation. |
| DANC G212 | cSLO 3 | Recognize and illustrate the role of intermediate level social dance in American and world cultures. |
| DANC G213 | cSLO 1 | Demonstrate advanced patterns of selected ballroom dances through dance participation and execution. |
| DANC G213 | cSLO 2 | Demonstrate varied styles and characteristics of ballroom dances at an advanced level. |
| DANC G215 | cSLO 1 | Execute advanced tap movements with changes in rhythm and style. |
| DANC G215 | cSLO 2 | At an advanced level, move in many patterns while performing including straight, curved paths, and the combination of the two. |
| DANC G215 | cSLO 3 | Understand various basic and advanced rhythms including 3/4, 4/4, 2/4, 6/8, etc. |
| DANC G219 | cSLO 2 | Employing rhythmic Hip Hop movements, styles and locomotor patterns accurately with appropriate Hip Hop musical accompaniment, perform selected Hip Hop dances at an intermediate/advanced level. |
| DANC G220 | cSLO 1 | Demonstrate all phases of a turn from the preparation through the final landing position at an advanced level. |
| DANC G220 | cSLO 3 | Demonstrate increased strength, flexibility and endurance through practice and repetition of advanced ballet techniques. |
| DANC G230 | cSLO 3 | Explain the more advanced facets of dance performance. |
| DANC G231 | cSLO 1 | Demonstrate known elements of dance improvisation, movement design, choreographic structure and production fundamentals of dance at the intermediate/advanced level. |
| DANC G231 | cSLO 2 | Choreograph solo and group compositions, class activities as assigned, improvisations, movement studies while demonstrating a working knowledge of staging, lighting and preparing choreography for performance at the intermediate/advanced level. |
| DANC G231 | cSLO 3 | Explain and demonstrate choreography and movement vocabulary at an intermediate/advanced level. |
| DANC G250 | cSLO 2 | Perform a dance incorporating "performance quality material" |
| DANC G251 | cSLO 1 | Create and supervise a fully realized live dance concert in a studio setting that utilizes technical elements, stage flooring, backdrops, special effects and costume changes at an intermediate/advanced level. |
| DANC G251 | cSLO 2 | Prepare, create and perform a dance composition from beginning to performance/production with an awareness of stage space and its relation to the choreography and the audience at an intermediate/advanced level. |
| DANC G261 | cSLO 1 | Create a dance composition from inception through public performance at an intermediate/advanced level. |
| DANC G261 | cSLO 2 | Perform several complete dances in different styles and genres at an intermediate/advanced level. |
| DANC G261 | cSLO 3 | Design, construct and supervise musical accompaniment, costumes, makeup, stage scenery, props, special effects, lighting and other technical elements as required at an intermediate/advanced level. |
| DANC G261 | cSLO 4 | Coordinate with the instructor/director in the creative process of organizing and producing a dance concert at an intermediate/advanced level. |

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| DANC G100 | cSLO 1 | Fall 2015 | Since the majority of the students are understanding and demonstrating the rhythmic coordination with movement phrases required, the teaching methods are working at the correct level. The students with coordination problems and problems with hearing music, could be helped in various ways. They could seek tutoring and or further consultation with instructor. If students miss classes too often, then their skill level in counting and performing phrases is not as good due to the lack of practice and the repetitive practice. |
| DANC G100 | cSLO 1 | Spring 2017 | The students all did very well learning how to count various pieces of music. The accompanist gave the students various lessons on music for dance and how to identify patterns, cues and tempos. The concert piece for this class was four minutes in length and highly structured within the music. Most of the material learned in class was dependent on staying rhythmically accurate and choreographed to music. |
| DANC G100 | cSLO 1 | Spring 2017 | Of 9 students enrolled, 7 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: five (5) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate rhythmic movements accurately with the musical accompaniment at an appropriate level. |
| DANC G100 | cSLO 1 | Fall 2017 | Of 14 students enrolled, 8 completed the assessment. Seven (7) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data suggests that the students could successfully demonstrate rhythmic movements accurately with the musical accompaniment at an appropriate level. |
| DANC G100 | cSLO 2 | Spring 2016 | The student strived hard to develop their technique during the semester and received letter grades of A and B. This class was challenging for them as many did not speak English and struggled with hearing music correctly or understanding my verbal cues. The locomotor patterns or step combinations were kept simple in order to help them stay coordinated. |
| DANC G100 | cSLO 3 | Fall 2016 | At the end of the semester, all twelve beginning students were able to do the required modern steps with simple varied tempos/rhythms at a beginning level and progressing to an advanced-beginning level. Five students needed more individual help and practice. All twelve beginning students understood and demonstrated the required modern steps and short dance combinations from the semester. The teaching methods are working at the correct level. The beginning students benefited with exposure to the intermediate and advanced students as well as one-on-one help from the instructor. The students were able to have time to work on coordination skills. They could seek tutoring and or further consultation with the instructor and peers in class. Also, some beginning students missed several classes, which put them at a disadvantage as we progressively added on and learned new material each class. |
| DANC G100 | cSLO 3 | Spring 2018 | Of 12 students enrolled, 7 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill and six (6) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully demonstrate improved alignment, balance, coordination, strength, flexibility and endurance at an appropriate level. |
| DANC G101 | cSLO 2 | Fall 2015 | Of the 30 students enrolled, 5 completed the survey for assessment and directly assessed this SLO. Three (3) students felt they had great improvement, |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|---|
| | | | understood and could demonstrate their understanding of dance vocabulary; and two (2) students felt they had mastered the skill, understood completely and would have no problems demonstrating demonstrate their understanding of dance vocabulary. |
| DANC G101 | cSLO 3 | Fall 2017 | Of 25 students enrolled, 9 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill; and seven (7) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully delineate dance styles and techniques. at an appropriate level. |
| DANC G101 | cSLO 5 | Fall 2016 | Sixteen students took the survey to assess this SLO. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill; twelve (12) students felt they had great improvement, understood and could demonstrate this skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students successfully understood how to translate appreciation of dance as an art form. Students successfully reached the expected student learning outcome for this course. |
| DANC G101 | cSLO 6 | Spring 2018 | Of 30 students enrolled, 8 completed the assessment. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill: six (6) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully identify historical dance contributions and influences at an appropriate level. |
| DANC G105 | cSLO 1 | Fall 2015 | Since the students are understanding and demonstrating their stretching and strength exercises and are able to evaluate their problem areas in class discussion, the teaching methods are working at the correct level. |
| DANC G105 | cSLO 1 | Spring 2017 | Of 16 students enrolled, 10 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: six (6) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully recall and perform appropriate stretching exercises at an appropriate level. |
| DANC G105 | cSLO 2 | Fall 2017 | Of 6 students enrolled, 4 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate improved body alignment, balance, strength and flexibility at an appropriate level. |
