

Fitting In: Square Pegs in Round Holes

How to Succeed in Assessment
When Your Discipline Doesn't Fit
Into Typical Assessment Models

Faculty Reaction to Assessment



Faculty Reaction to Assessment



Faculty Reaction to Assessment



Assessment & Assessment Reporting

Assessment Office and Deans

- Buy In
- Organic

Hurdles to Buy-In

Faculty Feelings/Perceptions

- Resentment (not my job)
- Feeling of distrust (justifying my job; you hired me to do my job)
- Discounts faculty expertise
- Knowledge that the data is faulty, so assessment becomes an exercise, not meaningful
- Presumes that faculty are not continually working to improve programs/courses/student experience
- Takes time from teaching & research, not considered service

Problems with Organic

- It is a Top-Down requirement
- No faculty member has ever asked me for a meeting about assessment and SLOs or Program Goal



UF's School of Theatre and Dance

- SLOs
- Rubrics
- Consensus Moderation
- Program Goals
- Translation from “Assessment Speak” to Language of the People

SLOs and SLO Reporting

SLOs from ALCs that were created in 2013-14 – Orange and Blue Books

Noted in Curricular Maps

Courses SLOs	THE 2000 Theatre Appreciation	TPP 3650 Script Analysis	THE 4110 Hist. of Theatre I / THE 4111 Hist. of Theatre II	TPP 2282 Move I / TPP 3283 Move II	TPP 4287 Voice I / TPP 4288 Voice II	TPP 2110 Acting I / TPP 3103 Acting II	TPP 3113 Acting III / TPP 4114 Acting IV	TPP 4140 Acting V / TPP 4144 Acting VI	BFA Acting Juries	BFA Showcase Auditions	Additional Assessments
Content Knowledge											
#1: Students illustrate primary examples of theatre history, literature, dramatic structure and theory.	I	R	A (4 semester exams)								
#2: Students indicate proficiency in acting techniques						I	R	R	A (Senior Juries)		
Critical Thinking											
#3: Students analyze and apply effective acting technique						I	R	R			THE 4959 Senior Project
#4: Students create strategic audition material packages for professional auditions						I	R		A		
Communication											
#5: Students construct a personal process for character creation and actualization				I	I	I	R	R			THE 4959 Senior Project paper
#6: Students discuss complex facets of theatre at an advanced level.	I	R	A (2 semester papers, 1 semester presentation)								

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Assessments

In-Class Assessments

Final Research Paper

Average of Quizzes

Senior Project Paper

Out-of-Class Assessments

Juries

Auditions for Showcases

Portfolio Reviews

Rubrics

- * Rubric for Everything
- * Two Faculty Created All Rubrics
- * Edited and Modified by Key Players
- * Consensus Moderation
 - Promotes Discussion
 - Acknowledges Expertise of Faculty

SLO Rubric: BFA Musical Theatre

Content /Knowledge SLO #2

Assessed: All MT Students

Method of Assessment: Recital, Jury

Name: _____ Date: _____

SLO	Exceeds Expectations (4)	Meets Expectations (3)	Near Expectations (2)	Unacceptable (1)	SCORE
Students prepare and create musical theatre performances.	<p>Student's performance is marked by all of the following:</p> <p>Preparation of Musical Theatre performance with full vocal and physical clarity. The performance is marked by engagement, a separation of actor, singer physical habits and choices resulting in a <u>transformative</u> performance.</p>	<p>Student's performance is marked by all of the following:</p> <p>Preparation of Musical Theatre performance with full vocal and physical clarity. The performance is marked by engagement, a separation of actor, singer physical choices resulting in <u>truthful</u> performance.</p>	<p>Student's performance is marked by <u>at least half of the following</u> resulting in inconsistency in:</p> <p>Preparation of Musical Theatre performance with full vocal and physical clarity. The performance is marked with an inconsistency of engagement, a separation of actor, singer physical habits and choices in performance.</p>	<p>Student's performance is marked by <u>less than half of the following</u>:</p> <p>Preparation of Musical Theatre performance with full vocal and physical clarity. The performance is marked by actor, singer habits, habitual gestures, lack of vocal ease. Student demonstrates little or no vocal and physical connection resulting in a lack of truth in performance.</p>	

