

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
DANC G135	cSLO 3	Demonstrate and improve ability to do rhythmic patterns and to improve rhythmic accuracy.
DANC G136	cSLO 1	Demonstrate steps of various dances taught
DANC G136	cSLO 2	Express in movement, the emotional feeling of the music.
DANC G136	cSLO 3	Demonstrate to ability to move to rhythmic patterns and to identify 11 rhythms: Baladi, Maksoum, Saidi, Masmoudi Kabeer, Fallahi, Malfuf, Ayoub, Khaleeji, Bolero, Chiftetelli and 9/8.
DANC G150	cSLO 1	Execute all intermediate tap patterns.
DANC G160	cSLO 3	Demonstrate improved co-ordination, strength, flexibility, and agility
DANC G200	cSLO 1	Recall and perform appropriate advanced warm-up exercises.
DANC G200	cSLO 2	Perform the required advanced technique in locomotor activities.
DANC G200	cSLO 3	Move rhythmically and accurately to complex and varied musical accompaniment at an advanced level.
DANC G215	cSLO 2	At an advanced level, move in many patterns while performing including straight, curved paths, and the combination of the two.
DANC G225	cSLO 2	Improve coordination, endurance, strength, and stretch at an advanced level.
DANC G230	cSLO 3	Explain the more advanced facets of dance performance.
DANC G235	cSLO 2	Show an awareness of the more advanced facets of dance performance such as phrasing, quality variation, focus, energy flow and facial and total body expression.
DANC G240	cSLO 1	Demonstrate advanced facets of dance performance such as phrasing, quality variation, focus, energy flow, and total body expression.
DANC G240	cSLO 2	Demonstrate several complete dances in different tap styles.
DANC G245	cSLO 2	Incorporate advanced facets of dance into his/her performances; including, phrasing, quality variation, focus, energy flow, and facial and total body expression.
DANC G245	cSLO 3	Demonstrate an understanding of the process of creating a finished product from beginning to end.
DANC G250	cSLO 3	Perform many styles of dance.
DANC G260	cSLO 2	Perform several complete dances in different styles.
DANC G260	cSLO 3	Design and construct costumes, props, and lighting.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
DANC G100	cSLO 2	2013 - 2014 (Spring 2014)	Tutoring on a one to one basis could be made available to the beginning dance students. Also, we could create some tutorials online to help them understand movement phrases. It would help to have a student assistant in the class to help correct people as they moved in addition to the main instructor.
DANC G100	cSLO 3	2014 - 2015 (Spring 2015)	Tutoring on a one to one basis could be made available to the beginning dance students. It would help to have a student assistant in the class to help correct people as they moved in addition to the main instructor.
DANC G100	cSLO 3	2013 - 2014 (Fall 2013)	Tutoring on a one to one basis could be made available to the beginning dance students. Also, we could create some tutorials online to help them understand movement phrases. It would help to have a student assistant in the class to help correct people as they moved in addition to the main instructor.
DANC G101	cSLO 3	2014 - 2015 (Fall 2014)	Student's suggestions included making sure they knew and understood dance terms earlier in the semester. As with all distance learning courses, instructor will implement changes to the course as deemed necessary or appropriate.
DANC G101	cSLO 5	2013 - 2014 (Spring 2014)	Student's suggestions included more frequent use of dance terms, faster computer to allow for better video presentations, more extra credit opportunities and more frequent testing. Instructor will consider some changes to the course as deemed necessary or appropriate.
DANC G101	cSLO 6	2014 - 2015 (Spring 2015)	As with all distance learning courses, instructor will implement changes to the course as deemed necessary or appropriate. However, few changes are planned to this course as students successfully reached the expected student learning outcome.
DANC G105	cSLO 2	2013 - 2014 (Fall 2013)	Tutoring on a one to one basis could be made available to the beginning students. It would help to have a student assistant in the class to help correct people as they moved in addition to the main instructor.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
DANC G105	cSLO 2	2014 - 2015 (Fall 2014)	Tutoring on a one to one basis could be made available to the beginning students. It would help to have a student assistant in the class to help correct people as they moved in addition to the main instructor.
DANC G105	cSLO 2	2013 - 2014 (Spring 2014)	Tutoring on a one to one basis could be made available to the beginning students. It would help to have a student assistant in the class to help correct people as they moved in addition to the main instructor.
DANC G105	cSLO 3	2014 - 2015 (Spring 2015)	Tutoring on a one to one basis could be made available to the beginning students. It would help to have a guest dietitian or nutritionist help the students with a guest presentation.
DANC G106	cSLO 2	2013 - 2014 (Fall 2013)	Only recommendation would be to continue to challenge the intermediate level conditioning students with more difficult balance exercises to continue their growth.
