

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

Discipline	Course Number	Title
Dance	107	DAN 107 02/11/2016- Beginning Ballet I
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: Student demonstrates basic foot positions and basic barre exercises.

- Assessment Plan
  - Assessment Tool: Video recording of exercises
  - 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 students will score 70% 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
19	12

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.

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.

Each student was evaluated on the basic foot positions on a scale of 1-4 and the basic 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: Yes

Results for Positions - 75% of students scored above 72%, average class score was 76%.

Results for Barre exercises - 75% of students scored above 72%, average class score was 77%.

The standard of success is 70% of the students will score 70% or higher.

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

Outcome 1A - 5 foot positions

Position 1,2 & 3 showed the most success.

Outcome 1B - 10 Barre exercises showed that Plies, Piques, and Sou Sous were the most successful exercises at the barre.

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.

Students met the standard of success: the foot positions and exercises that scored the lowest are the more difficult movements that were evaluated. Will continue to use repetition of positions and exercises to reinforce muscle memory.

Outcome 2: Student demonstrates floor exercises.

- Assessment Plan
  - Assessment Tool: Video recording of exercises
  - 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 students will score 70% 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
19	12

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.

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.

Students rated on a scale of 1-4 on Floor exercises.

0= no attempt

1 = partial attempt

2= adequate attempt

3= proficient

4= 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

75% of all students scored above 72%. The average score was 75.5%.

The standard of success is 70% of the students will score 70% or higher.

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

The exercises that included turns demonstrated higher scores than the more stationary movements. This is interesting because they are more difficult movements. They are also the most fun to do.

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.

Adjustments will be made to emphasize and repeat the stationary movements more in class.

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

1. 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?

In general, the class is meeting the outcomes provided in the curriculum.

I was surprised that the turning floor movements were more successful than the stationary movements.

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

The work will be discussed in monthly faculty meeting curriculum updates.

3.

Intended Change(s)

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

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

5.

### III. Attached Files

[ballet1](#)

**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 107 Course Title: Beginning Ballet I Division/Department Codes: HSS/PAD/DAN
2. Semester assessment was conducted (check one): [X] 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): [X] Other (specify): Departmentally prepared rubric
4. Have these tools been used before? [ ] Yes [X] 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. 15 assessed / 15 enrolled
6. If all students were not assessed, describe how students were selected for the assessment. (Include your sampling method and rationale.) Randomly selected

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 foot positions and basic barre exercises. Outcome #2 - Student demonstrates 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. 100% of students scored 70% or better on both outcome #1 and outcome #2.
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 achieving stated outcomes.

X

COURSE ASSESSMENT REPORT

Weaknesses: Students had difficulty with position 4 in Outcome #1A. Students had difficulty with tour jetes in Outcome #2.

x

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. (If students met all expectations, describe your plan for continuous improvement.) Met expectations but will spend more time covering and demonstrating positions and step 5 listed in Section II #5.

x

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.

a. [ ] Outcomes/Assessments on the Master Syllabus Change/rationale:

b. [ ] Objectives/Evaluation on the Master Syllabus Change/rationale:

c. [ ] Course pre-requisites on the Master Syllabus Change/rationale:

d. [ ] 1st Day Handouts Change/rationale:

e. [ ] Course assignments Change/rationale:

f. [ ] Course materials (check all that apply) [ ] Textbook [ ] Handouts [ ] Other:

g. [ ] Instructional methods Change/rationale:

h. [ ] Individual lessons & activities

3. What is the timeline for implementing these actions? Immediate changes can be applied to current semester course. Immediately.

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 [ ]

If "All", provide the report date for the next full review: 2/24/12

If "Selected", provide the report date for remaining outcomes:

x

Submitted by:

Print: Laurie (Norma) Anderson Signature: Laurie Anderson Date: 2/24/12



**COURSE ASSESSMENT REPORT**

Faculty/Preparer

Print:

Tracey Daffie  
Department Chair

Signature

Tracey Daffie

Date:

2.24.12

Print:

[Signature]  
Dean/Administrator

Signature

Bill Abernethy

Date:

**FEB 29 2012**