Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:
   TD 142A Beginning Jazz Dance

2. List all the Course SLOs from the Course Outline of Record:

   1. Demonstrate physical progress toward proper body alignment, strength, coordination, and rhythmic ability to execute the technical skills as listed in the course outline.
   2. Define and identify Jazz I level terminology.
   3. Evaluate their personal response to a jazz dance performance in terms of choreography, music, technical performance of dancers, and theatrical elements such as costumes, scenery, and lighting.
   4. Memorize and perform beginning level jazz choreography.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):
   I have had dialogue with colleagues that teach performance based classes, such as acting and music. We discussed how preparation and the effort put forth during preparation, are key to the success of the performance, so I included that necessity in the rubric for assessment. There was also discussion about evaluating a “demonstration” of a beginning student versus and intermediate, or advanced level student, so the rubric is different for intermediate and advanced level classes.

4. List the SLO(s) you are assessing in this particular instance:
   I am evaluating SLO #1

5. Describe the assessment strategy or tool that addresses the SLO(s):
   I created and implemented a rubric to assess performance based exams.
   Beginning level rubric consists of four criteria that total 10 points:
   1. Preparation/Effort = 3 points
   2. Memorization of Choreography = 3 points
   3. Performance Quality = 2 points
   4. Overall Improvement/Progress = 2 points
NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others.

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

When the student is evaluated on preparation and effort, I consider the amount of have participation and effort they have demonstrated in each class session. Typically, progress in physical condition and memorization of choreography is a direct result of class participation and effort.

For example, when the student is taught to do a pirouette, the first attempt is not always successful. After many attempts and corrections, it is typical that a student completes a single pirouette when enough attempts, with corrections, have been made. Therefore, the part of the rubric that required participation and effort is key.

7. By looking holistically at the results from all students, describe your findings:

I found the rubric very helpful in assessing the students, however, the result was enlightening. The assessment resulted in students receiving lower grades on their exams. Before I used the rubric, higher scores were more common (10/10). After I used the rubric, scores averaged lower at 8.

8. Describe faculty dialogue (if any) involved in the assessment process:

A fellow colleague inferred that the “progress” portion of this rubric might require some type of entry level exam to determine it fairly.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

I don’t plan to require an entry level exam to determine student progress by the first performance exam. I anticipate that there is some level of physical risk when a new student attempts skills without knowledge of proper techniques. I will continue to use my observation of the students learning and physical progress by the participation and effort they produce in preparation for the performance exam.
10. After the improvements are implemented, describe the results:

Creating a rubric for the performance exams identified and defined the criteria and requirements to the students. They were notified while preparing for the performance exams that a rubric would be used and could identify their individual weaknesses prior to the exam and allowed them to concentrate on the portion of the exam that needed the most work prior to the exam.