| DANC G105 | cSLO 3 | Spring 2018 | Of 9 students enrolled, 7 completed the assessment. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill: one (1) student felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate an understanding of basic nutrition information at an appropriate level. |
| DANC G106 | cSLO 1 | Fall 2015 | Since the majority of the students are understanding and demonstrating their stretching and strength exercises and are able to evaluate their problem areas in class discussion, the teaching methods are working at the correct level. |
| DANC G106 | cSLO 1 | Spring 2017 | Of 5 students enrolled, 3 completed the assessment. Three (3) students felt they had great improvement, understood and could demonstrate their skill. This data |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| | | | demonstrates that the students could successfully recall and perform appropriate stretching exercises at an appropriate level. |
| DANC G106 | cSLO 2 | Fall 2017 | Of 3 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate improved body alignment, balance, strength and flexibility at an appropriate level. |
| DANC G106 | cSLO 3 | Spring 2018 | Of 3 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate an understanding of basic nutrition information at an appropriate level. |
| DANC G108 | cSLO 1 | Fall 2017 | Of 6 students enrolled, 5 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill and four (4) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully explain and demonstrate Pilates principles, terminology and exercises at an intermediate/advanced level. |
| DANC G108 | cSLO 2 | Spring 2018 | Of 5 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully explain and demonstrate principles, terminology and exercise elements of ballet barre at an intermediate/advanced level. |
| DANC G112 | cSLO 1 | Spring 2016 | Of 16 students enrolled, 16 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: four (4) students felt they had great improvement, understood and could demonstrate their skill; and ten (10) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate the basic patterns of selected dances through dance participation at an appropriate level. |
| DANC G112 | cSLO 1 | Fall 2017 | Of 17 students enrolled, 13 completed the assessment. Eight (8) students felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that most of the students could successfully demonstrate the basic patterns of selected dances through dance participation at an appropriate level. |
| DANC G112 | cSLO 2 | Fall 2016 | Ten students completed the assessment. Six (6) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students successfully understood how to describe different styles and characteristics of dances at an appropriate introductory level. |
| DANC G112 | cSLO 2 | Spring 2018 | Of 7 students enrolled, 6 completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: three (3) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully describe different styles and characteristics of dances at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| DANC G112 | cSLO 3 | Spring 2017 | Eight (8) students completed the assessment. Five (5) students had some improvement and a better understanding but still had trouble demonstrating this skill: one (1) student felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that students could successfully describe and demonstrate varying styles and characteristics of select beginning level ballroom dances at an appropriate level. |
| DANC G113 | cSLO 1 | Fall 2017 | Of 4 students enrolled, 2 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that most of the students could successfully demonstrate the patterns of selected ballroom dances through dance participation at an appropriate level. |
| DANC G113 | cSLO 2 | Spring 2017 | Of 9 students enrolled, 9 completed the assessment survey. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill; four (4) students felt they had great improvement, understood and could demonstrate this skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the majority of students could successfully describe and demonstrate varying styles and characteristics of select beginning level ballroom dances at an acceptable level. |
| DANC G113 | cSLO 3 | Spring 2018 | Of 4 students enrolled, 3 completed the assessment. One (1) student had some improvement and a better understanding but still had trouble demonstrating this skill; one (1) student felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could describe and evaluate the role of ballroom dance in American culture with an emphasis on psychological and social concepts at an appropriate level. |
| DANC G115 | cSLO 1 | Fall 2015 | All eight of the beginning students understood and demonstrated the required tap steps and longer dance combinations accurately. This was successfully seen at their mid-term and final assessments. The teaching methods are working at the correct level. All eight beginning students were helpful with each other and worked effectively together. Two of the beginning students fell behind in class work at the beginning of the semester. They missed several classes or were tardy, which put them at a disadvantage as we progressively added on and learned new steps each class. The two students did catch up and learned the material by meeting outside of class with their classmates and practicing. |
| DANC G115 | cSLO 3 | Fall 2016 | Five (5) students completed the assessment. Four (4) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate a beginning knowledge of the various musical rhythms which would include the following time signatures - 3/4, 4/4, 6/8, 2/4, et al., at an appropriate level. |
| DANC G119 | cSLO 2 | Fall 2017 | Of 20 students enrolled, 13 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; one (1) student had some improvement and a better understanding but still had trouble demonstrating this skill: seven (7) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|---|
| DANC G119 | cSLO 3 | Spring 2018 | successfully demonstrate Hip Hop alignment, balance, coordination, strength, flexibility and endurance at a beginning/ intermediate level. Of 11 students enrolled, 7 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: three (3) students felt they had great improvement, understood and could demonstrate their skill; and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data suggests that the students could successfully demonstrate varied styles and characteristics of Hip Hop dances at a beginning/intermediate level. |
| DANC G120 | cSLO 1 | Fall 2015 | Since the students are understanding and demonstrating the ballet movement correctly and remembering the dance phrases, the teaching methods are working at the correct level. The student with the higher amount of absences is responsible for learning the phrases and exercises, but could have communicated better concerning the absences in case she was in need of assistance. |
| DANC G120 | cSLO 1 | Spring 2017 | As a result of these assessments, the students were better able to see their progress accurately and apply needed corrections effectively. Students who attended class regularly benefitted the most and the best results were seen through the mid-term and final. Students who missed class and some of the assessments, fell behind a bit when future testing was done. This form of assessment was very effective for the students and teacher evaluations throughout the semester. The students appreciated the feedback. |
| DANC G120 | cSLO 2 | Spring 2016 | The students who studied well for the terminology tests scored 90% and above which was 10 students. Two students received lower grades on the tests yet the writing of all 12 students was at a higher level. The tests are in French and for some students the language is difficult. |
| DANC G120 | cSLO 2 | Fall 2017 | Of 6 students enrolled, 5 completed the assessment. One (1) student felt they had little improvement and better understanding but could not actually do this skill; two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: and two (2) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully demonstrate beginning knowledge of ballet terminology, history, and styles in order to evaluate a concert experience at an appropriate level. |
