



## Performing Arts and Social Justice Major

ASSESSMENT REPORT  
ACADEMIC YEAR 2018 – 2019  
REPORT DUE DATE: 12/02/2019

Email to submit the report: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu)

Important: Please write the name of your program or department in the subject line.

For example: FineArts\_Major (if you decide to submit a separate report for major and minor); FineArts\_Aggregate (when submitting an aggregate report)

### I. LOGISTICS & PROGRAM LEARNING OUTCOMES

1. *Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).*

Peter Novak, Chair, Performing Arts  
[peter.novak@usfca.edu](mailto:peter.novak@usfca.edu)

2. *Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.*

No.

Performing Arts & Social Justice Program Mission

Our Department offers the unique Performing Arts and Social Justice major, with concentrations in dance, music, and theater. The faculty and staff are committed to providing coursework, activities, and productions that acknowledge and study the performing arts' role as an agent of creative and social change. We strive to achieve academic and artistic excellence in the classroom, on stage, and in the community, offering students professional preparation for a variety of careers in the performing arts, as well as for further study, while working towards a more humane and just society.

3. *Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs. Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.*

No.

4. Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?

We assessed PLO #4: Articulate how the Performing Arts contribute to a humane and just society.

Program Learning Outcomes

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1. Analyze principles, works and methodologies in the Performing Arts within their socio-historical contexts.
2. Apply conceptual and technical skills to creative practices.
3. Apply Performing Arts research methodologies to scholarly work.
4. Articulate how the Performing Arts contribute to a humane and just society.

## II. METHODOLOGY

5. *Describe the methodology that you used to assess the PLO(s).*

**Important Note** – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

**Important:** *Please attach, at the end of this report, a copy of the rubric used for assessment.*

The Department gathered for a department meeting on October 28, 2019 to evaluate our seniors in PASJ 480: Senior Project with the specific goal to assess learning outcome #3 and to ensure that students could articulate theoretical and practical dimensions of “social justice” into their work. Our program assistant gathered two different sources of direct evidence 1) videos of each of the senior thesis projects (performances) and, 2) the senior thesis reflection papers for the 12 members of our graduating class. Five full-time faculty members, Byron Au Yong, Alexandra Amati, Peter Novak, Christine Young, and Megan Nicely, divided the work so that each student had three members assessing the performances and reflection papers. We are also including the exit interviews conducted with students at the end of their senior year as indirect evidence.

We used a rubric (included as an attachment at the end of this report) as our direct measurement; we all examined the work of one student in order to calibrate our assessment and then individually evaluated approximately 6 students each, ensuring that every student had at least three FT faculty assessing their work.

<b>Calibration:</b>							
<b>Student Name:</b>	<b>Sean Gonzalez</b>	<b>Sean Gonzalez</b>	<b>Sean Gonzalez</b>	<b>Sean Gonzalez</b>	<b>Sean Gonzalez</b>	<b>Average</b>	
RATER:	<b>Alexandra</b>	<b>Byron</b>	<b>Megan</b>	<b>Peter</b>	<b>Christine</b>		
Criteria A	4	4	3	3	3	3.40	
Criteria B	4	3	3	3	3	3.20	
Criteria C	3	3	3	3	3	3.00	

We share our mentorship of senior projects, and none of the faculty mentors assessed any of their mentees for this assessment. So, full-time faculty members who did not teach this course were the primary assessors of this outcome.

### III. RESULTS & MAJOR FINDINGS

#### 6. What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

Our rubric uses a 4-point scale (with level 3 "Meets Expectations" being the target), and describes three criteria: A) Defines social justice/injustice, B) Analyzes how artists, artistic works, or artistic processes related to social justice/injustice, and C) Applies content to self or the world, considering multiple perspectives (eg. ethical, social, political, historical) and why they matter.

A	B	C	D
	CRITERIA A	CRITERIA B	CRITERIA C
Student Initials	Defines social justice/injustice	Analyzes how artists, artistic works, or artistic processes related to social justice/injustice	Applies content to self or the world, considering multiple perspectives (eg. ethical, social, political, historical) and why they matter
SG	3.4	3.2	3
KR	3.3	3	3.3
KB	2.33	2.33	3.33
MM	2.33	2.33	2.67
JP	1.67	1.67	2.33
JC	2.33	2.33	3
RB	4	4	4
FF	4	3.67	3.67
JSdS	3.33	3.33	4
MF	4	3.67	4
KS	3	3	3.33
AM	1.33	1	2
<b>At or above threshold</b>	58%	58%	75%

Our results were disappointing, especially when considering that just or than half of our graduating seniors were able to define social justice/injustice. The same number was true for our second criteria. However, the was more hope for our third criteria where 75% of our students were able consider important concepts and why they matter.

