

**DEPARTMENT REPORT
OF
PROGRAM LEARNING OUTCOMES ASSESSMENT**

Department: Theatre/Dance

Program (Degree): Dance

Type of Degree: AAS X AA AS ATS AIS

Chairperson: Kathleen Cleary Date: 6/8/05

Person(s) interviewed: Patricia Fox and Dawn Quigley

I. Program Curriculum: A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi*.

The outcomes and curriculum for dance are locally determined. The degree program was initiated in 1972 under the local influence from Dayton dancers such as Josephine Swartz and Jeralydne Blunden. Very few community colleges offer a dance degree; thus, a model curriculum is unavailable. The department reviews programs at four-year institutions at the national and local level for comparison. Other input comes from personal and professional contacts with dancers.

There is no licensing for dance instructors. The degree Sinclair provides is one of the few credentials for those who want to operate a dance studio.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

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 perform and choreograph using the rules and methods of dance composition and performance.	DAN 145, 178, 180, 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 204, 205, 206
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 204, 205, 206, 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 degree majors, certificate majors, and dance minors.

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 241 (Composition I) DAN 242 (Composition II), and DAN 145 (Dance Practicum). 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.

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

Minimal results are available about graduates as very few students complete the two-year Degree in Dance, but many do complete the certificate. Graduates have done very well in their fields, teaching, managing studios, performing, and/or transferring to four-year institutions.

- 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 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.

- 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), DAN 157 (Dance Appreciation), DAN 241 (Dance Composition I), DAN 242 (Dance Composition II), and DAN 145 (Dance Practicum).

- 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 241 and DAN 242) and required quarterly performances. Students are assessed through midterms, final exams, written reports, faculty adjudication of performance and choreography.

- 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 “dance decorum” and rules of etiquette associated with the dance world. Students also examine other cultures in DAN 155 (Dance History) and often in DAN 297 (Special Topics) such as the Middle Eastern Dance Class.