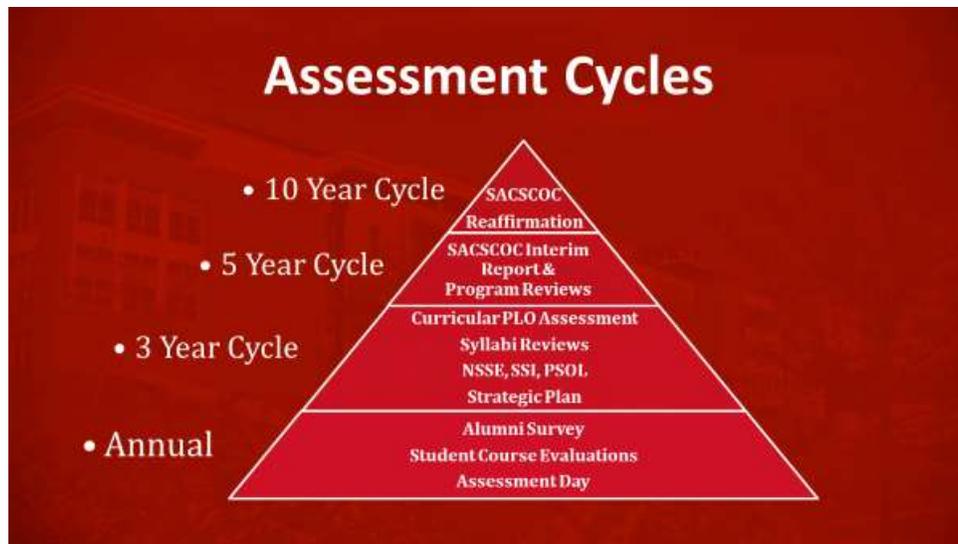


Assessment in the “Elusive” Arts

Erin Isaacson | Liberty University | eschroeder@liberty.edu



CHALLENGES

- Subjective
- Small faculty
- Limited resources: time, people, etc.
- Artists are self-proclaimed perfectionists and detailed; Passionate about their craft and may find it difficult to stand back and be okay with more general assessment at first

PRINCIPLES & STRATEGIES

- Relational! Listen and seek to understand their concerns, needs, and desires.
- Individualistic. Similarities across disciplines, yet different - and proud of it! Want to be treated with respect for their expertise and to "not be put in a generic 'assessment' box".
- Focus on the fact that art, in *all* its various forms, is a craft. Regardless of the area, there are certain skills, concepts, and proficiencies that a professional artist looks for and can recognize in other artists. The trick to creating a successful assessment is to work with faculty to identify these commonalities and translate them into "assessment-speak" in a way that uses their "vernacular" language.
 - KEY QUESTION: "If I asked you to describe a competent student in [program], what types of knowledge or skills do they have?" This question helps to identify what is important to the faculty - what they notice - then begins to find themes that could become categories.
 - Ask follow-up questions.
 - Look at previous rubrics, not only used for program-level assessment, but throughout the courses, to see what faculty are already assessing. Through these, you can, again, find commonalities that cross disciplines, or categories that could be simplified or more thoroughly developed for program-level assessment.

IUPUI 2020

©2020 Liberty University, and e320 Consulting. All rights reserved. May use with permission.

EXAMPLE: School of Music

PROGRAM LEARNING OUTCOME TO BE ASSESSED

1. Demonstrate technical fluency, expressiveness, style, and professionalism in musical performance.

DESIGN OF THE ASSESSMENT MEASURE

Research Question

Is the student able to demonstrate technical fluency in their chosen performance medium?

Participants

Selection method: Random Semester range: Fall 2020 – Spring 2021

Course: MUSC 498 Section(s): All sections across all performance disciplines

Estimated sample size: 20 or more.

Instrument

Assessment Tool: Senior Recital Hearing

Explanation of how the assessment tool aligns with the research question: Students will demonstrate aspects of technical fluency

Are the assignment instructions attached: Yes or No If No, explain why: Recital hearings are conducted in such a way that assignment instructions are not necessary: the student performs selections from their proposed program presentation at the request of the faculty present for the hearing.

Method

Data collection method: Hearing evaluation forms will be completed by area faculties and delivered to the performance coordinator, then delivered to the appropriate assessment coordinator.

Scoring tool: Assessment Rubric Table

Is the scoring tool included: Yes or No If No, explain why:

Raters: Raters will consist of panels of appropriate area faculties (3 on each panel). Different members will comprise each evaluation panel.

Do any of the raters teach the course sections from which the data is being sampled? Yes or No

ACHIEVEMENT TARGET

80% of students will score Competent (3) or higher on categories 1-3 of the rubric

Assessment in the Arts

Proposed Rubrics for all private instruction juries and recital hearings. Jury _____ Recital Hearing _____