| DANC G120 | cSLO 3 | Fall 2016 | All ten beginning students understood and demonstrated the required ballet steps and short dance combinations from the semester. The teaching methods are working at the correct level. The beginning students benefitted with more time at the end of classes and one-on-one attention with the instructor. The students were able to have time to work on coordination skills. They could seek tutoring and or further consultation with the instructor and peers in class. Also, some beginning students missed several classes, which put them at a disadvantage as we progressively added on and learned new material each class. However, the students that fell behind were able to catch up because of end of class work with the beginning level specifically. |
| DANC G125 | cSLO 1 | Spring 2017 | Of 5 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully perform required beginning jazz dance combinations at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| DANC G125 | cSLO 2 | Spring 2016 | All 7 of the students were able to hear and understand the counting of music in the dances correctly at a beginning level. They have a tendency to listen to words more than counting beats, which is an area they all need to continue to develop. |
| DANC G125 | cSLO 2 | Fall 2017 | Of 8 students enrolled, 4 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill and three (3) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully move rhythmically and relate movements to jazz and rock music selections at an appropriate level. |
| DANC G125 | cSLO 3 | Fall 2015 | Since the students are understanding and demonstrating the jazz dance combinations correctly at a beginning level plus their coordination and strength is improved, the teaching methods are working at the correct level. |
| DANC G125 | cSLO 3 | Fall 2016 | Of 6 students enrolled, 1 completed the assessment and indicated that they had some improvement and a better understanding but still had trouble demonstrating this skill. This data demonstrates that this student could successfully demonstrate improved coordination, endurance, strength, and flexibility at a beginning level. |
| DANC G125 | cSLO 3 | Spring 2018 | Of 11 students enrolled, 9 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill; five (5) student felt they had great improvement, understood and could demonstrate their skill; and three (3) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that most of the students could successfully demonstrate improved coordination, endurance, strength, and flexibility at a beginning level. |
| DANC G130 | cSLO 1 | Fall 2015 | Since the student understood and demonstrated the jazz dances correctly and heard the counts with the music, the teaching methods are working at the correct level. |
| DANC G130 | cSLO 1 | Spring 2017 | Of 3 students enrolled, 3 completed the assessment. One (1) student felt they had no improvement and did not yet understand how to demonstrate this skill; one (1) student felt they had little improvement and better understanding but could not actually do this skill and one (1) student had some improvement and a better understanding but still had trouble demonstrating this skill. This data demonstrates that the students could not consistently move rhythmically and relate to the specific style, time period, feeling and quality of varied musical selections at an appropriate level. |
| DANC G130 | cSLO 2 | Spring 2016 | The student has studied jazz dance and musical theatre dance for 2 years and has become very accomplished in executing movement and staying on count throughout the class and performances. He will need to continue working on his flexibility and strength to perform more difficult movement. |
| DANC G130 | cSLO 2 | Fall 2017 | Of 2 students enrolled, 2 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate improved co-ordination, strength, flexibility, and agility at an appropriate level. |
| DANC G130 | cSLO 3 | Fall 2016 | Of 4 students enrolled, 1 completed the assessment and indicated that they had some improvement and a better understanding but still had trouble demonstrating this skill. This data demonstrates that the students could successfully perform different styles of movement from different time periods in musical theater history at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|---|
| DANC G130 | cSLO 3 | Spring 2018 | Of 4 students enrolled, 4 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully perform different styles of movement from different time periods in musical theater history at an appropriate level. |
| DANC G145 | cSLO 1 | Fall 2015 | Since all 3 students are understanding and demonstrating the movement phrases and pushing their technique to be stronger and remembering to pay attention to music cues and counts, the teaching methods are working at the correct level. |
| DANC G145 | cSLO 1 | Spring 2017 | The students all did very well learning how to count various pieces of music. The accompanist gave the students various lessons on music for dance and how to identify patterns, cues and tempos. The concert piece for this class was highly structured within the music. Most of the material learned in class was dependent on staying rhythmically accurate and choreographed to music. One of my intermediate students stopped coming to class prior to the concert. |
| DANC G145 | cSLO 1 | Spring 2017 | Of 3 students enrolled, 2 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could move rhythmically and accurately to complex and varied musical accompaniment at an appropriate level. |
| DANC G145 | cSLO 2 | Fall 2017 | Of 1 student enrolled, 1 completed the assessment and felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully improve body alignment, balance, coordination, strength, flexibility, endurance, and movement memory at an intermediate level. |
| DANC G145 | cSLO 2 | Spring 2018 | Of 3 students enrolled, 2 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate improved body alignment, balance, coordination, strength, flexibility, endurance, and movement memory at an intermediate level. |
| DANC G145 | cSLO 3 | Fall 2016 | At the end of the semester, the intermediate student was able to do the required modern movements with varied tempos/rhythms at an intermediate to advanced level. The student understood and demonstrated the required movement steps and long dance combinations. The teaching methods are working at the correct level. The intermediate student was challenged at an appropriate level and encouraged to create complex short combinations for across the floor. |
| DANC G150 | cSLO 2 | Fall 2016 | Five (5) students completed the assessment. Two (2) students had some improvement and a better understanding but still had trouble demonstrating this skill: one (1) student felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data shows that the students could successfully demonstrate intermediate knowledge of rhythms and tempos by showing tap dance routines, using varied phrasing in different time signatures at an appropriate level. |
| DANC G155 | cSLO 1 | Fall 2015 | Since the students are understanding and demonstrating the barre patterns clearly and precisely, the teaching methods are working at the intermediate level. |
| DANC G155 | cSLO 1 | Fall 2016 | At the end of the semester, the intermediate students were able to do the required ballet steps and varied tempos/rhythms at an intermediate level. Only |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|---|
| | | | one or two students needed more individual help and practice. At the end of the semester, all intermediate students were able to do the required ballet steps with varying tempos/rhythms at an appropriate intermediate level and progressing to a high intermediate level. The majority of the students understood and demonstrated the required ballet steps and short dance combinations. The teaching methods are working at the correct level. The intermediate students benefited from working with peers in class. They were eager to challenge themselves with more advanced steps. They were also a good compliment and asset to the beginning students in class. |
| DANC G155 | cSLO 2 | Spring 2016 | The students strived hard to develop their technique during the semester and all received letter grades of A or B. They were consistent and improved over the 15 weeks and were given special performance opportunities because of their hard work. |
| DANC G155 | cSLO 2 | Fall 2017 | Of 4 students enrolled, 4 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill: two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully move with grace, strength, flexibility, and endurance at an intermediate level. |
