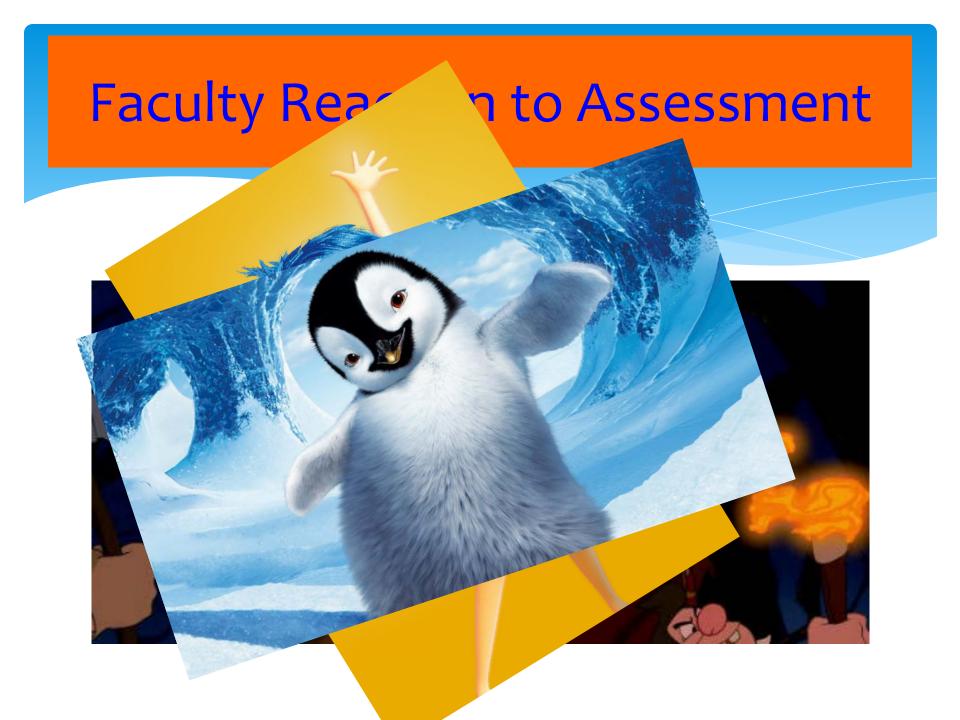
## Fitting In: Square Pegs in Round Holes

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

## Faculty Reaction to Assessment







### 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

graduate Academic

2013-14 Undergraduate Academic Assessment Plan

> Undergraduate Academic Assessment Plan 2013-14

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
ı	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						1	R	R			THE 4959 Senior Project
	#4: Students create strategic audition material packages for professional auditions						1	R			Α	
	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	(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	Meets	Near Expectations	Unacceptable	SCORE
	Expectations	Expectations			
	(4)	(3)	(2)	(1)	
Students prepare and create musical theatre performances.	Student's performance is marked by all of the following:  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 transformative performance.	Student's performance is marked by all of the following:  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 truthful performance.	Student's performance is marked by at least half of the following resulting in inconsistency in: 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.	Student's performance is marked by less than half of the following:  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.	

SLO Rubric: Theatre (BA)

**Critical Thinking** 

Assessed: BA Students in THE 4181, Dramaturgy

Method of Assessment: Final Dramaturgical protocol/Casebook

Name: \_\_\_\_\_\_ Date:\_\_\_\_\_

Critical Thinking	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/assessmentmatters//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

#### SLO:

State the Student Learning Out

#### Assessment Method:

- List the assign
- Include

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## 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



## Planning for Successful Reporting

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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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#### Hurdles to Buy-In

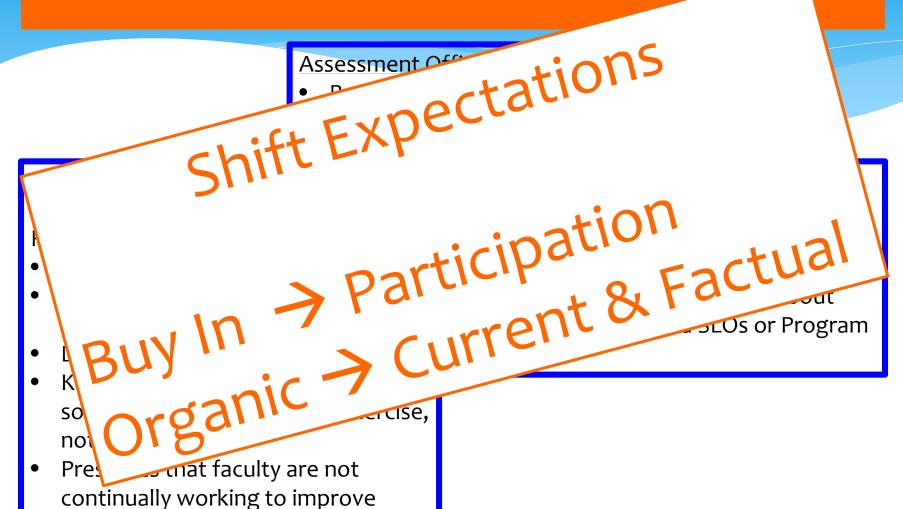
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## Assessment & Assessment Reporting



programs/courses/student

