

## VI. Evidence of Program Quality:

### PART A: Quality and Rigor of the Degree

The Performing Arts Department has only recently completed revised, assessable student learning outcomes (SLOs) in AY 2019-2020 and will be putting forth those in future plans (See Section IX).

This is not to say that assessment has not been undertaken. What follows is the Department's participation in Core Competency Assessments that were required for the University. These assessments were part of annual data collection to satisfy WSCUC accreditation standards set for all four-year higher education institutions in the California-Hawai'i-Guam region. Currently, there is data for Written Communication (AY 2013-2014 & AY 2017-2018) and Information Literacy (AY 2015-2016) only.

These three assessments cover a range of classes: the Senior Project (DRAM/MUS/DANCE 499), DRAM 318, DRAM 430, and MUS 499D. The results of those four assessments are detailed below:

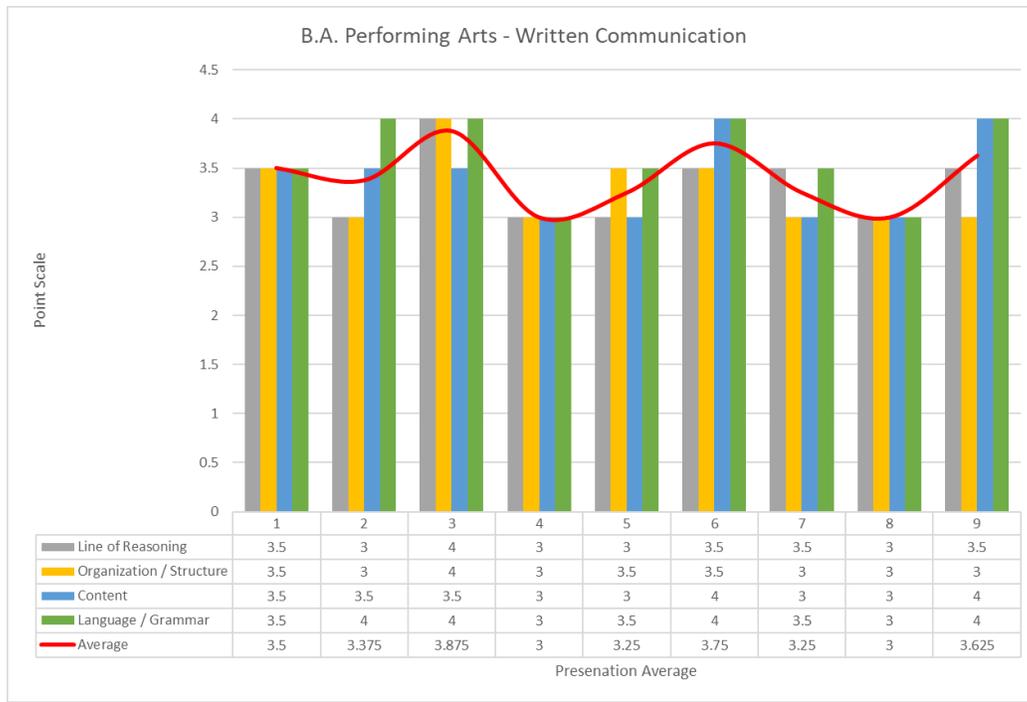
1. COURSE: DRAM/MUS/DANCE 499 (WRITTEN COMMUNICATION, AY 2013-2014)  
ASSIGNMENT: Students will effectively communicate the artistic value of the project, articulate the goals of their proposed project, and describe the challenges (including identifying the artistic team's personnel and their responsibilities), and the evaluation process for the overall project.

DATA (MEASUREMENT OF THE COMPETENCY): Eight readers from the Assessment Support Subcommittee on Written Communication read six ( $n = 6$ ) senior papers that were required for all

graduating students. All six papers fell below “Competency—3,” with most students exhibiting extreme difficulty with Line of Reasoning. The Committee also made the following observations: (1) Most of these papers appeared to be narrative in form and based on recollections of senior projects. It was not clear if the papers actually “communicate[d]” the artistic value of the project.” This is reflected in the lowest averaged score for the category of ‘Line of Reasoning,’ where students fell below “2—Emerging”); (2) The lack of analysis as part of the exercise may be the reason why students don’t engage in this kind of deeper critical thinking; some members of the committee recommend revising the language of the assignment to make it more challenging in this regard; (3) While not all papers need to be research driven, the department may want to consider how such writing should be reflective of senior-level (college) writing ; (4) Students nevertheless did reflect a great deal of enthusiasm for their work, which perhaps explains for the clarity of grammar and sentence structure.