| DANC G160 | cSLO 1 | Spring 2017 | Of 3 students enrolled, 2 completed the assessment. One (1) student felt they had no improvement and no understanding how to do this skill and one student (1) student felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that some students could perform required dance combinations at an appropriate level. |
| DANC G160 | cSLO 2 | Spring 2016 | The 2 students were able to hear and understand the counting of music in the dances correctly at a beginning level. They have a tendency to listen to words more than counting beats, which is an area they all need to continue to develop. |
| DANC G160 | cSLO 3 | Fall 2015 | Since the students are understanding and demonstrating the jazz dance combinations and short dances correctly and relating it well to music plus improving their overall technique, the teaching methods are working at the correct level. |
| DANC G200 | cSLO 1 | Spring 2017 | The advance dance material was more complex in movement, tempo and sequence. The advance dancer was given the responsibility of leading the beginning groups, dance captain on stage and collaboration in choreography. |
| DANC G200 | cSLO 2 | Spring 2016 | The student strived hard to develop her technique during the semester and received letter grades of A. She was overcoming a knee surgery and despite some delays with her recovery, she excelled. In order to challenge her at her level, I assigned her to learn a professional solo from video that I choreographed. This assignment really pushed her limits. |
| DANC G200 | cSLO 2 | Fall 2017 | Of 1 students enrolled, 1 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully perform the required advanced technique in locomotor activities at an appropriate level. |
| DANC G200 | cSLO 3 | Fall 2016 | At the end of the semester, the advanced student was able to do the required modern movements with varied tempos/rhythms at an advanced level. The student understood and demonstrated the required movement steps and long dance combinations. The teaching methods are working at the correct level. The advanced student was challenged at an appropriate level and encouraged to create complex short combinations for across the floor. |
| DANC G200 | cSLO 3 | Spring 2018 | Of 4 students enrolled, 4 completed the assessment. Four (4) students felt they had great improvement, understood and could demonstrate their skill. This data |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| DANC G212 | cSLO 2 | Fall 2017 | demonstrates that most of the students could successfully move rhythmically and accurately to complex and varied musical accompaniment at an advanced level. Of 9 students enrolled, 6 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and four (4) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that most of the students could successfully demonstrate varied styles and characteristics of ballroom dances at an appropriate level. |
| DANC G213 | cSLO 3 | Spring 2018 | Of 7 students enrolled, 6 completed the assessment. One (1) student felt they had great improvement, understood and could demonstrate their skill; and five (5) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully describe and evaluate the role of advanced level ballroom dance in American culture with an emphasis on psychological, physiological and social concepts at an appropriate level. |
| DANC G219 | cSLO 1 | Spring 2018 | Of 1 student enrolled, 1 completed the assessment and felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that this student could successfully demonstrate Hip Hop alignment, balance, coordination, strength, flexibility and endurance at an intermediate/advanced level. |
| DANC G220 | cSLO 2 | Fall 2015 | Since the students are understanding and demonstrating the execution of ballet technique, the teaching methods are working at the correct level. |
| DANC G220 | cSLO 2 | Spring 2016 | The student strived hard to develop her technique during the semester and received letter grades of A. She was overcoming a knee surgery and despite some delays with her recovery, she excelled. |
| DANC G220 | cSLO 2 | Fall 2017 | Of 3 students enrolled, 3 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that most of the students could successfully perform with clarity and precision advanced level barre work, centre practice, and adagio and allegro combinations at an appropriate level. |
| DANC G225 | cSLO 1 | Spring 2017 | Of 1 student enrolled, 1 completed the assessment. One (1) student felt they had some improvement and a better understanding but still had trouble demonstrating this skill. This data demonstrates that the student could successfully relate rhythmic intricacies and syncopations to music selections at an appropriate level. |
| DANC G225 | cSLO 2 | Fall 2015 | Since the 3 students are understanding and demonstrating the jazz dance combinations correctly and their technique is improved from the beginning of the semester, the teaching methods are working at the correct level. The 1 student with a lower technique level began dancing much later in life and could benefit from additional technique classes in ballet to enhance his jazz technique plus taking additional time outside of class to practice the dances. The 2 advanced dance students needed to concentrate more on their attendance and overall concentration in class to further their technique to a higher level. |
| DANC G225 | cSLO 2 | Spring 2016 | The students have studied jazz dance for over 2 years and have become very accomplished in executing movement and staying on count throughout the class and performances. They still need to continue working on strength and agility to perform more difficult movement. |
| DANC G225 | cSLO 2 | Fall 2017 | Of 3 students enrolled, 3 completed the assessment and felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that most of the students could improve coordination, endurance, strength, and stretch at an appropriate level. |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|---|
| DANC G225 | cSLO 3 | Spring 2018 | Of 5 students enrolled, 5 completed the assessment. Four (4) students felt they had great improvement, understood and could demonstrate their skill; and one (1) student felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully demonstrate various advanced jazz styles with appropriate control and phrasing at an advanced level. |
| DANC G230 | cSLO 1 | Fall 2015 | Since the students are understanding and performing their solo and group dances, the teaching methods are working at the correct level. The technical levels of the 7 students varied with years of experience, yet they all worked hard to accomplish an understanding and demonstration through improvisation and composition the various dance elements. They all need to strive to keep up their individual technique as well during a composition class by taking other technique classes like ballet, jazz and modern to perform their choreography at a higher level. |
| DANC G230 | cSLO 1 | Fall 2016 | At the end of the semester, all five choreography students were able to effectively demonstrate dance theories and elements in improvisation and choreography. They were able to develop their own movement aesthetic and self-evaluate their developed class work exercises clearly. All five choreography students understood and demonstrated clear skills with improvisation and composition for dance. The teaching methods are working at the correct level. The choreography students benefited with working closely with their peers and reflecting on feedback from the instructor. Students used corrections, encouragement and constructive criticism effectively. |
| DANC G230 | cSLO 2 | Spring 2018 | Of 5 students enrolled, 4 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully choreograph movement to perform alone and for other performers at an appropriate level. The students learned and performed choreography from several dance pieces in class. They also choreographed their own pieces to be shown in the semester dance concert on stage. Each student was able to watch and critique other dance pieces as well as have their own critiqued during class to help refine and prepare for the concert. |
| DANC G235 | cSLO 1 | Spring 2017 | Of 6 students enrolled, 4 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully perform a new or previously choreographed work of faculty choreography at an appropriate level. |
