

ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: DANCE

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

College: NORCO COLLEGE

Contact Person: Dr. Dominique Hitchcock

Due: May 16, 2011

Please send an electronic copy to your Vice President:

Moreno Valley: Lisa.conyers@rcc.edu

Norco: Diane.dieckmeyer@rcc.edu

Riverside: Patrick.schwerdtfeger@rcc.edu and to
Ron.vito@rcc.edu if you are CTE

and send a copy to Mark.knight@rcc.edu for posting to the web*



Form Last Revised: December 2010

Riverside Community College District
Office of Institutional Effectiveness

Web Resources: <http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm>

Annual Instructional Program Review Update

Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted or renewed every year by May 15th** (or the first working day following the 15th) in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

Extensive data sets have been distributed to all Department Chairs and are linked to the Program Review website (password 11111). Chairs have received training on the use of these data sets. Please consult with your Department Chair or Raj Bajaj for assistance interpreting the data relevant to your discipline. Note that you are only required to mention data relevant to your analysis or requests. Should you wish assistance with research *analysis* please fill out the form at <http://academic.rcc.edu/ir/requestform.html> and you will be contacted to schedule a time to discuss analysis of your data. You may also request a labor market analysis using this form.

The questions on the subsequent pages are intended to assist you in planning for your unit. **If there is no change from your prior report, you may simply resubmit the information in that report (or any portion that remains constant) from the prior year.**

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, college, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

If you cannot identify in which category your request belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Moreno Valley:	Claude Martinez,	951-571-6341
Norco:	Curt Mitchell,	951-372-7157
Riverside:	Norm Godin,	951-222-8307

I. Annual Program Review Update

Unit: DANCE
College: NORCO COLLEGE
Contact Person: Dr. Dominique Hitchcock
Date: May 16, 2011

Trends and Relevant Data

1. Has there been any change in the status of your unit? (if not, skip to #2)
 - a. Has your unit shifted departments? **NO**
 - b. Have any new certificates or complete programs been created by your unit? **NO**
 - c. Have activities in other units impacted your unit? For example, a new nursing program could cause greater demand for life science courses. **NO**
2. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If there are no *significant** changes in your unit's opinion, say "None" and skip to question #2.a. *Your unit may define "significant change" in this context for itself. If your unit thinks it's a "significant change" then for purposes of this review please note it.

Due to college wide section cuts, the number of section sin DAN went from 4 to 2 between 2009 and 2010. All section are still taught by adjunct faculty. Although we saw a drop in success and retention rates in Spring 2010, it was a significantly compensated by an increase in Fall 2010. Efficiency remains high.

SPRING 2009

Courses	FTES	FT Load	PT Load	WSCH	Efficiency
DAN 6		0.00	0.20	197.64	988.20
DAN D20		0.00	0.15	95.16	634.40
DAN D32		0.00	0.15	109.80	732.00
DAN D60		0.00	0.08	35.49	473.20

SPRING 2010

Courses	FTES	FT Load	PT Load	WSCH	Efficiency
DAN 6		0.00	0.20	157.38	786.90
DAN D32		0.00	0.15	124.44	829.60

FALL 2009

Courses	FTES	FT Load	PT Load	WSCH	Efficiency
DAN 6		0.00	0.20	197.64	988.20
DAN D20		0.00	0.15	125.06	833.73
DAN D32		0.00	0.15	161.04	1,073.60
DAN D60		0.00	0.08	109.80	732.00

FALL 2010

Courses	FTES	FT Load	PT Load	WSCH	Efficiency
DAN 6		0.00	0.20	128.44	642.20
DAN D32		0.00	0.15	121.68	811.20

	SPRING 2009	FALL 2009	SPRING 2010	FALL 2010
SUCCESS	85.50%	78.92%	80.52% - 4.98%	89.19% +10.27%
RETENTION	92.37%	86.75%	89.61% - 2.76	94.59% + 7.84%

2. a. What are your enrollment management goals? (examples: growth, stability, limits on enrollment, etc. – either for particular courses or for the unit)

If your goals necessitate resource changes make sure those needs are reflected in the applicable resource request sections.

Stability remains the goal for the time being, and soon as budget allows, a return to four sections per term.

3. What other annual goals, if any, does your unit have for 2010-2011 that are not covered in #2a above (please list the most important first). Please indicate if a goal is directly linked to goals in your comprehensive?