DANC G106	cSLO 2	2013 - 2014 (Spring 2014)	Only recommendation would be to continue to challenge the intermediate level conditioning students with more difficult strength exercises to continue their growth.
DANC G106	cSLO 3	2014 - 2015 (Spring 2015)	Only recommendation would be to continue to challenge the intermediate level conditioning students with a longer diet record or perhaps one early in the semester and another 3 day one at the end of the semester to watch for improvement.
DANC G115	cSLO 1	2014 - 2015 (Spring 2015)	Tutoring on a one-to-one basis could be made available to the beginning tap dance students. It would also help to have a beginning/advanced beginning tap class exclusively so the students new to tap can learn at a slower rate for practicing purposes and for the instructor to help the students individually with more time.
DANC G115	cSLO 2	2013 - 2014 (Fall 2013)	Tutoring on a one to one basis could be made available to the beginning tap dance students. Also, it would be helpful to have students at each class meeting so they do not feel they are falling behind. It would also help to have a beginning/advanced beginning tap class exclusively so the students can learn at a slower rate for practicing purposes and for the instructor to help more one to one.
DANC G115	cSLO 2	2013 - 2014 (Spring 2014)	Tutoring on a one to one basis could be made available to the beginning tap dance students. Also, it would be helpful to have students at each class meeting so they do not feel they are falling behind. It would also help to have a beginning/advanced beginning tap class exclusively so the students can learn at a slower rate for practicing purposes and for the instructor to help more one to one.
DANC G120	cSLO 1	2013 - 2014 (Spring 2014)	Only recommendation would be to send the students with problems to a tutor for the ballet class or to have an additional student assistant helping those students during class time.
DANC G120	cSLO 3	2014 - 2015 (Spring 2015)	Only recommendation would be to send the students with problems to a tutor for the ballet class. We should have the assistant also work more with all the students during class.
DANC G120	cSLO 3	2013 - 2014 (Fall 2013)	Only recommendation would be to send the students with problems to a tutor for the ballet class or to have an additional student assistant helping those students during class time.
DANC G120	cSLO 3	2014 - 2015 (Fall 2014)	Only recommendation would be to send the students with problems to a tutor for the ballet class. This semester we did have an additional student assistant helping those students during class time with their technique, and the results in technique were evident. We should have the assistant also work more with the students on the vocabulary.
DANC G125	cSLO 1	2013 - 2014 (Fall 2013)	Only recommendation would be to send the students with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time.
DANC G125	cSLO 1	2014 - 2015 (Fall 2014)	Only recommendation would be to send the students with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time.
DANC G125	cSLO 2	2014 - 2015 (Spring 2015)	Only recommendation would be to send the students with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time.
DANC G125	cSLO 2	2013 - 2014 (Spring 2014)	Only recommendation would be to send the students with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time.
DANC G130	cSLO 1	2013 - 2014 (Spring 2014)	Only recommendation would be to send the student with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time.
DANC G130	cSLO 2	2014 - 2015 (Spring 2015)	Only recommendation would be to send the student with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
DANC G130	cSLO 2	2013 - 2014 (Fall 2013)	Only recommendation would be to send the student with problems to a tutor for the jazz class or to have an additional student assistant helping those students during class time.
DANC G130	cSLO 3	2014 - 2015 (Fall 2014)	Only recommendation would be to have an additional student assistant helping the students during class time and to continue to expand on styles and periods of musical theater styles. The class meets with jazz dance class, so we have to work in multiple jazz styles and do not get the opportunity to do ballroom styles in musical theater.
DANC G145	cSLO 1	2013 - 2014 (Spring 2014)	Future planning for this course is to teach it as a separate course from combining it with the beginning level class. Thereby the movement patterns could be longer to further develop the rhythmic accuracy of the intermediate level dance students.
DANC G145	cSLO 2	2013 - 2014 (Fall 2013)	Future planning for this course is to teach it as a separate course from combining it with the beginning level class. Thereby the movement patterns could be longer to further develop the movement memory of the intermediate level dance students.
DANC G145	cSLO 3	2014 - 2015 (Spring 2015)	Future planning for this course is to teach it as a separate course from combining it with the beginning level class. Thereby the movement patterns could be longer to further develop the strength and flexibility of the intermediate level dance students and encourage further choreographic compositions.
DANC G150	cSLO 2	2013 - 2014 (Fall 2013)	Tutoring on a one to one basis could be made available to the low intermediate tap dance students. Also, it would be helpful to have students at each class meeting so they do not feel they are falling behind. Intermediate students practicing with beginners in class proved helpful and satisfying for both parties.