| DANC G235 | cSLO 2 | Spring 2016 | The students strived hard to develop their technique, performance qualities and musicality during the semester and received letter grades of A and B. This class was challenging for them as they had to learn about 5 different dances from various choreographers. As long as they were consistent with attendance and practiced outside of class, they were successful and each student seemed to do that. |
| DANC G235 | cSLO 2 | Spring 2018 | Of student enrolled, 1 completed the assessment and felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that most of the students could successfully show an awareness of the more advanced facets of dance performance such as phrasing, quality variation, focus, energy flow and facial and total body expression at an appropriate level. The student learned and performed choreography from five various dance pieces in class. The student performed these dances in the semester dance concert on stage. This allowed the student to use their technique |

| Course Name | cSLO | Semester Assessed | cSLO Data Evaluation |
|-------------|--------|-------------------|--|
| DANC G245 | cSLO 1 | Spring 2017 | and performance training from class to express themselves with differing qualities, energies, focus and flow according to each dance. Of 4 students enrolled, 4 completed the assessment. Two (2) students felt they had great improvement, understood and could demonstrate their skill; and two (2) students felt they mastered the skill, understood completely and had no trouble demonstrating their knowledge. This data demonstrates that the students could successfully perform several complete dances in different styles at an appropriate level. |
| DANC G245 | cSLO 2 | Spring 2016 | 60605 |
| DANC G245 | cSLO 3 | Spring 2018 | Four of the five students successfully completed the outcome of a completed dance work. One student, because of absences, was unable to complete their work by the set deadline of the show week. This data suggests that the students could successfully demonstrate an understanding of the process of creating a finished product from beginning to end at an appropriate level. |
| DANC G250 | cSLO 1 | Fall 2016 | At the end of the semester, the production students were able to effectively demonstrate a clear understanding of the behind-the-scenes of a studio dance production. The students were able to choreograph their own dance, perform in other student works, as well as set lighting and create costuming for their own dance work. The studio production/performance students understood and demonstrated clear skills with composition for dance, learning other peer dances quickly, and lighting design skills for the studio dance space. The teaching methods are working at the correct level. The students benefited with working closely with their peers and reflecting on feedback from the instructor. |
| DANC G250 | cSLO 3 | Fall 2015 | Since the students are understanding and demonstrating the compositions, the teaching methods are working at the correct level. The student could prepare his compositions with more technical precision and practice his movement memory which would demonstrate more development in his choreographic work. Many of his compositions were too similar in style and intent, thereby making this evaluation challenging for this student to open his scope of artistry to include a wider range of dance styles plus he needed more training in techniques for those styles by enrolling in ballet and modern. |
| DANC G260 | cSLO 1 | Spring 2016 | The students strived hard to develop their technique, performance qualities and musicality during the semester and received letter grades of A and B. This class was challenging for them as they had to learn about 5 different dances from various choreographers or in many cases they were the choreographers. As long as they were consistent with attendance and practiced outside of class, they were successful and each student seemed to do that. |
| DANC G260 | cSLO 2 | Spring 2017 | Of 5 students enrolled, 4 completed the assessment. All four (4) students felt they had great improvement, understood and could demonstrate their skill. This data demonstrates that the students could successfully perform several complete dances in different styles at an appropriate level. |
| DANC G260 | cSLO 3 | Spring 2018 | The one enrolled student successfully costumed the dance piece after researching online, through design books and discussions with the instructor. The student designed lights for their piece after working with the instructor on fundamental lighting concepts for concert dance as well as one-on-one guidance with a professional lighting designer for the semester dance show. This data suggests that the students could successfully design and construct costumes, props, and lighting for a dance piece at an appropriate level. |

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|--|
| DANC G100 | cSLO 1 | Fall 2015 | Tutoring on a one to one basis could be made available to the beginning dance students. It would help to have a student assistant in the class to help correct people as they moved in addition to the main instructor. |
| DANC G100 | cSLO 1 | Spring 2017 | According to the survey in class, the students have requested more use of recorded popular music. |
| DANC G100 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more differentiation between the multiple skill levels in the modern dance class and more assistance for beginning students. Faculty member will consider ways to better implement this suggestion. |
| DANC G100 | cSLO 1 | Fall 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the accompanist to regulate volume a bit more, and students wanted longer class sessions. Instructor will implement these suggestions as appropriate. |
| DANC G100 | cSLO 2 | Spring 2016 | According to the survey given in class, the students requested more time to spend working on the stage performance dances. Also, they wanted more individual criticism plus some more time spent on creative choreography. It would help to have an assistant with this class especially if they also spoke Vietnamese. |
| DANC G100 | cSLO 3 | Fall 2016 | Tutoring on a one-to-one basis could be made available to the beginning modern dance students. Also, it would be helpful to have students at each class meeting so they do not feel they are falling behind. It would also help to have a beginning/advanced- beginning modern class exclusively so the students can learn at a slower rate for learning and practicing purposes and for the instructor to help more one-to-one. |
| DANC G100 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more interaction between the professor and the students, and clearer instructions and explanations. Instructor will implement these suggestions as appropriate. |
| DANC G101 | cSLO 2 | Fall 2015 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested that instructor needed to post grades promptly in order to keep students aware of their success in the course. This option will be explored by the instructor who will implement changes to the course as deemed necessary or appropriate. |
| DANC G101 | cSLO 3 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted clearer instructions and directions for reports and papers and some videos and lessons on Hispanic and Latin Ballroom dance styles. Instructors will implement these suggestions as appropriate. |
| DANC G101 | cSLO 5 | Fall 2016 | Student's suggestions included consistent deadlines for reply and feedback from instructor, faster grading of assignments so students can better monitor their progress, more suggestions on what to view, and definition of terms and key words for non-dancers in particular. Instructor will consider some changes to the course as deemed necessary or appropriate. |
| DANC G101 | cSLO 6 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted clearer instructions and directions for reports and papers, and definition of terms and key words for non-dancers in particular. Instructor will implement these changes as appropriate. |
| DANC G105 | cSLO 1 | Fall 2015 | Tutoring on a one to one basis could be made available to the beginning students. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|--|
| DANC G105 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more variety in the exercises offered, different levels of intensity in the exercises, and guidelines or outlines so students could work on exercises at home. These options will be explored by the department and the instructor. |