List the goals of your unit for 2010-2011	List activity(s) linked to the goal	Please check if goal is mentioned in comprehensive PR

**Your unit may need assistance to reach its goals. Financial resources should be listed on the subsequent forms. In addition you may need help from other units or Administrators. Please list that on the appropriate form below, or on the form for “other needs.”*

Annual Program Review Update

Unit: DANCE
College: NORCO COLLEGE
Contact Person: Dr. Dominique Hitchcock
Date: May 16, 2011

Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty and Staff Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)
Dance 6	0	1
Dance D2	0	1

5. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)¹

<p>List Staff Positions Needed for Academic Year 2011-2012 Please justify and explain each faculty request based on rubric criteria for your college. Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Annual TCP*</p>
<p>1. <u>Reason:</u></p>		
<p>2. <u>Reason:</u></p>	<p>N\</p>	
<p>3. <u>Reason:</u></p>		
<p>4. <u>Reason:</u></p>		
<p>5. <u>Reason:</u></p>		
<p>6. <u>Reason:</u></p>		

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position. Please complete this form for "New" Classified Staff only. All replacement staff must be filled per Article I, Section C of the California School Employees Association (CSEA) contract.

¹ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

6. Equipment (excluding technology) Needs Not Covered by Current Budget²

List Equipment or Equipment Repair Needed for Academic Year 2011 2012 Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
		Cost per item	Number Requested	Total Cost of Request
1. NA <u>Reason:</u>				
2. <u>Reason:</u>				
3. <u>Reason:</u>				
4. <u>Reason:</u>				
5. <u>Reason:</u>				
6. <u>Reason:</u>				

* Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).

Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).

** TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what your current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage.

² If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

7. Technology (Computers and equipment attached to them)++ Needs Not Covered by Current Budget: ³

NOTE: Technology: excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Submitted by: Dr. D. Hitchcock	Title: Associate Professor of Spanish & French AHWL Department Chair	Phone: 372-7066
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Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C) ?	Location (i.e Office, Classroom , etc.)	Is there existing Infrastructure ?	How many users served?	Has it been repaired frequently?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification	NA									
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your college Business Officer to obtain accurate cost estimates. Please be sure to check with your department chair to clarify what you current budget allotment are. If equipment needs are linked to a position please be sure to mention that linkage. Please speak with your Microsupport Computer Supervisor to obtain accurate cost estimates.

++Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.

Remember to keep in mind your college's prioritization rubrics when justifying your request.

³ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "justification" section of this form.

8. Facilities Needs Not Covered by Current Building or Remodeling Projects*⁴

<p align="center">List Facility Needs for Academic Year 2011 2012 (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.</p>	Annual TCO*
	Total Cost of Request
<u>Reason:</u>	
2. <u>Reason:</u>	
3. <u>Reason:</u>	
4. <u>Reason:</u>	
5. <u>Reason:</u>	
6. <u>Reason:</u>	

*Please contact your college VP of Business or your Director of Facilities, Operations and Maintenance to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages.

⁴ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

9. Professional or Organizational Development Needs Not Covered by Current Budget*⁵

List Professional Development Needs for Academic Year 2011 2012 . Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

⁵ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

10. Student Support Services (see definition below)** Services needed by your unit over and above what is currently provided by student services at your college. These needs will be communicated to Student Services at your college⁶

List Student Support Services Needs for Academic Year 2011 2012	
Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	
1.	<u>Reason:</u>
2.	<u>Reason:</u>
3.	<u>Reason:</u>
4.	<u>Reason:</u>
5.	<u>Reason:</u>
6.	<u>Reason:</u>

**Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

⁶ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

Unit Name: DANCE

11. Library Needs Not Covered by Current Library Holdings⁷ Needed by the Unit over and above what is currently provided. These needs will be communicated to the Library

<p style="text-align: center;">List Library Needs for Academic Year 2011 2012 Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Place items on list in order (rank) or importance.</p>
<p><u>Reason:</u></p>
<p>2. <u>Reason:</u></p>
<p>3. <u>Reason:</u></p>
<p>4. <u>Reason:</u></p>
<p>5. <u>Reason:</u></p>
<p>6. <u>Reason:</u></p>

⁷ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

12. Learning Support Center Services Not Covered by Current budget*.

<p align="center">List Learning Support Center Services Needs</p> <p>If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course. Place items on list in order (rank) or importance.</p>	<p align="center">Total Cost of Requests</p> <p align="center">If the cost is the responsibility of an administrative unit you do not need to list it here.</p>			
	Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
<p>1. NA <u>Reason:</u></p>				
<p>2. <u>Reason:</u></p>				
<p>3. <u>Reason:</u></p>				
<p>4. <u>Reason:</u></p>				
<p>5. <u>Reason:</u></p>				

*It is recommended that you speak with your college IMC and/or Lab Coordinators to see if your request can be met within the current budget and to get an estimated cost if new funding is needed.

