General Education Annual Course Assessment Form

Course Number/Title: DANCE 102 / Dance in World Cultures    GE Area “V”

Results reported for AY 2014-2015    # of sections TWO    # of instructors ONE

Course Coordinator: Joan C. Walton    E-mail: jwalton@gmail.com OR Joan.Walton@sjsu.edu

Department Chair: Fred Cohen/Janet Averett    College: Humanities & Arts / School of Music & Dance

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
   SLO #1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S. (Assessed by essay question, Spring 2015)

   Other: Identify distinguishing features of a dance or dance event. (Assessed by formal paper: Dance Review, Fall 2014)

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   SLO#1: Out of the 89 students tested on this SLO in Spring 2015, 66% of the students earned a “C” grade or higher (75% or above) on this assignment. This result is slightly low.

   Other: Out of the 91 students tested on this SLO in Fall 2014, 93% of the students earned a “C” grade (75% or higher) on this formal paper. This is an excellent result.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

   To improve the results for SLO #1, a session on “How to Structure Your Essay” has been added to the lecture to prepare them for this assignment.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned? Aligned.
The School of Music & Dance teaches one course approved for Area V (DANC 102), one course approved for Area S (MUSC 120), and one course approved for Area C1 (MUSC 10A). Since these courses were first certified for GE, we have generally taught five sections of 10A, three sections of MUSC 120, and three sections of DANC 102 each semester. For many years DANC 102 regularly enrolled 50 students, and certain sections of MUSC 120 enrolled up to 60. More recently, the “super” section of MUSC 10A enrolled up to 150.

Reasons/justification for the teaching of DANC 102, MUSC 120 and MUSC 10A with enrollment of 50 or higher:

1. Musicology, dance history, and general music professors have long been expected to teach large lecture classes. As a consequence of the overall expectation for the SMD to deliver SFR, musicologists, dance historians, and general music professors at SJSU are accustomed to teaching classes of >50 and regularly reading essays and exams for such classes. The faculty who teach these courses at SJSU all have extensive teaching experience and, more specifically, extensive experience in teaching writing to large classes.

2. To ensure that all writing in GE classes receives appropriate attention, the School hires music MA students as graduate assistants (readers) for the “super” section of MUSC 10A, so that the professor has appropriate assistance. Application for these positions is competitive, and graduate assistants are trained by the individual instructor for whom they read. Moreover, professor's load is adjusted for year so as to have the “super” section only once and accounted for.

3. All courses listed here require two to three research papers, one or more midterms, a final, and periodic in-class quizzes. Faculty provide adequate feedback on student writing. Faculty take great care and pride, and work extremely hard to ensure that instruction in these classes is not compromised in these essential classes.

Thanks--

-Fred