| DANC G105 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the class sessions to last longer. Department and Instructor cannot extend the length of the course as currently written. |
| DANC G105 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted an easier way to make-up absences and a more rigorous workout for more advanced students. Instructor will implement these suggestions as appropriate. |
| DANC G106 | cSLO 1 | Fall 2015 | Only recommendation would be to continue to challenge the intermediate level conditioning students with more complex movement exercises. |
| DANC G106 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more exercises for stretching the back and less repetitive exercises. These options will be explored by the department and the new instructor. |
| DANC G106 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more similar classes offered. Department and instructor will not be adding additional classes of a similar nature but will encourage students to take all that are currently offered. |
| DANC G106 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more activity and more active exercises in the class beyond Pilates. Instructor will implement this suggestion as appropriate. |
| DANC G108 | cSLO 1 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted to be able to repeat the class instead of just taking it one time. Department and instructors cannot implement these suggestions but will remind students there are other similar classes they can take. |
| DANC G108 | cSLO 2 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted longer class sessions. Instructor cannot change the length of the class but will try to re-examine the class structure. |
| DANC G112 | cSLO 1 | Spring 2016 | Students indicated they wished to have additional opportunities to continue their study of ballroom dance. Department will be writing new curriculum to accommodate the student's requests for further learning opportunities in ballroom dance. |
| DANC G112 | cSLO 1 | Fall 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more practice time in the class and wanted the course to last an entire semester. the course will be 16-weeks beginning in Fall 2018. The other option will be explored by the instructor. |
| DANC G112 | cSLO 2 | Fall 2016 | Even though the students successfully reached the expected student learning outcome for this course, student survey suggested that student wanted to have some videos to watch in order to better learn their dance techniques. Additionally students would like the department to consider making the course a 16-week course. These options will be considered by the instructor and the department. |
| DANC G112 | cSLO 2 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to practice |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|---|
| | | | and wanted the course to run the entire semester. The course will be offered for 16-weeks beginning Fall 2018. Instructor will implement the other suggestion. |
| DANC G112 | cSLO 3 | Spring 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested that more one-on-one time with the instructor would be most beneficial. With one instructor and over 20 students, one-on-one time with the instructor will be limited. However, options will be explored by the instructor. |
| DANC G113 | cSLO 1 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to practice and wanted the course to run the entire semester. The course will be offered for 16-weeks beginning Fall 2018. Instructor will implement the other suggestion. |
| DANC G113 | cSLO 2 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the class to be a full semester course instead of just 8 weeks. This option will be explored by the department. |
| DANC G113 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted better music selections and wanted the course to run the entire semester. The course will be offered for 16-weeks beginning Fall 2018. Instructor will implement the other suggestion. |
| DANC G115 | cSLO 1 | Fall 2015 | The biggest change this semester, was having several of the beginning level students in this course entering as dance majors with other dance form experience. This enabled them to adapt and learn beginning level tap and progress to intermediate by the end of the semester. The student's prior knowledge of other techniques allowed them to integrate their abilities in dance to a new dance style effectively. This overall has strengthened their technique in all areas. |
| DANC G115 | cSLO 3 | Fall 2016 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time for repetition of dance combinations. This option will be explored by the department. |
| DANC G119 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more the class to include more styles within the Hip Hop genre such as whacking and voguing while others wanted more opportunities to freestyle in class. Instructors will implement these suggestions as appropriate. |
| DANC G119 | cSLO 3 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more skill building movement and more time to dance. Instructor will incorporate this suggestion as appropriate. |
| DANC G120 | cSLO 1 | Fall 2015 | We should have an assistant work more with all the students during class as a demonstrator or to give more hands on corrections. |
| DANC G120 | cSLO 1 | Spring 2017 | Because these movements assessments were effective, they will used continually for future SLOs. A video of movement practices will also be introduced for student self-assessment. The passing grades of the students on these movement evaluations were higher because of continual corrections and practice. |
| DANC G120 | cSLO 2 | Spring 2016 | According to the survey given in class, the students requested more time to spend working in the center and shorter ballet barre It was helpful to have an assistant in class to demonstrate or move through the class to correct people. The students saw that they grew in ability during the class and commented accordingly on their survey. |
| DANC G120 | cSLO 2 | Fall 2017 | Instructor provided frequent and small assessments and small chunks of terminology. Instructor used videos and discussions to assist in learning. Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more hands-on corrections from the instructor and wanted a separate class for each level. Instructor will implement these |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
|-------------|--------|-------------------|---|
| | | | suggestions as appropriate in order to have students be able to evaluate a live concert experience. |
| DANC G120 | cSLO 3 | Fall 2016 | Tutoring on a one-to-one basis could be made available to the beginning ballet dance students. Also, it would be helpful to have students at each class meeting so they do not feel they are falling behind. It would also help to have a beginning/advanced beginning ballet class exclusively so the students can learn at a slower rate for learning and practicing purposes and for the instructor to help more one-to-one. |
| DANC G125 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, according to the surveys, students wanted to separate the beginning students from other levels present in this dance class. Instructor will try to incorporate more individual time with beginning students. |
| DANC G125 | cSLO 2 | Spring 2016 | According to the survey given in class, students have asked that the warm up exercises be shortened so that they can spend more time learning and perfecting their performance dances. It would be helpful to have an assistant in class to demonstrate or move through the class to correct people. The students were able to accomplish their goals in the class according to their survey. |
| DANC G125 | cSLO 2 | Fall 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the class only for beginners and not mixed levels as currently scheduled. This option will be explored by the department. |
| DANC G125 | cSLO 3 | Fall 2015 | Only recommendation would be to send the students with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time. Another consideration would be to lower the grade or count tardies toward an absence if it is chronic through the semester. |
