

# Performance Studies, BA

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## Program Description

In the Performance Studies program, we use performance to understand and change the world. Students pursuing the PERF BA are immersed in performance theory, learn the craft of creating live performance (including - but not limited to - theater and music), and cultivate essential research and writing skills to be successful citizens, scholars, and artists in the 21st century.

## Outcome 1 – Critical Analysis of Culture and Human Behavior

Students will learn to use performance as a research methodology to analyze culture and human behavior, to evaluate issues facing individuals and communities, and to generate creative solutions to those issues.

### Measure 1.1 – Capstone Assignment: Lifelong Learning

**Data Collection:** Students taking the PERF BA capstone course, PERF 481, will complete an assignment (an oral presentation) that will assess their ability to think critically about performance as it relates to lifelong learning. The instructor of PERF 481 will present the instructions for the assignment to the students. The students will deliver their oral presentation in front of their peers in the class and a small committee of faculty members.

**Methodology or data analysis strategy:** This assignment will be assessed on a standard rubric and evaluated by a small group of faculty comprised of members of the Curriculum Committee. The rubric is divided into scores for Critical Thinking, Communication, and Lifelong Learning.

[See Learning for a Lifetime Capstone Rubric under *Supporting Documentation*.]

### Target 1.1

70% of all graduating students completing the "Lifelong Learning Capstone Assignment" will achieve a rating of **Competent** or **Exemplary** for Critical Thinking on the assignment and associated rubric.

This target is based on previous findings:

- 2020-2021 = 18% of students achieved a rating of Competent or Exemplary for Critical Thinking
- 2019-2020 = 63% of students achieved a rating of Competent or Exemplary for Critical Thinking;
- 2018-2019 = 56% of students achieved a rating of Competent or Exemplary for Critical Thinking;
- 2017-2018 = 53% of students achieved a rating of Competent or Exemplary for Critical Thinking.

This target is realistic given our program's emphasis on critical analysis, and our student improvement trajectory. The scores dropped significantly in AY20-21, which was during the

pandemic and virtual learning. Prior to that, we saw an upwards trajectory that we'd like to see climb to 70%.

### **Finding 1.1: Met**

100% of graduating students received a rating of competent or exemplary for critical analysis, upon evaluation by members of the Performance Studies faculty.

Last time, 55% of students received a rating of competent or exemplary for critical analysis. This represents an almost 100% increase. This increase may in part be due to spending more time in PERF 481 on oral presentation skills, aided by a workshop by the University Writing Center.

### **Measure 1.2 – Capstone Assignment: Intercultural Performance Practices**

**Data Collection:** Students taking the PERF BA capstone course, PERF 481, will complete an assignment that will assess their ability to think critically about performance as a location of intercultural encounter. The instructor of PERF 481 will present the instructions for the assignment to the students. The students will submit their written paper to the instructor, who will share it with the members of the Curriculum Committee.

**Methodology or data analysis strategy:** This assignment will be assessed on a standard rubric and evaluated by a small group of faculty comprised of members of the Curriculum Committee. The rubric is divided into scores for Critical Thinking, Communication, and understanding of Intercultural Performance Practices.

[See Intercultural Performance Capstone Rubric under *Supporting Documentation*.]

### **Target 1.2**

70% of all graduating students completing the "Intercultural Performance Practices Capstone Assignment" will achieve a rating of **Competent** or **Exemplary** for Critical Thinking on the assignment and associated rubric.

This target is based on previous findings:

- 2020-2021: 83% of students achieved a rating of Competent or Exemplary for Critical Thinking;
- 2019-2020: 81% of students achieved a rating of Competent or Exemplary for Critical Thinking;
- 2018-2019: 60% of students achieved a rating of Competent or Exemplary for Critical Thinking;
- 2017-2018: 79% of students achieved a rating of Competent or Exemplary for Critical Thinking.

This target is realistic given our program's emphasis on critical analysis.