DANC G150	cSLO 2	2013 - 2014 (Spring 2014)	Tutoring on a one to one basis could be made available to the low intermediate tap dance students. Also, it would be helpful to have students at each class meeting so they do not feel they are falling behind. Intermediate students practicing with advanced in class proved helpful and satisfying for them.
DANC G150	cSLO 2	2014 - 2015 (Spring 2015)	I found that teaching more small combinations in varied tempos helped this level transition from beginning to intermediate for the students. Our longer combinations were successful because of the practice. I found the repeated absences, tardies, and early exits during class affected one intermediate students' development. It would be helpful to have students at each class meeting so they do not feel they are falling behind.
DANC G155	cSLO 1	2013 - 2014 (Fall 2013)	Only recommendation would be to send the students with problems to a tutor for the ballet class or to have an additional student assistant helping those students during class time.
DANC G155	cSLO 2	2014 - 2015 (Fall 2014)	Only recommendation would be to send the students with problems to a tutor for the ballet class or to have an additional student assistant helping those students during class time.
DANC G155	cSLO 3	2014 - 2015 (Spring 2015)	In the future we would like to separate the beginning from the intermediate/advanced ballet classes so they can move along faster and increase their ballet technique. Having either 2 teachers sharing the class or a strong student assistant could solve this problem.
DANC G155	cSLO 3	2013 - 2014 (Spring 2014)	Only recommendation would be to send the students with problems to a tutor for the ballet class or to have an additional student assistant helping those students during class time.
DANC G160	cSLO 1	2013 - 2014 (Fall 2013)	Only recommendation would be to send the students with problems to a tutor for the jazz class, require more outside practice time or to have an additional student assistant helping those students during class time.
DANC G160	cSLO 2	2014 - 2015 (Spring 2015)	For the future we need to develop this class with increased advertising so that more students can participate. Plus, this class is an intermediate class and needs to be taught in conjunction with intermediate/advanced jazz students and not with beginners.
DANC G160	cSLO 2	2013 - 2014 (Spring 2014)	It is difficult to suggest any changes except that the student could have informed the instructor if help was needed in the class, but she did not communicate that to the instructor.
DANC G215	cSLO 1	2014 - 2015 (Spring 2015)	The advanced students were excited to work on new material. Perhaps it would help to have an intermediate/advanced class so the students can learn at pace more accustomed to their quicker learning abilities.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
DANC G215	cSLO 3	2013 - 2014 (Fall 2013)	The advanced students were patient in working with a mixed level class, beginning through advanced. Perhaps it would help to have an intermediate/advanced class so the students can learn at pace more accustomed to their quicker learning patterns.
DANC G220	cSLO 1	2014 - 2015 (Spring 2015)	The only recommendation would be to have the intermediate and advanced students of ballet given more individual instruction through a teaching assistant in addition to the main instructor.
DANC G220	cSLO 2	2014 - 2015 (Fall 2014)	Only recommendation would be to send the student to work with a tutor for the ballet class.
DANC G220	cSLO 3	2013 - 2014 (Spring 2014)	Only recommendation would be to send the student with problems to a tutor for the ballet class or recommend the student to enroll in the beginning or intermediate level class.
DANC G225	cSLO 1	2014 - 2015 (Spring 2015)	Only recommendation would be to send the students with problems to a tutor for the jazz class, require more outside practice time or to have an additional student assistant helping those students during class time.
DANC G225	cSLO 3	2013 - 2014 (Spring 2014)	Only recommendation would be to send the students with problems to a tutor for the jazz class, require more outside practice time or to have an additional student assistant helping those students during class time.
DANC G225	cSLO 3	2014 - 2015 (Fall 2014)	Only recommendation would be to send the student with problems to a tutor for the jazz class, require more outside practice time or to have an additional student assistant helping that student during class time.
DANC G230	cSLO 1	2013 - 2014 (Fall 2013)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.
DANC G230	cSLO 2	2014 - 2015 (Fall 2014)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.
DANC G235	cSLO 1	2013 - 2014 (Spring 2014)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.
DANC G245	cSLO 1	2014 - 2015 (Spring 2015)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.
DANC G245	cSLO 1	2013 - 2014 (Spring 2014)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.
DANC G250	cSLO 1	2014 - 2015 (Fall 2014)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class in order to be performing with their peers on a similar training level.
DANC G250	cSLO 2	2013 - 2014 (Fall 2013)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.
DANC G260	cSLO 1	2014 - 2015 (Spring 2015)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.
DANC G260	cSLO 1	2013 - 2014 (Spring 2014)	Only recommendation would be to require an audition for this class so that students will take the class with the proper amount of dance training in order to be successful in the class.