13. OTHER NEEDS not covered by current budget⁸

<p>List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.</p>	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
<p>1. NA <u>Reason:</u></p>			
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <u>Reason:</u></p>			
<p>6. <u>Reason:</u></p>			

⁸ If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

14. **Long Term Planning Needs (2 – 5 years from now)**⁹ Be sure to reference your comprehensive review if it helps explain your needs.

<p>If your unit anticipates a significant* additional needs for personnel, equipment or facilities will occur two to five years from now please list those here*</p>			
	Fiscal Year Needed	Number Requested	Total Cost of Request
<p>1. NA <u>Reason:</u></p>			
<p>2. <u>Reason:</u></p>			
<p>3. <u>Reason:</u></p>			
<p>4. <u>Reason:</u></p>			
<p>5. <u>Reason:</u></p>			
<p>6. <u>Reason:</u></p>			

**Significant needs are generally those with annual costs over \$20,000. They may be the result, for example, of institutionalizing a grant, anticipated growth, or major equipment coming to the end of its life.*

⁹ If your assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the “reason” section of this form.

II. Annual Assessment Update

Annual Instructional Program Review Update

Outcomes Assessment

Directions: ACCJC standards require that RCCD faculty participate in ongoing and systematic efforts to assess courses, programs, and general education. Reports on specific assessment projects undertaken by individual faculty or groups of faculty in your discipline may be referenced here, but the primary purpose of this update is to provide an overview of your discipline's assessment activities (plans, data, responses to data, etc.) for the past year (spring 2010 – spring 2011) as well as your plans for assessing student learning in the coming year (spring 2011 – spring 2012). Your update will assist us in writing the comprehensive annual college-based assessment reports also required by ACCJC.

1. Looking specifically at spring 2010 and fall 2010, please indicate:
 - a. Which of your courses were assessed? **All sections offered (DAN 6; DAN D30; DAN D32; DAN D19). Please see appendices.**
 - b. What method(s) did you use to assess these courses? **Self-reported assessment questionnaire.**
 - c. Were assessments undertaken by individual faculty members for their own sections or did instructors of particular courses collaborate to assess the course as a whole? **Assessment was undertaken by the Dean of Student Success (please see appendices).**
 - d. What did you learn from these assessments? (To what extent, in other words, did students meet your benchmarks in achieving learning outcomes; where did you locate problem areas in need of improvement?) **Results were overall positive. However, a more specific and non self-reported assessment tool is necessary for a more realistic view and in order to make changes for improvement.**
 - e. To what extent, and how, do your assessment results support your resource requests? **NA**

2. Please describe your discipline's dialogue on assessment, specifically assessment results. Where would one find evidence of this discussion? **As the discipline has no full-time faculty representation at Norco College, the department might decide to connect Dance assessment to the Art GSLO assessment project. Discussion needs to be initiated.**
3. In the coming year, how do you plan to use assessment results to improve courses and/or programs?
Identify and implement a non self-reported assessment tool, possibly in coordination with RCC faculty in the discipline.
4. If your assessment results have implications beyond your discipline (e.g., for other disciplines, for Student Services, college-wide), please indicate what those implications are.
5. If you have been involved in program-level assessment this past year (CTE faculty in particular), please indicate: **NA**
 - a. What modifications (if any) you've made in your Program Learning Outcomes
 - b. What you learned from the process of mapping and aligning your PLOs with your course SLOs?
 - c. What method(s) you used to assess your PLOs?
 - d. What you learned from your program-level assessment work?
 - e. How you shared and discussed results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)?
 - f. Whether your assessment results have implications beyond your program (e.g., for other programs/disciplines, for Student Services, college-wide)?
 - g. To what extent, and how, assessment results support your resource requests.
6. Provide an overview of your discipline's assessment plans for spring 2011 – spring 2012. Which courses do you plan to assess; how do you expect to be involved in program or general education assessment?