### **Finding 3.1: Not Met**

60% of graduating students received a rating of competent or exemplary for critical analysis, upon evaluation by members of the Performance Studies faculty.

This represents a slight drop. Last time, 66% of graduating students received a rating of competent or exemplary for critical analysis. We're not sure why the percentage dropped this year. There are many variables, since their critical thinking is developed over the course of 2 to 4 years. Sometimes it's because we have more transfer students who have only been in the program for 2 years and thus have less time to develop the level of critical thinking we expect in Performance Studies. Another variable is how much time we devote in PERF 481 to developing their written assignment through peer and instructor feedback. That said, critical thinking is a skill that needs to be developed and strengthened over time, so we need to build in more opportunities for students to develop, display, and improve their critical thinking over the course of the program.

### **Use of Results**

The data suggests that students are improving in their ability to convey critical analysis through oral communication, but could benefit from additional practice of communicating critical analysis through written means. Faculty recommended that additional time be spent on peer review of the written assignments in PERF 481. This would allow students more practice in developing their argument and analysis in papers. We recognize that students are submitting a sort of "first draft" for these assessments. We think that offering students an opportunity to receive peer feedback and revise their work will better demonstrate their ability to develop and support a critical analysis.

We also recognize that the program revisions we have just submitted (through CARS) should additionally improve results over time. The new program requires 3 new courses: Research Methods, Public Scholarship, and a Studio. These courses will allow students more practice in research and in developing a scholarly argument. Additionally, the Studio will provide more time for students to use research to support a project. We believe that this additional time spent with majors on research practices will improve their ability to think critically and convey a critical argument through oral and written means.

We will continue to reassess the Critical Analysis outcome each year in PERF 481. We will incorporate peer review of the assessment papers in PERF 481 in Spring 2024, and see if that improves results that semester.

The new program and courses will go into effect Fall 2024 (if approved), which means that Spring 2026 will be the first time that PERF 481 will have students who have taken the new courses (those would be transfer/change-of-major students). At that point, we can assess whether the new courses associated with the revised program correspond with an improvement in critical analysis scores.

Members of the assessment committee considered recommendations during the assessment discussion meeting. Then the assessment results were shared with the full PERF/FILM program faculty at a monthly meeting, and further recommendations were explored.

### **Status Update on a Previous Action**

Report 2021-2022 recommended that PERF 481 include a workshop by the Writing Center on effective oral presentations. We implemented this additional activity in both Spring 2022 and Spring 2023. As a

result, critical analysis scores on the oral presentation increased from 18% (Spring 2021) to 55% (Spring 2022) to 100% (Spring 2023). This has been a successful addition to the curriculum of PERF 481, and we will continue to incorporate this workshop.

## Supporting Documentation

**Measure:** Capstone Assignment: Lifelong Learning

### Learning for a Lifetime Capstone Rubric

#### Capstone Assignment: Life-long learning

Rubric to Assess Life-long learning, critical thinking, and effective communication.

PERF uses this rubric to assess one of the core objectives outlined in the PERF BA. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. PERF is not evaluated on high or low scores, but whether we are regularly identifying and acting on areas to improve. We benefit best from your honest responses below.

	Beginning	Developing	Competent	Exemplary
<b>Life-long learning</b>	<p><b>Curiosity:</b> Explores the topic superficially.</p> <p><b>Independence:</b> Shows difficulty pursuing knowledge and/or experiences independently.</p> <p><b>Transfers:</b> Does not make explicit references to previous learning and shows difficulty applying gained knowledge to new situations.</p>	<p><b>Curiosity:</b> Explores the topic at some depth.</p> <p><b>Independence:</b> Shows educational interest and pursues knowledge independently.</p> <p><b>Transfers:</b> Makes explicit references to previous learning and applies that knowledge to new situations.</p>	<p><b>Curiosity:</b> Explores the topic in depth, indicating interest in the subject.</p> <p><b>Independence:</b> Shows educational interest and pursuits exist outside classroom requirements.</p> <p><b>Transfers:</b> Knowledge and experiences are pursued independently. Makes explicit references to previous learning and applies that knowledge creatively to specific situations.</p>	<p><b>Curiosity:</b> Explores the topic in depth, yielding a rich awareness and indicating interest in the subject.</p> <p><b>Independence:</b> Shows educational interest and pursuits exist and flourish outside classroom requirements.</p> <p><b>Transfers:</b> Knowledge and experiences are pursued independently. Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge to demonstrate comprehension.</p>
<b>Effective Communication</b>	<p><b>Clarity:</b> Shows precarious level of accomplishment in the use of terminology appropriate to the subject or discipline.</p> <p><b>Content:</b> Explains points vaguely without much accuracy and/or detail.</p> <p><b>Organization:</b> is not observable and cohesive.</p>	<p><b>Clarity:</b> Shows some level of accomplishment in the use of terminology appropriate to the subject or discipline.</p> <p><b>Content:</b> Explains points with some level of accuracy and detail.</p> <p><b>Organization:</b> is observable and cohesive.</p>	<p><b>Clarity:</b> Speaks clearly, showing accurate use of terminology appropriate to the subject or discipline.</p> <p><b>Content:</b> Explains points accurately with specific explanatory detail.</p> <p><b>Organization:</b> is observable and skillfully cohesive.</p>	<p><b>Clarity:</b> Speaks clearly and confidently, showing mastery of terminology appropriate to the subject or discipline.</p> <p><b>Content:</b> Explains points explicitly with specific explanatory detail; points relate to overall argument.</p> <p><b>Organization:</b> is clearly and consistently observable and is skillful and cohesive.</p>

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<p><b>Critical Thinking</b></p>	<p><b>Explanation:</b> The problem to be considered critically is identified and stated with difficulty.</p> <p><b>Influence of context and assumptions:</b> Analyzes performance vaguely and inferring little understanding of culture and human behavior.</p> <p><b>Conclusions:</b> Related outcomes are not identified. Student shows difficulty evaluating different perspectives in context.</p>	<p><b>Explanation:</b> The problem to be considered critically is identified and stated clearly.</p> <p><b>Influence of context and assumptions:</b> Analyzes performance as a methodology for understanding culture and human behavior.</p> <p><b>Conclusions:</b> Related outcomes are identified. Student can evaluate different perspectives in context.</p>	<p><b>Explanation:</b> The problem to be considered critically is stated clearly and described comprehensively.</p> <p><b>Influence of context and assumptions:</b> Analyzes performance as a methodology for understanding culture and human behavior.</p> <p><b>Conclusions:</b> Related outcomes are logical and reflect student's informed evaluation of different perspectives in context.</p>	<p><b>Explanation:</b> The problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p> <p><b>Influence of context and assumptions:</b> Thoroughly analyzes performance as a methodology for understanding culture and human behavior.</p> <p><b>Conclusions:</b> Related outcomes are logical and reflect student's informed evaluation and ability to place evidence and different perspectives in context.</p>
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**Measure:** Capstone Assignment: Intercultural Performance Practices

Intercultural Performance Capstone Rubric

**Capstone Assignment: Intercultural Performance Practices**

Rubric to Assess Intercultural Performance Practices, Effective Communication, and Critical Thinking

PERF uses this rubric to assess one of the core objectives outlined in the PERF BA. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. PERF is not evaluated on high or low scores, but whether we are regularly identifying and acting on areas to improve. We benefit best from your honest responses below.

