

**Course Assessment Report**  
**Washtenaw Community College**

| Discipline                                 | Course Number   | Title                                      |
|--|-----------------|--|
| Dance                                      | 108             | DAN 108 04/26/2016-<br>Beginning Ballet II |
| Division                                   | Department      | Faculty Preparer                           |
| Humanities, Social and Behavioral Sciences | Performing Arts | Noonie Anderson                            |
| Date of Last Filed Assessment Report       |                 |  |

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Demonstrate basic and more complex positions and barre exercises.

- Assessment Plan
  - Assessment Tool: Video recording
  - Assessment Date: Winter 2012
  - Course section(s)/other population: all
  - Number students to be assessed: 50% of all students with a maximum of one section.
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of all students will score 72% or higher.
  - Who will score and analyze the data: Departmental faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|-----------------------------|-------------------------------|------------------------------|
| 2015                        |                               |                              |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 4                      | 2                      |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

DAN 107 and 108 are cross-listed courses. Two sections of the course were offered. I chose the section that I taught because of the alignment of the instruction with the rubric. My section is taught using classical music and vocabulary, the other section is taught using contemporary music.

The performance is not required because it is held outside of class time and does not fit with some student's schedules. In addition, some students in the introductory course do not feel prepared for public performance.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is only taught in a face-to-face mode. A video recording of the dancers who participated in the end of term performance was used to assess students.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given the opportunity to perform in an evening performance that was open to the public. During the performance, students must demonstrate the required foot positions and (barre) exercises. All participant were videotaped and their dance was reviewed against a departmentally-developed rubric.

Video of student performance was used for evaluation

Each student was evaluated on the Barre exercises on a scale of 1-4.

1= no attempt

2=adequate attempt

3=proficient

4= Superior

Each student was rated for each position.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

|  |
|--|
| Met Standard of Success: <u>Yes</u>  |
| 100% of the students score 70% or above. On the positions area of assessment, the student were highly successful, scoring an average of 95%. |
| The standard of success (70%) was met.   |

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

|   |
|---|
| The students scored very well in the 5 positions and Barre exercises, and demonstrated at or above the standard of success. |
|---|

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

|   |
|---|
| The only exercise/position where students didn't perform at the highest level was the fourth position. Even then, the students met the standard of success. We will continue to use the repetition of these positions and barre exercises as a learning tool. |
|---|

Outcome 2: Demonstrate basic and more complex floor exercises.

- Assessment Plan
    - Assessment Tool: Video recording
    - Assessment Date: Winter 2012
    - Course section(s)/other population: all
    - Number students to be assessed: 50% of all students with a maximum of one section.
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 70% of all students will score 72% or higher.
    - Who will score and analyze the data: Departmental faculty.
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|-----------------------------|-------------------------------|------------------------------|
| 2015                        |                               |                              |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|------------------------|------------------------|
| 4                      | 2                      |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Only 1 section of Dan 108, Ballet II, was assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Video recording of dancers.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Each student was evaluated on the basic and complex floor movements.

0= no attempt

1= adequate attempt

2= proficient

3 = Superior

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Results for complex floor movements - 100% of students scored above the 70% required success rate. The average score was 94%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to demonstrate floor exercises at a high level of accomplishment, especially the turning movements.

- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Again, the bigger movements were demonstrated at a higher level than some of the less grand movements, as suggested before. This may be due to the fact that they are more fun to do because of the challenging movement. We will continue to use repetition and critiques of each movement and give more emphasis and repetition to some of the simpler steps.

## II. Course Summary and Action Plans Based on Assessment Results

- Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Students are achieving the outcomes listed. Again, it was surprising that the more difficult movements and exercises were more accomplished than some of the simpler ones. As previously mentioned, this may be due to the fact that they are just more fun to do.

- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The information will be shared at a faculty meeting during curriculum discussions.

- Intended Change(s)

| Intended Change      | Description of the change | Rationale | Implementation Date |
|----------------------|---------------------------|-----------|---------------------|
| No changes intended. |                           |           |                     |

- Is there anything that you would like to mention that was not already captured?

5.

## III. Attached Files

[ballet rubric](#)

**Faculty/Preparer:** Noonie Anderson **Date:** 05/04/2016  
**Department Chair:** Noonie Anderson **Date:** 05/04/2016  
**Dean:** Kristin Good **Date:** 05/05/2016

**Assessment Committee Chair:** Michelle Garey **Date:** 08/23/2016

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: DAN 108  
 Course Title: Beginning Ballet II  
 Division/Department Codes: HSS/PAD/DAN
  
2. Semester assessment was conducted (check one):  
 Fall 2011  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): Departmentally prepared rubric
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed and the total number of students enrolled in the course.  
 4 assessed / 4 enrolled (crosslisted)
  
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
 Does not apply.
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)* Outcome #1 – Student demonstrates basic and more complex barre exercises. Outcome #2 - Student demonstrates basic and more complex floor exercises.
  
3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)* For Outcome #1 and #2, 70% of students must score 70% or higher on learning outcomes.
  
4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. ***In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*** Both outcomes were met at 100%.
  
5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*  
 Strengths: Students show competency in both outcomes at high level.  
 Weaknesses: Students did not demonstrate any major weakness in either of the outcomes.

*logged 3/2/12 sj*

COURSE ASSESSMENT REPORT

III. Changes influenced by assessment results

- 1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
3. What is the timeline for implementing these actions? Immediate changes can be applied to current semester course. Does not apply.

IV. Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. Very effective.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
3. Which outcomes from the master syllabus have been addressed in this report? All X Selected ?

X

Submitted by:

Print: Laurie (Noonie) Anderson Signature Laurie A. Anderson Date: 2/24/12
Print: [Signature] Signature Tracy Saffa Date: 2.24.12
Print: [Signature] Signature Bill Abernethy Date: FEB 29 2012

Please return completed form to the Office of Curriculum & Assessment, SC 247.