No specific plans have been made at this point.

RCCD Student Learning Outcomes Assessment - Results

Department: Arts, Humanities, and World Languages

Term: Fall, 2009

Class Number: DAN 6

Class Title: Dance Appreciation

SLO Measured:

Upon successful completion of this course,

- o [SLO1] Define and demonstrate an understanding of art and aesthetics.
- o [SLO2] Create, compare, and revise a definition of dance.
- o [SLO3] Define and demonstrate an understanding of dance elements, genres, and terminology.
- o [SLO4] Compare and contrast the cultural and historical context of various ritual, recreational and theatrical dance performances.
- o [SLO5] Observe and analyze the various components of theatrical dance performance.
- o [SLO6] Develop a set of criteria for evaluation of theatrical dance performances.

Why I chose this SLO:

These are all of the learning outcomes for this course.

SLO Assessment Method:

This SLO has been assessed by means of a self reported gains assessment.

SLO Measurement Criteria:

Benchmark for this assessment was run in the Spring 2009 semester. At that time most students reported adequate to high achievement in all student learning outcomes; it is my expectation that will carry over into the current assessment period.

SLO Assessment Results:

Based on the data, 41 took the assessment. The average was 3.59, meaning that on average students responded between adequate and high achievement.

100% of the students reported having adequate or high achievement in their ability to

define and demonstrate an understanding of art and aesthetics.

97.6% of the students reported having adequate or high achievement in their ability to create, compare, and revise a definition of dance.

95.1% of the students reported having adequate or high achievement in their ability to define and demonstrate an understanding of dance elements, genres, and terminology.

97.6% of the students reported having adequate or high achievement in their ability to compare and contrast the cultural and historical context of various ritual, recreational and theatrical dance performances.

97.6 % of the students reported having adequate or high achievement in their ability to observe and analyze the various components of theatrical dance performance.

92.7% of the students reported having adequate or high achievement in their ability to develop a set of criteria for evaluation of theatrical dance performances.

Comparative Results:

	Spring 2009	Fall 2009	Change
Average [mean]	3.71	3.59	Decrease
SLO1	100%	100%	No Change
SLO2	100%	97.6%	Decrease
SLO3	97.4%	95.1%	Decrease
SLO4	100%	97.6%	Decrease
SLO5	100%	97.6%	Decrease
SLO6	100%	92.7%	Decrease

Changes due to Results:

More time is needed to analyze each question response to assess proper changes and account for cohort differences.

However, it was impressive to see most students reported having adequate or high achievement.

RCCD Student Learning Outcomes Assessment - Results

Department: Arts, Humanities, and World Languages

Term: Fall, 2009

Class Number: DAN D19

Class Title: Conditioning for Dance

SLO Measured:

Upon successful completion of this course,

- o Demonstrate and increase flexibility and range of motion
- o Demonstrate and increase muscular strength, body alignment, and balance
- o Practice basic movement skills, movement memory and coordination
- o Appraise their own cardiovascular and endurance levels
- o Apply the principles of strength, flexibility and body alignment in the development of a personal exercise program

Why I chose this SLO:

These are all of the learning outcomes for this course.

SLO Assessment Method:

This SLO has been assessed by means of a self reported gains assessment.

SLO Measurement Criteria:

Currently there is no benchmark for this SLO, so this activity will become the benchmark. However, it is my expectation that most students will respond with adequate or high achievement.

SLO Assessment Results:

Based on the data, 21 students took the assessment. The average was 3.18, meaning that on average students responded between adequate and high achievement.

95.3% of the students reported having adequate or high achievement in their ability to demonstrate and increase flexibility and range of motion.

85.7% of the students reported having adequate or high achievement in their ability to demonstrate and increase muscular strength, body alignment, and balance.

85.7% of the students reported having adequate or high achievement in their ability to practice basic movement skills, movement memory and coordination.

95.2% of the students reported having adequate or high achievement in their ability to appraise their own cardiovascular and endurance levels.

80.9% of the students reported having adequate or high achievement in their ability to apply the principles of strength, flexibility and body alignment in the development of a personal exercise program.

Changes due to Results:

More time is needed to analyze each question response to assess proper changes and account for cohort differences.