ACTION TAKEN IN RESPONSE TO DATA (CLOSING THE LOOP): The department proposes the following revised learning outcomes for the Senior Project Paper: (1) Students will articulate the artistic value of their projects by placing them in historical context and aligning them with contemporary examples of similar or contrasting artistic projects; (2) Students will research and cite historical and contemporary examples of similar/contrasting artistic projects, emphasizing their relationship to the student’s project; (3) Students will reflect in writing on the place their project holds in the history of their project’s particular art form, and express how they personally chose this project at this time in history and at this stage in their artistic development. The department will also require a first draft that will be reviewed for relevance, style, and adherence to the rubric and data requirements. Gaps in these areas will be returned for revision. Students will also turn in a completed paper that addresses all areas of the core competency assessment and data requirements, including areas the instructor returned for review/ expansion/inclusion from the first draft.

2. COURSE: DRAM 318 (WRITTEN COMMUNICATION, AY2017-2018)  
 ASSIGNMENT: STUDENT PLAY  
 DATA (MEASUREMENT OF THE COMPETENCY):



ACTION TAKEN IN RESPONSE TO DATA (CLOSING THE LOOP): Continue on the trajectory of writing as an essential component supporting Drama education.

3. COURSE: MUS 499D (INFORMATION LITERACY, AY 2015-2016)  
 ASSIGNMENT: A 10-15 page research paper in standardized academic citation format of choice (i.e. APA, MLA, Chicago): Students will analyze a topic from those studied during the semester. The paper must include five sources. At least one source must be from an academic source (i.e. a refereed academic journal, thesis, dissertation, or other scholarly resource based on instructor approval). The paper must make use of proper academic prose, with topic sentences in each paragraph and clear transitions between ideas.

DATA (MEASUREMENT OF THE COMPETENCY): the number of papers is too small (n = 5) to be statistically meaningful. However, that 4 out of 5 seniors are exhibiting advanced skills in Information Literacy is welcome news to the department.

ACTION TAKEN IN RESPONSE TO DATA (CLOSING THE LOOP): In light of these scores, the Department is generally satisfied with the overall results. The department is revamping the course to turn it from a MUS 499X Special Topics course into a regular course: MUS 465 The World and the Composer. This course will be included in the upper division requirements for

Performing Arts majors. MUS 465 will be certified Writing Intensive, allowing for students to write drafts, revise their work, and improve their research and citation strategies with guidance from the instructor and the Writing Center. The intention is to provide a solid base in music history while meeting university-wide Writing Intensive qualifications. MUS 465 will also be certified as a General Education course, fulfilling both Humanities and World Cultures requirements. The intention is to provide a broad appeal to students of all majors, fulfill the requirements of the Performing Arts major, and increase students' opportunities to improve their information literacy skills.

4. COURSE: DRAM 430 (DIVERSITY & MULTICULTURALISM, AY 2019-2020)

ASSIGNMENT: Survey

DATA (MEASUREMENT OF COMPETENCY): Eleven ( $n = 11$ ) students in this course took the survey, of whom five (5) indicated they were Performing Arts majors, with three having a dual major with English and Psychology (2). Of the remaining, two (2) were Parts minors, two (2) were English majors, one in Communication (1), and another in Administration of Justice (1).

Of the five majors who gave feedback on the Parts program, two found the program immensely helpful in their understanding of diversity:

- The plays and works that we study have opened my eyes to the greater world around me. I have engaged with people of different backgrounds, races, and walks of life with the Performing Arts Department being composed of plenty [sic] of characters.
- My drama professor Justina Mattos makes a point to feature Hawaiian imagery, dialogue, history, representations, etc. in our course exercises. I also performed in the Hawaiian Nutcracker dance last semester. At one point I decided to develop characters for the dances I was in. This led to the discovery that Whites and Hawaiians once admired each other & revered each other in high respect. Being a performing arts major exposes me to a relatively wide range of people and different qualities [?]. The diversity of individuals in our performing arts department shapes me through my being exposed to different acting or singing styles which inspire me.

Interestingly, the remaining three majors gave no feedback on how well the program helped them to develop a sense of Others, Place, or Self. This discrepancy may be worth investigating further to ascertain the overall student sentiment regarding diversity issues within the program.

These assessments are all posted on the University's accreditation website:

<https://hilo.hawaii.edu/blog/accreditation/b-a-performing-arts-ieei/>.

These assessments show the baby steps the program is undertaken to simply start this work. Faculty acknowledge that more must be done to sustain the quality and rigor of the program; however, poor staffing and morale present major challenges in this area.