	<b>Beginning</b>	<b>Developing</b>	<b>Competent</b>	<b>Exemplary</b>
<b>Intercultural Performance Practices</b>	<p><b>Cultural Diversity:</b> Demonstrates difficulty recognizing influences of one's own cultural heritage.</p> <p><b>Personal and Social Responsibility:</b> Learns respectfully about the cultural diversity of other people but shows difficulty bridging differences.</p> <p><b>Perspective taking:</b> Evaluates diverse perspectives but show difficulty understanding conflicting positions.</p>	<p><b>Cultural Diversity:</b> Demonstrates ability to recognize influences of one's own cultural heritage.</p> <p><b>Personal and Social Responsibility:</b> Learns respectfully about the cultural diversity of other people and is able to bridge differences.</p> <p><b>Perspective taking:</b> Evaluates and applies diverse perspectives to complex subjects. Understands and identifies conflicting positions.</p>	<p><b>Cultural Diversity:</b> Demonstrates ability to recognize the origins, influences and limitations of one's own cultural heritage.</p> <p><b>Personal and Social Responsibility:</b> Learns respectfully about the cultural diversity of other people and is able to traverse cultural boundaries to bridge differences.</p> <p><b>Perspective taking:</b> Evaluates and applies diverse perspectives to complex subjects with conflicting positions.</p>	<p><b>Cultural Diversity:</b> Demonstrates strong ability to recognize the origins, influences and limitations of one's own cultural heritage.</p> <p><b>Personal and Social Responsibility:</b> Shows curiosity to learn respectfully about the cultural diversity of other people and is able to traverse cultural boundaries to bridge differences.</p> <p><b>Perspective taking:</b> Evaluates and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions.</p>

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<p><b>Effective Communication</b></p>	<p><b>Clarity:</b> Shows precarious level of accomplishment in the use of terminology appropriate to the subject or discipline.  <b>Content:</b> Explains points vaguely without much accuracy and/or detail.  <b>Organization:</b> is not observable and cohesive.  <b>Method:</b> Contains errors in usage, sentence structure, punctuation, and spelling.</p>	<p><b>Clarity:</b> Shows some level of accomplishment in the use of terminology appropriate to the subject or discipline.  <b>Content:</b> Explains points with some level of accuracy and detail.  <b>Organization:</b> is observable and cohesive.  <b>Method:</b> Contains few errors in usage, sentence structure, punctuation, and spelling.</p>	<p><b>Clarity:</b> Writes clearly, showing accurate use of terminology appropriate to the subject or discipline.  <b>Content:</b> Explains points accurately with specific explanatory detail.  <b>Organization:</b> is observable and skillfully cohesive.  <b>Method:</b> Contains few errors in usage, sentence structure, punctuation, and spelling.</p>	<p><b>Clarity:</b> Writes clearly, showing mastery of terminology appropriate to the subject or discipline.  <b>Content:</b> Explains points explicitly with specific explanatory detail; points relate to overall argument.  <b>Organization:</b> is clearly and consistently observable and is skillful and cohesive. Paragraphs, groups, or subdivides information effectively.  <b>Method:</b> Contains no errors in usage, sentence structure, punctuation, and spelling.</p>
<p><b>Critical Thinking</b></p>	<p><b>Explanation:</b> The problem to be considered critically is identified and stated with difficulty.  <b>Influence of context and assumptions:</b> Analyzes performance vaguely and inferring little understanding of culture and human behavior.  <b>Conclusions:</b> Related outcomes are not identified. Student shows difficulty evaluating different perspectives in context.</p>	<p><b>Explanation:</b> The problem to be considered critically is identified and stated clearly.  <b>Influence of context and assumptions:</b> Analyzes performance as a methodology for understanding culture and human behavior.  <b>Conclusions:</b> Related outcomes are identified. Student can evaluate different perspectives in context.</p>	<p><b>Explanation:</b> The problem to be considered critically is stated clearly and described comprehensively.  <b>Influence of context and assumptions:</b> Analyzes performance as a methodology for understanding culture and human behavior.  <b>Conclusions:</b> Related outcomes are logical and reflect student's informed evaluation of different perspectives in context.</p>	<p><b>Explanation:</b> The problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.  <b>Influence of context and assumptions:</b> Thoroughly analyzes performance as a methodology for understanding culture and human behavior.  <b>Conclusions:</b> Related outcomes are logical and reflect student's informed evaluation and ability to place evidence and different perspectives in context.</p>