

General Education

Course Reflection on Assessment Results

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Course: DANC 100 Introduction to Dance

Dean: Deborah Preston

Distribution Area: ARTS

Date: 4/20/17

PART I. UPDATE FROM PREVIOUS ASSESSMENT

Competency	Planned Actions from Previous General Education Assessment	Update on Planned Actions <i>(Please provide information on the implementation of the planned actions. If not implemented, please also discuss.)</i>
Critical Analysis and Reasoning	Previous assessment indicated that we need continued emphasis on this competency, especially on drawing conclusions. We decided that doing some shorter assignments dealing with different aspects of the assignment would prove helpful.	We have designed two to three short assignments, each focused on one part of the whole assignment: describing the dance, analyzing the components of the dance and their relationship to each other, and interpreting the dance, based on observation and analysis.
Information Literacy	Previous assessment indicated that we need to place more emphasis on this competency. Students need more direction in researching topics to improve motivation to find information from a variety of sources.	We have added a research requirement to the original assignment. This requires the student to cite sources appropriately using either MLA or APA style. The shorter assignments referenced above include instruction in how to apply the information they have gathered.

Technological Competence	Previous assessment indicates the need for continued requirements for use of technology as both research tool and presentation aid.	Assignments continue to require good organization, proper format, and appropriate use of technology to improve their written work
Arts and Awareness	Previous assessment showed an emphasis on dance as an art form mainly through critical analysis.	We developed a variety of assignments that integrate the academic and artistic aspects of dance., combining theory (writing) and practice (dancing)

PART II. CURRENT ASSESSMENT: REVIEW OF STRENGTHS, WEAKNESSES, AND PLANNED ACTIONS

COMPETENCY	STRENGTHS AND WEAKNESSES	PLANNED ACTIONS	CONTACT PERSON
General Education Competency <i>(Please list and discuss each competency assessed individually.)</i>	Based on the assessment findings, discuss any strengths and weakness related to student learning, pedagogies, curriculum design, etc.	What common course action (s) will be taken to improve student success in competency?	Contact person for Planned Actions
Critical Analysis and Reasoning	Data for this competency show 69% of students at the Proficient or Advanced level, just shy of the 70% benchmark. The strongest areas were Analysis and Evaluation, while the weakest area was in drawing conclusions. 29% of students were at the Novice level, not all that surprising since this is a first semester freshman level course. The data suggest that students know or can recognize the pieces but are weak in understanding the relationship of the pieces to each other and to the whole.	We have examined the current assignment to consider how to prepare students better to write a comprehensive paper. We will develop guided in-class assignments where students view dance, write what they observe, and then conduct discussions that will help them connect the various pieces of the dance to the critique guidelines.	Gail Minor-Smith

<p>Information Literacy</p>	<p>Data for this competency show 74% of students at the Proficient or Advanced level. The strongest area was user access, while the weakest area was evaluation of sources and ethics in their use. 23 % of students were at the Novice level. The data suggests that students must have explicit instruction and follow-up on research methods, the value of using more than one source, and the use of a style manual.</p>	<p>We have added a research component to the reading and journaling assignments in this class. We all plan to use the Princeton University OWL website as the standard for citation of sources, which will be required for such assignments.</p>	<p>Gail Minor-Smith</p>
<p>Technological Competency</p>	<p>Data for this competency show 71% of students the Proficient or Advanced level. The bulk of the students are at the Proficient level in determining what is being asked for this assignment in terms of subject matter, organization of paper, and technical concerns of presentation including grammar, mechanics, spelling, and general neatness. Students at the Novice level comprise 25% of the students in this class. Some students still do not understand that hand written papers are not acceptable.</p>	<p>All assignments are required to be typed, double-spaced, with correct grammar, spelling, and mechanics. These requirements are included in the grading rubric for each assignment.</p>	<p>Gail Minor-Smith</p>

Arts and Awareness	Data for this competency show 71% of students at the Proficient or Advance level. The strongest area is aesthetic judgment. The weak point for this competency is terminology. This suggests that more emphasis needs to be placed on vocabulary specific to dance as an art form. 22% are at the Novice level, suggesting that students have a rudimentary knowledge of dance and arts vocabulary that needs to be developed into an actual working vocabulary in class discussion.	We have determined several assignments that could include a movement section. Both written explanation and class discussion would require the use of appropriate language that is related to the act of dancing or making dances. We also have included references to other art forms that can be compared to the creative process of dance and can expand understanding of the role of arts in class and in the larger world. Such preparatory activities can help students to include them in their final gen ed assignment for this course.	Gail Minor-Smith
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ADDITIONAL COMMENTS

In our discussion, we examined each aspect of the critique assignment and its supporting in-class activities to see if they are relevant to the outcomes of the course. We agreed that the current assignment, a written critique, covers the competencies well, and that supplemental activities with an experiential component provide a broad understanding of dance as both an art form and a cultural form.

LIST OF FACULTY PARTICIPATING IN DISCUSSION

Gail Minor-Smith, Sandra Atkinson, Alice Howes, Lisa Traiger

Dean Approval

Submission Date