RCCD Student Learning Outcomes Assessment - Results

Department: Arts, Humanities, and World Languages

Term: Fall, 2009

Class Number: DAN D32

Class Title: Jazz, Beginning

SLO Measured:

Upon successful completion of this course,

- o [SLO1] Develop a progression of individual skills in jazz dance technique
- o [SLO2] Employ basic kinesiological principles for correct biomechanics in motion
- o [SLO3] Understand alignment, placement, centering, timing, rhythm and coordination
- o [SLO4] Identify and define basic jazz dance terminology
- o [SLO5] Recognize and demonstrate basic jazz dance movement vocabulary
- o [SLO6] Apply beginning jazz dance technique to short sequences and combinations
- o [SLO7] Identify the basic historical and cultural context of jazz dance as an art form

Why I chose this SLO:

These are all of the learning outcomes for this course.

SLO Assessment Method:

This SLO has been assessed by means of a self reported gains assessment.

SLO Measurement Criteria:

Benchmark for this assessment was run in the Spring 2009 semester. At that time most students reported adequate to high achievement in all student learning outcomes; it is my expectation that will carry over into the current assessment period.

SLO Assessment Results:

Based on the data, 20 students took the assessment. The average was 3.17, meaning that on average students responded between adequate and high achievement.

80% of the students reported having adequate or high achievement in their ability to develop a progression of individual skills in jazz dance technique.

85% of the students reported having adequate or high achievement in their ability to employ basic kinesiological principles for correct biomechanics in motion.

90% of the students reported having adequate or high achievement in their ability to understand alignment, placement, centering, timing, rhythm and coordination.

95% of the students reported having adequate or high achievement in their ability to identify and define basic jazz dance terminology.

90% of the students reported having adequate or high achievement in their ability to recognize and demonstrate basic jazz dance movement vocabulary.

85% of the students reported having adequate or high achievement in their ability to apply beginning jazz dance technique to short sequences and combinations.

45% of the students reported having adequate or high achievement in their ability to identify the basic historical and cultural context of jazz dance as an art form.

Comparative Results:

	Spring 2009	Fall 2009	Change
Average [mean]	3.38	3.17	Decrease
SLO1	94.7%	80%	Decrease
SLO2	94.7%	85%	Decrease
SLO3	100%	90%	Decrease
SLO4	94.7%	95%	No Change

SLO5	89.4%	90%	No Change
SLO6	100%	85%	Decrease
SLO7	89.4%	45%	Decrease

Changes due to Results:

More time is needed to analyze each question response to assess proper changes and account for cohort differences.

Data suggests the weakest SLO is[SLO7] identify the basic historical and cultural context of jazz dance as an art form with a 98.8% decrease in reported achievement (adequate or high) between the Spring and Fall 2009 semester. [Expert please speak to the significance of this change]

RCCD Student Learning Outcomes Assessment - Results

Department: Arts, Humanities, and World Languages

Term: Fall, 2009

Class Number: DAN D30

Class Title: Social Dance Styles

SLO Measured:

Upon successful completion of this course,

- o Understand basic social dance technique of one particular style
- o Demonstrate the movement skills, patterns, technique, and style of one social dance form
- o Demonstrate the movement skills, patterns, technique, and style of one social dance form
- o Create and demonstrate individual sequences and patterns from one particular social dance form
- o Create and demonstrate individual sequences and patterns from one particular social dance form

Why I chose this SLO:

These are all of the learning outcomes for this course.

SLO Assessment Method:

This SLO has been assessed by means of a self reported gains assessment.

SLO Measurement Criteria:

Currently there is no benchmark for this SLO, so this activity will become the benchmark. However, it is my expectation that most students will respond with adequate or high achievement.

SLO Assessment Results:

Based on the data, 33 students took the assessment. The average was 3.69, meaning that on average students responded between adequate and high achievement.

97% of the students reported having adequate or high achievement in their ability to understand basic social dance technique of one particular style.

100% of the students reported having adequate or high achievement in their ability to demonstrate the movement skills, patterns, technique, and style of one social dance form.

100% of the students reported having adequate or high achievement in their ability to demonstrate the movement skills, patterns, technique, and style of one social dance form.

97% of the students reported having adequate or high achievement in their ability to create and demonstrate individual sequences and patterns from one particular social dance form.

97% of the students reported having adequate or high achievement in their ability to create and demonstrate individual sequences and patterns from one particular social dance form.

Changes due to Results:

More time is needed to analyze each question response to assess proper changes and account for cohort differences.