Course Assessment in a Box, Version II

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 #2

5. Describe the assessment strategy or tool that addresses the SLO(s):

   I created and implemented an exam to determine that the terminology has been learned and understood by each student.

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:

The vocabulary exam is extensive and includes applied terminology, in which the student must perform the step identified verbally by the instructor, or vice-versa, the instructor performs the step(s) and the student must write it down correctly.

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

After assessing this course last year and also conducting course review, it occurred to me that I hadn’t formally evaluated the knowledge of terminology by the student. I used it, asked them to use it, but focused more on their abilities and skills than I did the terminology we use.

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

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 will still conduct 3 midterm exams, however, only 2 of them will be performance exams. I will use the first exam of each semester to establish the knowledge and use of terminology.

10. After the improvements are implemented, describe the results:

By using a terminology exam as one of their 3 mid-terms, it focused the student, and me, more dramatically on the details of the performance because of the knowledge of terminology. For example, after the terminology exam, the student’s asked very detailed questions about my demonstration, “Is that on releve’ or plié?” “Do you want us to use pique’ into arabesque?” “Was that a pas de’ bourre’ or tombe’ pas de’ bourre’?”