SLO Rubric: Theatre (BA)

Critical Thinking

Assessed: BA Students in THE 4181, Dramaturgy

Method of Assessment: Final Dramaturgical protocol/Casebook

Name: _____ Date: _____

<i>Critical Thinking</i>	Exemplary (3)	Satisfactory (2)	Unsatisfactory (1)	Score
Students apply problem- solving strategies to artistic processes.	Confidently identifies and articulates production challenges; offers competent, autonomous, artistically sound solutions.	Identifies and articulates some production challenges; offers good solutions when guided.	Unable to identify or resolve major production challenges; lacks a clear sensibility for the creative process.	

SLO Rubric: Production Design (BFA)

Critical Thinking

Assessed: BFA Production Design Students

Method of Assessment: Senior Projects & Senior Paper

Name: _____ Date: _____

SLO #2	Exemplary	Satisfactory	Unsatisfactory	Score
Skills/Critical Thinking	(3)	(2)	(1)	
Organizes, develops and participates in a creative process resulting in a live performance that incorporates successful application of design and technological principles.	Produces an exceptional design that serves the live performance. Mastery of application of materials and tools.	Produces a successful design that serves the live performance. Appropriate application of materials and tools.	Does not produce a successful design that serves the live performance. Deficiencies in selection of appropriate materials and tools.	

Consensus Moderation

- * *Used to reach a general agreement about what quality assessment and its outcomes 'looks like'; it ensures that the judgments of students' performance are consistent and have the same 'meaning'.*
- * <https://app.griffith.edu.au/assessment-matters/docs/consensus-moderation/definition>

Reporting SLO Data

SLO:

- State the Student Learning Outcome

Assessment Method:

- List the assignment, exam, project, etc.
- Include rubric used for assessment

Results:

- Enter the criterion for success. The “criterion for success” is the minimum percentage of students who pass the assessment that you consider to be acceptable for your program. *If the criterion is less than 70%, provide a rationale.*
- State: “X number of students passed the assessment out of a total of Y students, for a percentage of Z%”.
- State: This meets/does not meet the criterion for success.
- Attach the data you shared with your faculty (student names redacted). NOTE: Please have raw data available in case it is requested.

Use of Results:

- Reporting has changed for 2018

Reporting SLO Data

SLO:

- State the Student Learning Outcome

Assessment Method:

- List the assignment
- Include

Results:

- Enter the number of students who achieved the minimum percent acceptable. If the number of students who achieved the minimum percent acceptable is less than 70%, provide a rationale.
- State: “X number of students achieved the minimum percent acceptable out of a total of Y students, for a percentage of Z%.”
- State: This met the criterion for success.
- Attach the data with your faculty (student names redacted). NOTE: Please have raw data available in case it is requested.

Use of Results:

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JUST DO IT

Program Goals

Reporting:

- Goal
- Evaluation Method
- Result
- Use of Result

Translation

Reporting:

- Goal
- Evaluation Method
- Result
- Use of Result



Reporting:

- Task
- Methodology/To Do
- Information Gained
- What Next?

Translation

Reporting:

- Goal
- Evaluation Method
- Result
- Use of Result



Reporting:

- What/Why?
- How?
- Facts/Data
- What Next?

Planning for Successful Reporting

- Streamlining – take the burden off of the faculty
 - Down and Dirty Guide
 - All SLOS & Rubrics for the School in One Document
 - All Annual Program Goals in One Document
- * Leadership
 - COTA Strategic Plan
 - SoTD Strategic Plan & 5-year Goals
- * Point Person
 - Faculty

Planning for Successful Reporting

- Streamlining – to
- D

- **Excellent Leadership**
 - Dean/Dean's Office
 - School Director

- * ■ **Exquisite Listening**

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Successful Reporting

- What data is needed?
- How are you collecting it?
- What is the format for reporting?
- What does this change?... if anything

Assessment & Assessment Reporting

Assessment Office and Deans

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Assessment & Assessment Reporting

Assessment Off

- P

Shift Expectations

Buy In → Participation

Organic → Current & Factual

- L
 - K
 - so
 - not
 - exercise,
 - Pres that faculty are not continually working to improve programs/courses/student
- about SLOs or Program

Thank You

