COURSE ASSESSMENT IN A BOX

REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS

Please submit this document to your Dean when completed.

Revised May 2014

Assessment Data is from what semester? Spring and Fall 2014

Faculty Name(s): Janel Tomblin-Brown

1. Course Name and Number:

   Intermediate Tap Dance TD 143B

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

   1. Perform level II Tap choreography while demonstrating coordination, proper weight placement, and rhythmic ability.
   2. Define and identify Tap II terminology.
   3. Evaluate their personal response to a tap dance performance in terms of choreography, music, technical performance of dancers, and theatrical elements such as costumes, scenery, and lighting.

3. Specific Course SLO(s) assessed as part of this project:

   #1 Perform level II Tap choreography while demonstrating coordination, proper weight placement, and rhythmic ability.
   #2 Define and identify Tap II terminology

4. Is this course on GE Plan A? _____ Yes _____ No  (See Catalog pages 49-51 & page 55)

   If Yes, identify what area. (All GE course assessments count as GE assessments.)
   _____ Area I Natural Sciences
   _____ Area II Social and Behavioral Sciences
   _____ Area III Fine Arts/Humanities
   _____ Area IV Language and Rationality
   X   Area V Physical Education/Wellness
   _____ Area VI Intercultural/International Studies
   _____ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

   SLO#1 is assessed using a rubric:
   Memorization of Choreography=30%
   Quality of Performance=30%
   Skills Demonstration=20%
   Effort/Preparation=20%
   SLO #2 is assessed using a written exam and a practical exam.

6. Results and analysis of the data. (Attach any related documents at end of form.)
I found that when the students were informed of the rubric before their exam, they were able to define which part of their performance demanded the most attention. For example, some students had the choreography memorized, but had difficulty applying facial expression or attitude. So, these students focused more on performance quality while preparing for their exam.

I implemented a written exam to assess knowledge of terminology. I found that the timing of this exam has multiple affects. The sooner they were tested, the sooner they were forced to know the terms, therefore, the sooner they were able to apply them in tap dance and resulting in great progress. However, some became overwhelmed by the amount of terms in the exam and did not do well. By the end of the semester, after learning the content of the course, the students displayed a good knowledge and application of the terms.

7. What are you going to do based on the results of the data? (Any planned revisions?)

The rubric is working well to assess SLO#1.

To assess terminology, SLO#2, I’ve decided to divide the terminology exam into two sections. The written exam will be given toward the beginning of the semester and the practical exam will be given at the end. I believe this will rectify the terminology challenge, provide a better learning experience for the students, and a more reasonable expectation for me.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc