

Assessment Cycle: 2019 Reporting

Overall Review: Report Approved

COMPLIANT

Mission Statement

The University of South Florida School of Theatre and Dance is committed to developing creative and academic artists and scholars through rigorous training in the studio, creative and critical thinking in the classroom, and their synthesis in performance.

Goal 1: Discipline-Specific Knowledge

Students earning an undergraduate degree in dance will be able to utilize dance as a lens and modality for meaning-making.

1a. Student Learning Outcome Statement

Audit Review: AC

Students will be able to demonstrate creativity, originality, risk-taking, depth of inquiry and rigorous development of ideas using dance as a lens and modality for meaning-making through the senior capstone choreographic project.

1b. Method of Assessment

Audit Review: AC

Students demonstrate creativity, originality, risk-taking and depth of inquiry through the Senior BFA capstone project. In this project, students choreograph a solo or a group piece. Two faculty score the departmental rubric as superior, advanced, acceptable or unacceptable on each area of the rubric. The following measures are used to assess the choreographic work: 1. Utilization of choreographic elements (theme/variation, phrasing, design, dynamics, spatial awareness) explored during the Choreography series at USF. 2. Exploration of a clear choreographic intent 3. Evidence of a sophisticated creative process in the development of the final project. 4. Development/Utilization of a movement vocabulary/palette that supports the work's point of view. 5. Sophistication in the integration of either complex narrative or choreographic structures. 6. Choreographic/stylistic originality of the final work. Where discrepancies in scoring exist, scoring will be averaged or resolved via faculty discussion.

1c. Performance Targets

Audit Review: AC

The program will be meeting its goals if 95% of students receive advanced or superior on all areas of rubric.

1d. Assessment Results

Audit Review: AC

The program did not meet its target, as only 58% received advanced or superior scores on all areas of the rubric.

7/12 or 58% received adv/sup. scores on all areas of rubric.

5/12 or 42% received "acceptable" on one or more areas of rubric.

No "unacceptable" ratings on any area of rubric.

1e. Use of Assessment Results

Audit Review: AC

Question #s 1 and 2 usually have higher scores. Variability on questions 3, 4, 5 (7/12 showed this pattern – scores dropped on questions 3, 4, or 5).

The assessment results for this year could mean several things: 1. faculty have re-calibrated their expectations for students in various areas of the rubric after discussion of this assessment piece, and these results reflect the more refined and more rigorous expectations the program has designated as a whole; 2. these results are an outlier and do not reflect the consistently high performance outcomes within the program over multiple years. Both considerations will be discussed with the full faculty. Areas that tended to need improvement on the rubric included: evidence of a sophisticated creative process in the development of the final project, development and utilization of movement vocabulary/palette that supports the work's point of view and sophistication in the integration of either complex narrative or choreographic structures (7/12 showed this pattern – scores dropped on questions 3, 4, or 5). Expression of clear choreographic intent and utilization of choreographic elements within the choreography series usually scored higher.

Faculty have done some re-thinking in terms of how they assess the BFA projects in relation to the updated SLO which was changed in 2018 and the associated rubric (adjusted in 2018 as well). In the past, the program often met or exceeded this benchmark, but this year's results probably reflect the re-assessment faculty have been doing in terms of more critically identifying what qualifies for superior versus advanced, acceptable, and unacceptable in each area. To help refine the scoring process, aiming for clarity and consistency in the program expectations, the assessments with the highest scores and lowest scores will be reviewed with faculty as a point of reference for future scoring consistency and a discussion of program expectations.

Plan Review Comments

Report Review Comments

Goal 2: Critical Thinking Skills

Students earning an undergraduate degree in dance will demonstrate critical and creative thinking skills to equip them for making valuable contributions to the dance profession and navigating challenges.

1a. Student Learning Outcome Statement

Audit Review: AC

Students will be able to proficiently observe, describe, and analyze dance qualitatively and in context.

1b. Method of Assessment

Audit Review: AC

In the Choreography IV course, which is the final choreography course in the students' sequence, students are given a written assignment which demonstrates their ability to proficiently observe, describe and analyze dance qualitatively and in context. The rubric for this assessment method is still being refined by faculty as it is a new assessment piece. Assessment is performed by at least two faculty members using a departmental rubric which addresses the students' written dance observation and analysis skills on a scale of unacceptable (0), acceptable (1), advanced (2), and superior (3). The rubric (revised for 2019 assessment) currently asks these 6 questions:

1. Descriptions of movement and choreographic choices are detailed, relevant, and evocative.
2. Descriptions of additional design elements that inform the work are detailed, relevant, and evocative.
3. Analysis indicates a more comprehensive understanding of the dance's function in relation to social, political, and/or aesthetic aspects
4. Analysis demonstrates the logical development of ideas and insights.
5. Analysis indicates a creative and critical examination of the relationship between the movement and its interpretation, leading to meaning-making.
6. Student demonstrates a linkage of disparate ideas by developing an interpretation grounded in observable movement qualities, choreographic choices, and design elements.

