College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link: https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Performing Arts & Social Justice

Type of Program *

Major ▾

College of Arts and Sciences Division *

Arts ▾

Name/Title/E-mail Address of Submitter *

Christine Young, Associate Professor and Chair, cyoung8@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Christine Young, cyoung8@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

○ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

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.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

1.   Analyze principles, works and methodologies in the Performing Arts within their socio-historical contexts.

2.   Apply technique and conceptual skills to creative and scholarly practices.

3.   Explain how the Performing Arts contribute to a humane and just society.

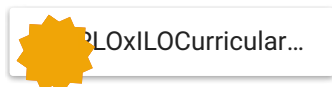4.   Prepare for professional work or graduate studies in Performing Arts and related fields.

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

PLOxCourseCurric...
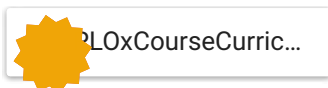
Please upload your PLOs to ILOs Curriculum map here *

PLOxILOCurricular...

Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

3. Explain how the Performing Arts contribute to a humane and just society.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- ☐ Published (Standardized) Test (e.g., Major Field Test)
- ☐ Class Tests & Quizzes with Embedded Questions
- ☐ Class Presentations
- ☐ Off-Campus Presentations (NGOs, clients, agencies, etc.)
- ☑ Research Projects Reports
- ☑ Case Studies
- ☐ Term Papers
- ☐ Portfolio
- ☐ Artistic Performances, Recitals & Products
- ☐ Capstone Projects
- ☐ Poster Presentations
- ☐ Comprehensive Exams
- ☐ Thesis, Dissertation
- ☐ Pass Rates on Certification or Licensure Exams
- ☐ Group Projects
- ☐ In-/Out-of Class Presentations
- ☐ Competency Interviews (e.g., oral exams)
- ☐ Simulations
- ☐ Juried Presentations
- ☑

☑ Other: Critical Reading Responses

Brief description of student work products used to assess PLOs: *

Final project/portfolio/artist case studies for PASJ 180 Music & Social History, PASJ 181 Dance & Social History, and PASJ 182 Theater & Social History. Critical reading responses for PASJ 380 Performance & Community Exchange.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Rubric

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

PASJ PLO 3 Rubric...
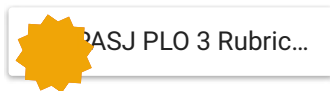
Who evaluated the student work product? Check all that apply. *

☑ FT faculty members who were not instructor(s) of the course(s)

☑ FT faculty members who were instructor(s) of the course(s)

☑ PT faculty members who were not instructor(s) of the course(s)

☑ PT faculty members who were instructor(s) of the course(s)

☐ Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

For each class, the four faculty raters scored the same two work products (chosen randomly) and then compared for calibration. Because the work products for each of the four classes we evaluated were slightly different, we decided to repeat the calibration exercise for each of the four classes in order to be sure that we were using the rubric consistently across the different types of assignments.

What indirect methods did you employ, if any?

- [ ] Student Survey
- [x] Student Interview
- [x] Focus Groups
- [ ] Reflection Sessions
- [ ] Reflection Essays
- [ ] Faculty Survey
- [ ] Exit (end of program) Survey
- [ ] Exit (end of program) Interview
- [ ] Alumni Survey
- [ ] Employer Survey
- [ ] Diaries or Journals
- [ ] Data from Institutional Surveys
- [ ] Curriculum/Syllabus Analysis
- [ ] Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

Each graduating senior participated in a student-led evaluation session for their major concentration area (which resulted in a single collective survey evaluating that program) as well as a one-on-one interview with a full-time faculty member (which resulted in individual student surveys).

Attach survey/script/interview here as needed
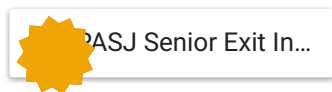
PASJ Senior Exit In...

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Results

What were the direct data results? *

The 2016-2017 academic year was the start of a new assessment plan for PASJ. For the three years prior, our department administered an assessment test to all first-year and senior majors in a stand-alone testing session (outside regular classes) that was designed to evaluate two of our three department learning goals. While this instrument allowed us to evolve our thinking about assessment as a department, it was a cumbersome instrument to administer, and did not actually yield results that were easy to interpret. Thus, we abandoned this practice in 2016-2017 and are in the nascent stages of developing a revised comprehensive assessment plan for the PASJ major. One significant accomplishment this year was the creation of true Program Learning Outcomes (as opposed to Program Goals) that are clear, specific, and measurable.

For 2016-2017, we decided to assess PASJ PLO #3: Explain how the Performing Arts contributes to a humane and just society. Faculty developed a new rubric for this new program learning outcome and applied it to student work samples from four PASJ major courses. 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 and why they matter.

We collected a total of 32 student work products from four separate PASJ major classes and four faculty scored them (including three who teach the courses from which the work products were sourced). Collectively, about two thirds of PASJ majors demonstrated that they are meeting or exceeding expectations for PASJ PLO #3. Students were most successful at meeting Criterion B, with 62.5% of students scoring 3 or higher. 59% of students scored 3 or higher on Criterion A, and students were weakest on Criterion C, with only 56% of students scoring 3 or higher.

There were significant differences in how students performed in the four classes we evaluated. Dance and Social History (DASH) students scored 75% proficiency across all three criteria, and Music and Social History (MASH) students scored 66% proficiency across all three criteria. Performing Arts & Community Exchange (PACE) students ranged from 50%-66% in their capacity to meet the criteria at level 3 or higher, and Theater & Social History (TASH) students performed the most poorly with only 29% of students scoring at a proficient level.

What were the indirect data results? (If applicable)

One of our faculty members with social science training did a qualitative analysis of the 2017 Senior Exit Interview data. Some reflections that are most relevant to assessing student learning in relation to PASJ PLO #3 include:

Students are most likely to recognize something as "PASJ" under one of two conditions: 1) explicit links are made between the work of a performing artist with a particular social issue and 2) when they personally are made to put their performance skills to work in the context of community-engagement.

For those that learned early on in the program to integrate PASJ, it was transformative and paradigm-shifting that was sustained throughout their time at USF. As one student noted: "I have come to appreciate the "SJ" aspect my first year I didn't know how much "having a purpose" [behind my art] would drive me."

Students tend not see the curriculum as a whole as "PASJ"--they see individual class or performance experiences they had as being or representing PASJ. One question the curriculum committee might ask itself is: how important is it to train a "PASJ student" rather than "performing arts student who knows what social justice is".

How do you interpret these results? What do they mean? *

We believe the primary explanation for the irregular results across the classes is that not all work products we collected and scored were the best products for applying the rubric we developed for PASJ PLO #3. For example, assignments in TASH and PACE (the classes in which students scored most poorly) did not explicitly ask students to "Define social justice/injustice." Thus, the low scores on Criterion A may not reflect a deficiency in student learning, but rather that the assignment wasn't appropriately aligned to the rubric.

Also, because we developed the PASJ Program Learning Outcomes and the rubric for PASJ PLO #3 after the courses had already been completed, we were unable to adequately collect and save all the most relevant assignments. However, this will be more possible in the future.

It is interesting and surprising that students in PACE (one of our signature courses that is very deeply aligned with PASJ PLO #3) demonstrated such mediocre proficiency. We know from our annual Senior Exit Interviews that students cherish this class, find it essential to fulfilling the mission of the major and to concretizing their learning about the intersection of Performing Arts & Social Justice. Our interpretation again, is that the particular assignment we collected from PACE may not be adequately defined in order to assess student learning in this course according to our rubric. This suggests that we need to develop either more detailed assignments or more nuanced measurement tools to better track student learning in PACE.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

    --9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- ☐ Revision of PLOs
- ☑ Changes in pedagogical practices
- ☐ Revision of program course sequence
- ☑ Revision of course(s) content
- ☐ Curriculum Changes (e.g. addition and/or deletion of courses)
- ☐ Modified program policies or procedures
- ☑ Designed measurement tools more aptly suited for the task
- ☐ Improved within and across school/college collaboration
- ☐ Improved within and across school/college communication
- ☐ Revised student learning outcomes in one or more courses
- ☐ Modified rubric
- ☐ Developed new rubric
- ☑ Developed more stringent measures (key assessments)
- ☐ Modified course offering schedules
- ☐ Changes to faculty and/or staff
- ☐ Changes in program modality of delivery
- ☐ Other: _____