| DANC G125 | cSLO 3 | Fall 2016 | This student successfully reached the expected student learning outcome for this course. As indicated by the student survey, the instructor's ability to be inclusive of all levels of jazz dance was cited by the student as a huge positive aspect of the class. The instructor will continue to do so. |
| DANC G125 | cSLO 3 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more explanation of dance steps and wanted to be challenged more. Instructor will incorporate these suggestions as appropriate. |
| DANC G130 | cSLO 1 | Fall 2015 | Only recommendation would be to have an additional student assistant helping students during class time. |
| DANC G130 | cSLO 1 | Spring 2017 | Surveys indicated that students in this course felt they did not have enough exposure to musical theater dance. Instructor will endeavor to incorporate specific musical theater dance combinations and identify same when it is being taught. |
| DANC G130 | cSLO 2 | Spring 2016 | According to the survey given in class, the student recognizes his needs and identified the need to work harder on core strength. It would be helpful to have an assistant in class to demonstrate or move through the class to correct people. The student saw that he grew in ability during the class. |
| DANC G130 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more focus on jumps and turns. Students also wanted instructor to slow down a bit during the class so students could really understand what they are being asked to do. Instructors will implement these suggestions as appropriate. |
| DANC G130 | cSLO 3 | Fall 2016 | Even though this student successfully reached the expected student learning outcome for this course, the student survey suggested that the instructor's ability to include historical information while teaching was a huge asset. Instructor will continue to incorporate history in each class session. |
| DANC G130 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted various level students |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
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| | | | divided up between beginning and advanced class. Students expressed frustration with having to work below their ability to accommodate beginners. Instructor should discuss changing this with department chair and dean. |
| DANC G145 | cSLO 1 | Fall 2015 | Future planning for this course is to teach it as a separate course from combining it with the beginning level class. Thereby the movement patterns could be longer with more difficult music structures to further develop the musical ability of the intermediate level dance students and encourage further choreographic compositions. |
| DANC G145 | cSLO 1 | Spring 2017 | According to the survey in class, the students have requested more use of recorded popular music. Intermediate students want to be challenged with more complex movement and faster tempos. |
| DANC G145 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys wanted the instructor to incorporate more contemporary musical selections. Faculty member will consider adding contemporary musical selections as deemed appropriate. |
| DANC G145 | cSLO 2 | Fall 2017 | Even though the student successfully reached the expected student learning outcome for this course, student survey suggested student wanted more challenging movements introduced such as barrel turns and more exercises for flexibility. Instructors will implement these suggestions as appropriate. |
| DANC G145 | cSLO 2 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more challenges in learning different styles of dance. Instructor will implement this suggestion as appropriate. |
| DANC G145 | cSLO 3 | Fall 2016 | The intermediate student was eager to work on more advanced material in class and was challenged. Perhaps it would help to have an intermediate/advanced class so the students can learn at pace more accustomed to their quicker learning skills. |
| DANC G150 | cSLO 2 | Fall 2016 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the class to last a full 16-weeks and wanted more variety in tap routines. These options will be explored by the department. |
| DANC G155 | cSLO 1 | Fall 2015 | In the future we would like to separate the beginning from the intermediate/advanced ballet classes so they can move along faster and increase their ballet technique. Having either 2 teachers sharing the class or a strong student assistant could solve this problem. |
| DANC G155 | cSLO 1 | Fall 2016 | Tutoring on a one- to-one basis could be made available to the low intermediate ballet dance students. Intermediate students practicing with beginners in class proved helpful and satisfying for both parties. Additional work with the intermediate students on a one to one basis would prove helpful for the higher transition to the advanced ballet level. |
| DANC G155 | cSLO 2 | Spring 2016 | According to the survey given in class, the students requested more time to spend working in the center and more stretches on the floor and at the barre. Some requested more time learning the stage performance material. It was helpful to have an assistant in class to demonstrate or move through the class to correct people. The students saw that they grew in ability during the class and commented accordingly on their survey. |
| DANC G155 | cSLO 2 | Fall 2017 | Instructor had implemented more frequent and smaller assessments for student which allowed more time to review and refine movements while building endurance and performance qualities. Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested the students wanted more help learning terminology, individual lessons and longer class length. The instructor will implement these suggestions as appropriate. |

| Course Name | cSLO | Semester Assessed | cSLO Data Planning |
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| DANC G160 | cSLO 1 | Spring 2017 | Even though some students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more difficult dance assignments and more challenges. These options will be explored by the department and the faculty member. |
| DANC G160 | cSLO 2 | Spring 2016 | According to the survey given in class, students have asked that the warm up exercises be shortened so that they can spend more time learning and perfecting their performance dances. It would be helpful to have an assistant in class to demonstrate or move through the class to correct people. The students were able to accomplish their goals in the class according to their survey. |
| DANC G160 | cSLO 3 | Fall 2015 | For the future we need to develop this class with increased advertising so that more students can participate. Plus, this class is an intermediate class and needs to be taught in conjunction with intermediate/advanced jazz students and not with beginners. |
| DANC G200 | cSLO 1 | Spring 2017 | Separation of technique levels would be ideal. Having an assistant in class helping with corrections and demonstrations would help the more advance dancer. The ability to learn specific historical dance, pieces, work with master guest teachers, attend the American College Dance Festival and any other community resources would further the advance dancers interest and progress. |
| DANC G200 | cSLO 2 | Spring 2016 | According to the survey given in class, this student requested more time to spend working in the center and more challenging steps. It was difficult to do at times because there were so many beginning students requiring so much help because the Advanced class was combined with a beginning class. I would like to have spent more time critiquing her movement and bringing her to a higher level. |
| DANC G200 | cSLO 2 | Fall 2017 | Even though the student successfully reached the expected student learning outcome for this course, student surveys suggested the student wanted more challenging movement such as turns and wanted jazz technique. Instructor will implement these suggestions as appropriate. |
| DANC G200 | cSLO 3 | Fall 2016 | The advanced student was patient with working with a mixed level class, beginning through advanced. Perhaps it would help to have an intermediate/advanced class so the students can learn at pace more accustomed to their quicker learning skills. |
| DANC G200 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted slightly less warm up time in the class. Instructor will implement this suggestion as appropriate. |
| DANC G212 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to practice and wanted the course to run the entire semester. The course will be offered for 16-weeks beginning Fall 2018. Instructor will implement the other suggestion. |