Trends: We noticed that there seemed to be a trend with our graduating students over the past two years who create or perform final projects that don't implicitly or explicitly deal with issues of social justice that the students can easily discern for themselves, or make apparent to others.

## 2) Indirect Assessment: Exit Interviews

Experiences we provide that promote and support our program learning outcomes is different than how clear we make the link between the what and the why

It's clear that certain experiences have profound effect on the students, including their required SPINE course, Performing Art and Community Exchange. It's an extremely challenging course. Students also want more opportunities to make/create work themselves, which has been a challenge given the closure of Presentation Theater. At our department retreat this coming December, we will discuss alternate means of performance opportunities for students.

## IV. CLOSING THE LOOP

7. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

8. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2017-2018, submitted in October 2018)? How did you incorporate or address the suggestion(s) in this report?

#### ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here).

**PASJ PLO #4: Explain how the Performing Arts contribute to a humane and just society.**

<b>PASJ PLO #4 Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Needs Improvement (2)</b>	<b>Below Expectations (1)</b>
A. Defines social justice/injustice	Defines social justice/injustice with exceptional specificity and accuracy.	Defines social justice/injustice with specificity and accuracy.	Defines social justice/injustice with limited specificity and accuracy.	Did not define social justice/ injustice or defined with excessive errors.
B. Analyzes how artists, artistic works, or artistic processes relate to social justice/injustice	Analyzes how artists, works or processes and relate to social justice/injustice with exceptional understanding and insight.	Analyzes how artists, works or processes relate to social justice/ injustice with understanding and insight.	Analyzes how artists, works or processes relate to social justice/ injustice with limited understanding and insight (e.g., lack of depth, few or no examples or supporting evidence)	Did not analyze how artists, artistic works or artistic processes relate to social justice/injustice.
C. Applies content to self or the world, considering multiple perspectives (eg. ethical, social, political, historical) and why they matter	Applies content to self and the world and considers multiple perspectives and why they matter. exceptional insight (e.g. depth of analysis, originality).	Applies content to self and the world and considers multiple perspectives and why they matter with insight.	Applies content to self and the world and considers multiple perspectives and why they matter with limited insight.	Did not apply content to self and the world and to consider multiple perspectives and why they matter.

*Developed by Megan Nicely and Christine Young - November 2017 (added in post-scoring adjustments 11/27/17)*

[LINK TO SENIOR CLASS GROUP EXIT INTERVIEWS](#)

	PLO1	PLO2	PLO3	PLO4
PASJ Curriculum Map	Analyze principles, works, and methodologies in the Performing Arts within their socio-historical contexts.	Apply technique and conceptual skills to creative and scholarly practices.	Explain how the Performing Arts contribute to a humane and just society.	Prepare for professional work or graduate studies in Performing Arts and related fields.
<b>PASJ SPINE (all concentrations)</b>				
PASJ 160 Body and Performance (2)		I		I
PASJ 170 Production and Design I		I		I
PASJ 180 (Dance/ Music/Theater) and Social History	I	I	I	I
PASJ 280: Contemporary Performance Practice	D	D	D	D
PASJ 380: Performing Arts and Community Exchange	D	D	D	D
PASJ 480: Senior Project	M	M	M	D
<b>Dance Concentration (in addition to spine)</b>				
DANC 141. Music for Dancers (1-2)		I		I
DANC 230 Dance Composition I	I/D	I/D		
DANC 231. Dance Composition II	D/M	D/M		D
DANC 200-300 series Adv. Technique Electives		D/M		D/M
DANC 200-level Core F classes	D	I	I	
DANC 360 Dance in the Community	D	D	D	D
DANC 480-01/02 Workshop in Dance Production		D		D
<b>Music Concentration (in addition to spine)</b>				
Music 110/111: Instrumental or vocal ensembles	I	D		
Music 120 series: Applied: Private Lesson		D/M		I
Music 200 series Core F Music Elective	D		I	
MUS 205 Anthropology of Music	D	I	I	