Department of Performing Arts
Performing Arts and Social Justice Major
Program Goals and Outcomes

I. Program Goals:

Students who complete the B.A. in PASJ will:

1. Gain a historical foundation of the Performing Arts (Music, Theater, and Dance) and associated performance theories, from the classics to contemporary community practices within a context of cultural diversity.
2. Develop technical and conceptual skills related to the practice of their craft while engaging in both individual and collaborative approaches to the artistic process.
3. Gain a foundation in the theory and practical skills involved in community based artistic work and how this form of artistic engagement contributes to a more inclusive and just society.

II. Learning Outcomes:

1a. Students can identify, classify, and analyze the main historical periods of western Performing Arts in a context of social engagement.

1b. Students can identify, classify, and analyze diverse cultural traditions that inform their craft, in a context of community engagement.

2a. Students can demonstrate practical knowledge of the fundamental principles and components involved in the practice of their craft.

2b. Students can identify and compare different methodologies involved in the staging and public expression of pre-existing performance works.

2c. Students can identify and compare different processes involved in the creation and public expression of original ensemble-based performance work.

2d. Students can evaluate and critique performance works (their own or others') orally and in writing, and participate in constructive critical discussion of such works.

3a. Students can engage with community members through performance work, with an understanding of the ethical collaborative methods employed by performance artists with the communities that they serve.

3b. Students can identify, classify, and analyze the structural, social, and cultural elements of performance present in community-formation.

3c. Students can research, develop and perform a community-based stage work addressing social justice issues.

III. Assessment Method(s):

Primary Assessment Method(s):

1a. Review of final exams/selected papers from PASJ 263; PASJ 265; PASJ 320

1b. Review of final exams/selected papers from PASJ 265; PASJ 305; PASJ 310; PASJ 312; PASJ 316; PASJ 320

2a. Viewing/critique of final presentations of PASJ 108; PASJ 130; PASJ 152; PASJ 201; PASJ 208; PASJ 230; PASJ 308; PASJ 354; PASJ 356; PASJ 361; PASJ 408; DANCE 200 series; DANC 300 series; DANC 400 series
Review/critique of final project of PASJ 321; PASJ 353

2b. Review of final exams/selected papers from PASJ 130; PASJ 265
Viewing/critique of final project of PASJ 130; PASJ 208; PASJ 354; DANC 231; DANC 300 series; DANC 400 series

2c. Review of final exams/selected papers from PASJ 265; PASJ 321
Viewing/critique of final project of PASJ 230; PASJ 308; DANC 231; DANC 200 series; DANC 300 series; DANC 400 series

2d. Review of selected papers from PASJ 108; PASJ 130; PASJ 208; PASJ 231; PASJ 265; PASJ 305; PASJ 312; PASJ 354; DANC 231

3a. Review of final exams/selected papers from PASJ 305; PASJ 321
Viewing/critique of final project of PASJ 321;
Evaluation/critique of final presentation of PASJ 480

3b. Review of final papers, projects, exams from PASJ 265; PASJ 305; PASJ 310; PASJ 312; PASJ 316; PASJ 320; PASJ 321

3c. End of Fall semester presentations and evaluations by Faculty panel of PASJ 480
Viewing and "Post mortem" critique of PASJ 485
Individual evaluation of creative work and exit interview of PASJ 485.

Mid-semester evaluations and progress reports on all PASJ major's courses.

IV. Time Frame:

Students complete mid-term and final exams and artistic presentations.
Students complete their "Company" proposal at the end of Fall semester, senior year.
Evaluation of the "Company" proposals and final performance will be scheduled at the end of Fall and Spring semester, respectively, during the senior year.

V. Who Will Do the Assessment?

The current chair of the Performing Arts Department, in conjunction with the Coordinators of Dance, Music, and Theater, and the professors of all courses in the Major conduct the assessment.

VI. How data will be used to improve program or revise curricula

Area Coordinators in Dance, Theater and Music will first meet with the respective area faculty. The department's Full Time faculty will hold interdisciplinary meetings to discuss findings and will recommend to the Chair methods of improving curricula. Please note that the department has been engaged since the summer of 2007 in periodic retreats and seminars to review and assess the current curricula, and develop a new one. We are also developing the self-study for our first departmental Academic Program Review, scheduled for the Spring 2009. The information gathered during this process will greatly shape data assessment and curricula improvement.