| DANC G213 | cSLO 3 | Spring 2018 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to practice, separate classes for more advanced students and wanted the course to run the entire semester. The course will be offered for 16-weeks beginning Fall 2018. Instructor will implement the other suggestion. |
| DANC G219 | cSLO 1 | Spring 2018 | Even though student successfully reached the expected student learning outcome for this course, student surveys suggested student wanted more skill building movement and more time to dance. Instructor will incorporate this suggestion as appropriate. |
| DANC G220 | cSLO 2 | Fall 2015 | The only recommendation would be to have the intermediate and advanced students of ballet given more individual instruction through a teaching assistant in addition to the main instructor, which is one method we tried this semester, which helped the student. |
| DANC G220 | cSLO 2 | Spring 2016 | According to the survey given in class, this student requested more time to spend working in the center and more challenging steps. It was difficult to do at times because there were so many beginning students requiring so much help because the |

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| | | | Advanced class was combined with beginning and intermediate classes. It was helpful to have an assistant in class to demonstrate or move through the class to correct people. |
| DANC G220 | cSLO 2 | Fall 2017 | Instructor provided more frequent and smaller assessments. Students did well focusing on one variation of movement at a time. Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted longer class times, more hand-on corrections and classes 3-days a week. Instructor will implement these suggestions as appropriate. |
| DANC G225 | cSLO 1 | Spring 2017 | Even though the student successfully reached the expected student learning outcome for this course, the instructor plans to find ways to make the course more challenging for advanced students. |
| DANC G225 | cSLO 2 | Fall 2015 | Only recommendation would be to require more outside practice time or to have an additional student assistant helping those students during class time. |
| DANC G225 | cSLO 2 | Spring 2016 | According to the survey given in class, the students requested more challenging movement combinations, but due to the fact that the class is joined with lower level jazz classes, that is difficult to do. We need to separate our intermediate advanced students from beginners to push them harder. It would be helpful to have an assistant in class to demonstrate or move through the class to correct people. The students saw that they grew in ability during the class. |
| DANC G225 | cSLO 2 | Fall 2017 | Even though students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the advanced class to only have advanced level dancers in it. Also, students suggested having a final performance for advanced dancers only. Instructors will implement these suggestions as appropriate or feasible. |
| DANC G225 | cSLO 3 | Spring 2018 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted levels in the class separated as they felt unchallenged and hoped to receive more challenges appropriate to their advanced level. Instructor will incorporate these suggestions as appropriate. |
| DANC G230 | cSLO 1 | Fall 2015 | Only recommendation given in prior evaluations was to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class. We did audition this semester and the students without previous training were not able to stay in the class. |
| DANC G230 | cSLO 1 | Fall 2016 | It would be helpful to have students at each class meeting so they do not feel they are falling behind. It proved difficult to proceed with partner work when not all were in attendance. However, the students were pro-active in working outside of class time to learn the material from their absence in order to stay on track for the next class meeting. |
| DANC G230 | cSLO 2 | Spring 2018 | One-on-one work with the instructor each class proved beneficial when weekly assessments of movement progress was evaluated. Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted more time to choreograph and more time learning how to do so. Instructor will incorporate these suggestion as appropriate. |
| DANC G235 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted stricter adherence to a set rehearsal schedule, more dances to work on and more work with their peers. These suggestions will be explored by the department and the new instructors. |
| DANC G235 | cSLO 2 | Spring 2016 | Overall this class and their comments about the class were that they enjoyed the class and felt they grew as a performer. Each student had certain challenges with various choreographers, but they learned to meet them. There are always various levels in a performance class and each grows according to their efforts. |

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| DANC G235 | cSLO 2 | Spring 2018 | Even though student successfully reached the expected student learning outcome for this course, student survey suggested student wanted more time to work on performance skills. The student auditioned and learned several dance styles for each choreographer. Each dance piece required different demands physically and emotionally which the student was able to handle in the short time span of this semester. The student successfully performed in a dress rehearsal and two shows. |
| DANC G245 | cSLO 1 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted stricter adherence to rehearsal schedule, rehearsal schedule being posted and more structure in general surrounding this course. These suggestions will be explored by the department and the new instructors. |
| DANC G245 | cSLO 2 | Spring 2016 | Overall this class and their comments about the class were that they enjoyed the class and felt they grew as a performer. Each student had certain challenges with various choreographers, but they learned to meet them. Not everyone in the class completed their written assignment of a Self-Evaluation, which revealed more about their personal challenges and accomplishments in the performance. |
| DANC G245 | cSLO 3 | Spring 2018 | Most students successfully reached the expected student learning outcome for this course. Planning was successful. The students had set rehearsal times and set "showings" of their dance pieces within the semester to make sure they stayed on task in a timely manner. This also allowed time for the instructor to work with the students one-on-one to develop the intent and ideas of each dance work with the student. Students also kept detailed journals of their choreography process for reference. |
| DANC G250 | cSLO 1 | Fall 2016 | It would be helpful to have students at each class meeting so they do not feel they are falling behind. It proved difficult occasionally to proceed with work when not all were in attendance. However, the students were pro-active in working outside of class time to learn the material from their absence in order to stay on track for the next class meeting. |
| DANC G250 | cSLO 3 | Fall 2015 | The best recommendation has been to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class. |
| DANC G260 | cSLO 1 | Spring 2016 | Overall this class and their comments about the class were that they enjoyed the class and felt they grew as a performer. Each student had certain challenges with various choreographers, but they learned to meet them. Not everyone in the class completed their written assignment of a Self-Evaluation, which revealed more about their personal challenges and accomplishments in the performance. |
| DANC G260 | cSLO 2 | Spring 2017 | Even though most students successfully reached the expected student learning outcome for this course, student surveys suggested students wanted the class scheduled in mid-day and better time management from the instructor. These adjustments will be explored by the department and the new instructors. |
| DANC G260 | cSLO 3 | Spring 2018 | Costuming research and discussions with the instructor on an on-going basis proved useful throughout the semester. Several lighting lectures from the instructor and hands-on experience in the theater were a success for the student. The student understands and is now able to work with a professional lighting designer and communicate, with correct terminology, what they want to achieve visually and artistically for their dance piece. |