

An entry level graduate with an Associate of Arts Degree in Dance from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Use ballet as a basis, with the addition of other dance forms, to demonstrate sufficient levels of technique and theory.	DAN 170, 171, 176, 177, 272, 273, 274, 275
2. Express knowledge of the importance of dance through history, in today's society, and in relation to the cultures of the world.	DAN 155, 157, 171, 177
3. Demonstrate an ability to choreograph using the rules and methods of dance composition and performance.	DAN 145, 241, 242
4. Demonstrate an ability to present fundamentals and theories of movement in one's chosen dance form in an anatomically artistic, and methodological way.	DAN 205, 207
5. Develop a project, research paper, or a choreographed composition demonstrating one's abilities in that area of choice (after deciding upon a focus or career goal in dance.)	DAN 205, 241, 242, 297

II. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated program learning outcome(s).

Course by course assessment is the primary means for monitoring student progress. Examples of course assessment activities include written tests covering dance vocabulary, book reviews and writing a critique of a performance video.

Performance is required every quarter for dance majors with the student's participation tailored to meet their specific interest in dance. For example, choreography, costumes, sets, flyers, etc., components of conducting a performance, are responsibilities shared among the students. Some students are assigned roles to be in charge but all must coordinate with each other to prepare for, arrange, and conduct a live performance.

Students are required to enroll in Ballet II for three quarters where the mastery of more difficult material is monitored each quarter.

Degree-seeking students are individually counseled on a regular basis to review their strengths and weaknesses and to explore opportunities for dance related work since very few become professional dancers.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

An individually structured, graded project is required in DAN 297, Special Topics. An example of an end-of-program project for a student interested in the performance aspect of dance would be to choreograph a dance that is over five minutes in length, teach it to other performers, and then perform it at a public show. Another example of a project would be a research paper that is related to the individual student's goal for his/her dance degree. Students who may be transferring to The Ohio State University might complete a project related to "lab notation" since that application is an important component in the dance degree at OSU. While a possibility, this option is not often exercised.

- III. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see II.b.)

Students perform very well on their projects in DAN 297.

Minimal results are available about graduates as very few students complete the two-year Degree in Dance. Approximately six have graduated over the last three years. Of those who complete the degree, they have done very well in their field. One is teaching, some manage dance studios and some transfer to four-year programs.

- IV. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The curriculum is being examined for course sequencing.

The dance curriculum has been consolidated to cover similar components at the four-year level. As a result students receive an overview of dance but not the depth covered at four-year institutions.

Using a portfolio as an assessment tool does not seem to work well. The project in DAN 297 has been designated as the major summative assessment means.

There is a desire and plan to do more productions including musical productions with dance, and there has been more performances recently than in the past. A second season will be introduced utilizing the Student Activity Center in building 8.

- V. **General Education:** A description of where and how within the major three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

Students practice writing skills by completing worksheets in every dance course, writing several book reviews, critiquing videos, and reviewing local performances.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Oral communication is reinforced through class discussions especially in DAN 155, Dance History, and DAN 157, Dance Appreciation.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are reinforced through courses in Dance composition, DAN 252, and required quarterly performances. No specific assessment tool is used although evaluation is limited to a few select faculty.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values are addressed with students through the practice of “decorum” and rules of etiquette associated with the dance world. Students also examine other cultures in Dance History, DAN 155.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-1998 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-1999 academic year.