Where discrepancies exist in ratings, averages will be compiled or agreement via discussion will occur.

1c. Performance Targets

Audit Review: AC

Success of the program goal will be indicated if at least 80% of students achieve superior or advanced in all areas of the rubric for the written assignment.

1d. Assessment Results

Audit Review: AC

The program did not meet its performance target for this measure.

4/14 or 29% received advanced or superior scores on all areas of the rubric.

10/14 or 71% received acceptable scores on one or more areas of the rubric.

When broken down between BFA and BA students, the following are the results for the BFA students:

3/13 or 23% received advanced or superior scores on all areas of the rubric.

10/13 or 71% received acceptable scores on one or more areas of the rubric.

There was only 1 BA student and this student received advanced/superior scores in all areas of the rubric. The performance target was met for the BA Program, but it should be recognized that there was only one BA student to assess in this pool.

1e. Use of Assessment Results

Audit Review: AC

The rubric for this measure has been refined over time and so has the assignment itself.

Often the first two questions of the rubric regarding describing design elements, including movement and choreography, receive higher scores; however, linking those descriptive observations to a more depthful analysis and *selectively* determining what is important to discuss in the analysis and why seems to be the area which needs to be improved. Based on these results, this assignment will be re-crafted a bit more and broken down into smaller mini-assignments which target the skill of analysis more explicitly. Thus, when the students are asked to perform this culminating analysis assignment, they will have had additional preparatory tools.

Also, as was noted in last year's 2018 "use of assessment results," in which a similar observation was made, we believe that the recent curricular changes we have made may strengthen this area of weakness. These curricular changes include adding a course for dance majors which emphasizes creative and critical thinking - dance analysis contextualized in cultural, social, and political frameworks. This course will be taken in the sophomore year, and we will not see the results of this change in terms of assessment until spring 2021, because the curricular change began in 2018, meaning that the freshmen cohort will take it in fall 2019 as sophomores and then will be assessed for this learning outcome in the spring of their junior year 2021.

We will also consider adjusting the performance target.

Plan Review Comments

Report Review Comments

Goal 3: Communication Skills

Students earning an undergraduate degree in dance will be able to communicate effectively and in ways that engage and attend to important societal issues.

1a. Student Learning Outcome Statement

Audit Review: AC

Students will be able to create and deliver effective verbal presentations through a direct action research project in the capstone Senior Seminar course.

1b. Method of Assessment

Audit Review: AC

In the capstone Senior Seminar course, students develop and present an action research project, advocating for a particular issue of concern within the local, regional, national, or global community. The students demonstrate their communication skills in the final oral presentation which is evaluated within a rubric of expectations rated as: superior/advanced/acceptable/unacceptable for each area. Rubric areas include: validity and development of speech content, speech delivery effectiveness, critical thinking, professionalism, and overall effort. At least 2 faculty score the final oral presentations. Where discrepancies in ratings exist amongst faculty, scores will be averaged or resolved via faculty discussion.

1c. Performance Targets

Audit Review: AC

Dance students are expected to present a well-organized, well-articulated, convincing argument for the position advocated as well as demonstrate adequate research and meaningful engagement with the topic. Success of the program goal will be demonstrated if at least 80% of students receive advanced or superior ratings on all areas of the rubric.

1d. Assessment Results

Audit Review: AC

The program did not meet its target (note: this is the first year using the revised rubric).

8/18 or 44% received advanced or superior scores on all areas of the rubric.

9/18 or 50% of students received one or more acceptable scores on the rubric.

1/18 or 5% received one or more unacceptable scores on the rubric.

When broken down between BFA's and BA's:

7/15 or 47% of BFA's received advanced or superior scores on all areas of the rubric.

7/15 or 47% of BFA students received one or more acceptable scores on the rubric.

1/15 or 6% of BFA's received one or more unacceptable scores on the rubric.

1/3 or 33% of BA's received adv/superior scores on all areas of the rubric.

2/3 or 67% of BA's received one or more acceptable scores on the rubric.

No BA students received an unacceptable on any area of the rubric.

1e. Use of Assessment Results

Audit Review: AC

Question #9 appears to have the lower scores when compared to other areas of the rubric, for most students.

“The student clearly articulates their parameters for assessing the success and impact of the project.”

The instructor will provide additional examples/models to the students to help them understand what the expectation for self-assessment/evaluation of the project is and how to better determine realistic impact and success markers and communicate this aspect effectively to the audience. Faculty will consider adjustment of the performance target as well.

This is an area in which the program usually meets or exceeds the performance target; however, we speculate that as the assignment and its expectations has become more fine-tuned, with refining of the rubric as well, faculty are gaining clarity and consensus around performance expectations as well. Another consideration is that this result is an outlier and does not reflect the consistently high performance on this measure for the program as a whole. It was noted that there were more discrepancies in ratings between faculty this time. These were resolved via discussion. To help refine the scoring process, aiming for clarity and consistency in the program expectations, the assessments with the highest scores and lowest scores will be reviewed with the full faculty as a point of reference for future scoring consistency and a discussion of program expectations.

We also believe that the curricular changes we have made will help support outcomes on this measure, but the effects of those curricular changes will not be seen in the senior cohort until fall 2021 and spring 2022 assessments occur.

Plan Review Comments

Report Review Comments

Goal 4: Other (non-ALC)

Students earning an undergraduate degree in dance will be able to demonstrate leadership and civic engagement skills.

1a. Student Learning Outcome Statement

Audit Review: AC

Students will be able to explore a topic in their community through a research-related direct action project in which they identify a problem or issue of local, regional, national or global significance and devise a creative advocacy action plan

1b. Method of Assessment

Audit Review: AC

In the final oral presentation of the capstone Senior Seminar class, Dance Majors demonstrate their leadership and civic engagement skills by exploring a problem or issue of local, regional, national or global significance and devising a creative advocacy action plan. Achievement is scored using a departmental rubric with the following qualifiers: unacceptable (0), acceptable (1), advanced (2), superior (3). The evaluation includes the following areas: effective organization of ideas and information, evidence of meaningful engagement with the topic or issue, adequate research to support the action plan design, ethical awareness, defined parameters to assess success of the project, presentation clarity, level of critical thinking, level of professionalism, and level of effort applied. Multiple faculty attend the final oral presentations. Assessment is performed by at least two faculty members. Where discrepancies exist in ratings, averages will be compiled or agreement via discussion will occur.

1c. Performance Targets

Audit Review: AC

Success of the program will be considered met if at least 80% of students achieve advanced or superior scores in all applicable areas of the rubric.

1d. Assessment Results

Audit Review: AC

The program did not meet its target. (note: this is the first year applying the new rubric and assessing this goal)

8/18 or 44% received advanced or superior scores on all areas of the rubric.

9/18 or 50% of students received one or more acceptable scores on the rubric.

1/18 or 5% received one or more unacceptable scores on the rubric.

When broken down between BFA's and BA's:

7/15 or 47% of BFA's received advanced or superior scores on all areas of the rubric.

7/15 or 47% of BFA students received one or more acceptable scores on the rubric.

1/15 or 6% of BFA's received one or more unacceptable scores on the rubric.

1e. Use of Assessment Results

Audit Review: AC

Note: This is the first time assessing this particular goal and applying the revised rubric.

Question #9 appears to have the lower scores when compared to other areas of the rubric, for most students.

“The student clearly articulates their parameters for assessing the success and impact of the project.”

The instructor will provide additional examples/models to the students to help them understand what the expectation for self-assessment/evaluation of the project is and how to better determine realistic impact and success markers and communicate this aspect effectively to the audience. Faculty will consider adjustment of the performance target as well.

It was noted that there were more discrepancies in ratings between faculty this time. These were resolved via discussion. To help refine the scoring process, aiming for clarity and consistency in the program expectations, the assessments with the highest scores and lowest scores will be reviewed with the full faculty as a point of reference for future scoring consistency and a discussion of program expectations.

We also believe that the curricular changes we have made will help support outcomes on this measure, but the effects of those curricular changes will not be seen in the senior cohort until fall 2021 and spring 2022 assessments occur.

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Assessment Methods

Course Related Assessments

Oral Presentation

Written Report or Essay

Course Embedded Assignment

Cumulative Assessments

Performance Related Assessments

Judged Performance

External-course Assessments

Standard Assessments