Description of the Proposed Changes (as checked above): *

It was very informative to engage in the rubric development and student work product rating process for PASJ PLO #3: Explain how the Performing Arts contribute to a humane and just society. While this skill/perspective has always been a critical component of our program's mission, we have never quite articulated it so clearly and simply before. In developing the rubric, we began to ask ourselves if we are actually being clear enough with students about which activities, assignments and courses allow them to achieve this learning outcome.

In future semesters, we intend to make adjustments to key PASJ major classes both in terms of more explicitly addressing this PASJ PLO #3, and making sure that assignments are more specifically designed to capture student learning related to this outcome.

We are also engaged in the process of a major Program revision which we hope will be implemented in Fall 2019, and which we expect to allow us to better align our assignment, courses, and course sequence with our new PASJ Program Learning Outcomes.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

Our assessment plan is still in formation. As we go forward into 2017.2018 and develop more new rubrics to assess another one of our new Program Learning Outcomes, we look forward to expanding our thinking about how to align assignments with course learning outcomes with program learning outcomes in all PASJ classes. We are also in conversation about the possibility of creating a signature assignment that could be embedded into multiple appropriate PASJ major classes that would allow us to track student learning in this area using consistent student work products.

PASJ Curriculum Map	PLO1 Analyze principles, works, and methodologies in the Performing Arts within their socio-historical contexts.	PLO2 Apply technique and conceptual skills to creative and scholarly practices.	PLO3 Explain how the Performing Arts contribute to a humane and just society.	PLO4 Prepare for professional work or graduate studies in Performing Arts and related fields.
PASJ SPINE (all concentrations)				
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
Dance Concentration (in addition to spine)				
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
Music Concentration (in addition to spine)				
MUS 300 Music Theory I/Beginning Harmony	I	D		
MUS 301 History of Western Art Music	M			
MUS 305 Anthropology of Music	D	I	I	
MUS 392 Seminar in Western Art Music	M			I

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PASJ SPINE (all concentrations)				
Music 200 series Core F Music Elective	D		I	
Music 310 series: Theory/Comp topics	I	D		I
Music 120 series: Applied: Private Lesson		D/M		I
Music 110/111: Instrumental or vocal ensembles	I	D		
Theater Concentration (in addition to spine)				
THTR 120 Acting I: Spoken Text (2)		I		I
THTR 220 Acting II - Scene Study		D		D
THTR 230 Composition I	I/D	I/D		D
THTR 320 Theatrical Composition	I/D	I/D		D
THTR 300-level (Core F/CD) Performance and Cultural	D	D	D	D
THTR 330 Theater Technique Electives		D/M		D
THTR 340-series Technical Craft electives		D/M		D
THTR 372 Workshop in Play Production		D		D
Key:				
I = Introductory				
D = Developing				
M = Mastery				

PASJ Major Curriculum Map
Program Learning Outcomes/Institutional Learning Outcomes
November 2017

	PLO 1 – Analyze principles, works and methodologies in the Performing Arts within their socio-historical contexts.	PLO 2 - Apply technique and conceptual skills to creative and scholarly practices.	PLO 3 - Explain how the Performing Arts contribute to a humane and just society.	PLO 4 - Prepare for professional work or graduate studies in Performing Arts and related fields.
ILO 1 - Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	√		√	
ILO 2 - Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.		√	√	√
ILO 3 - Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	√	√	√	
ILO 4 - Students communicate effectively in written and oral forms to interact within their personal and professional communities.		√	√	√
ILO 5 - Students use technology to access and communicate information in their personal and professional lives.		√	√	
ILO 6 - Students use multiple methods of inquiry and research	√	√	√	√

processes to answer questions and solve problems.			
ILO 7 - Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	√	√	√	