Year	Category	(1) Unacceptable 0-4	(2) Developing 5-6	(3) Competent 7-8	(4) Advanced 9-10	Score
2020 - 2021	1 Technical Mastery	Student performance does not exhibit proper technique in the performance of appropriate level repertoire.	Student exhibits some technique, but performance of appropriate repertoire reveals the lack of requisite technical skills.	Student exhibits technical skills that enable the student to execute assigned repertoire at an acceptable standard.	Student exhibits technical skills that enable the student to execute assigned repertoire beyond collegiate standards.	
2020 - 2021	2 Tone Quality Control	Student consistently exhibits undesirable tone quality.	Student usually produces desirable tone quality, but with occasional lapses.	Student produces tone consistent with collegiate standards.	Student produces tone consistent with professional standards.	
2020 - 2021	3 Physical Freedom	Student performance exhibits excessive and restrictive physical tension.	Student exhibits only occasional undesirable physical tension that does not significantly limit facility.	Student performance is only slightly encumbered by infrequent physical tension.	Student performance is not hindered by undesirable physical tension.	
2023 - 2024	4 Application of technique to musical expression	Performance does not reflect a clear relationship with the musical score in terms of musical expression.	Performance inconsistently observes the composers' expressive indications.	Performance consistently realizes the composers' expressive indications.	Performance technique seems to transcend the composers' expressive indications.	
2023 - 2024	5 Period Appropriate Style	Performance does not reflect an awareness of style period performance practice.	Performance realizes some aspects of appropriate style period performance practice.	Performance conforms to appropriate style period performance practice.	Performance thoroughly embodies the appropriate style period performance practice.	
2023 - 2024	6 Musical/Emotional Expression	Performance does not exhibit the student's perception of musical/emotional interpretation.	Performance sometimes exhibits the student's perception of musical/emotional interpretation.	Performance consistently conveys the student's conception of musical/emotional interpretation.	Performance transcends its medium at times, allowing the audience to fully experience the composer's intentions.	
2026 - 2027	7 Performance Comportment	Student fails to conform to the expectations for a standard professional presentation.	Student presentation agrees with some accepted standards for the professional performance situation.	Student presentation agrees with accepted standards for the professional performance situation in most aspects.	Student presentation is thoroughly consistent with professional standards.	
2026 - 2027	8 Musicianship (includes ensemble)	Performance is fraught by a series of failures with respect to an accurate realization of the notation.	Performance exhibits several significant flaws in the accurate realization of the notation.	Performance has few significant flaws in the accurate realization of the notation.	Performance is near flawless with respect to an accurate realization of notation.	
2026 - 2027	9 Memorization	Student exhibits debilitating lapses of memory.	Student exhibits few memory faults, but has performance breaks.	Student's memory faults do not cause breaks in performance.	Student's memory is completely reliable.	
	10 Overall Impression	The performance lacks both energy and interest.	The performance does not sustain audience interest.	The performance seems effortless and is consistently engaging.	The performance is highly appealing and exemplary.	

Form must include student instrument, the name of the degree program, and course number

Scale: A = 90-100, B = 80-89, C=70-79. Scores below 70 are not considered passing.

Total: _____

Comments:

EXAMPLE: School of Communication and the Arts

Department: Studio and Digital Arts Academic Year: 2019-2020

Cluster 3 Major/Program: BFA Concentration: Studio Art

PROGRAM LEARNING OUTCOME TO BE ASSESSED

Generate artwork utilizing a variety of traditional media

DESIGN OF THE ASSESSMENT MEASURE

Research Question

Is the student able to develop a collection of related art pieces for a gallery exhibition?

Participants in this study

Selection method: All BFA students enrolled in the course Semester range: Spring 20

Course: ARTS 492 Section(s): All

Estimated sample size: 10

Instrument, Assignment, or Activity

Assessment tool: Gallery Exhibition

Explanation of how the assessment tool aligns with the research question: The gallery exhibition requires the students to showcase a body of studio artwork and prepare it for gallery presentation.

Are the assignment instructions attached: Yes If No, explain why:

Administration of the Assessment

Data collection method: all submissions from ARTS 492 BFA students will be collected

Scoring tool: Rubric

Is the scoring tool attached: Yes or No If No, explain why: measure to be reviewed by IE first

Raters: SADA Faculty / TBD

Do any of the raters teach the course sections from which the data is being sampled? Yes or No

ACHIEVEMENT TARGET

80% of all participants will score a 3 or better on all components of the rubric.

Assessment in the Arts

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
A. ARTISTIC FOCUS	A clear artistic focus is evident in the exhibit artwork in both form and content	A clear artistic focus is evident in the exhibit artwork in either form or content	Artwork has some visual similarities but lacks overall focus	Artwork is disjointed and lacks focus and cohesion
B. DESIGN FUNDAMENTALS: Balance, Shape, Texture, Line, Repetition, Unity, Color, Motion, Space, Depth, Emphasis, Focal Point, Value	Artwork demonstrates a mastery of all of the design elements and principles	Artwork demonstrates a mastery of most of the design elements and principles, however a few may need further development. Deficiencies do not detract from the collection of art as a whole	Artwork demonstrates a mastery of some of the design elements and principles, however many may need further development. Deficiencies detract from the collection of art as a whole	Artwork does not adequately utilize the elements and principles of design. Deficiencies are detrimental to the exhibit as a whole.
C. PRESENTATION	Work is presented in accordance with best practices for studio art exhibition. Overall presentation augments the work shown	Work is presented in accordance with best practice for studio art exhibition. Overall presentation is sufficient but does not enhance the work.	Work is presented in accordance with best practice for studio art exhibition. The overall presentation detracts from the work.	Work is not presented in accordance with best practices for studio exhibition. Overall presentation detracts from the work.
D. EXECUTION	Deliverables are executed well and are of professional quality. Mastery of the chosen medium is evident	Deliverables are executed well and are of good quality. Chosen medium is used proficiently	Deliverable quality may need refined. Use of chosen medium lacks sophistication	Deliverable quality is poor. Use of chosen medium is elementary.

EXAMPLE: School of Visual and Performing Arts

Department: Studio and Digital Arts Academic Year: 2019-2020

Cluster 3 Major/Program: BFA Concentration: Graphic Design

PROGRAM LEARNING OUTCOME TO BE ASSESSED

Integrate interactive design modalities into effective visual solutions

DESIGN OF THE ASSESSMENT MEASURE

Research Question

Is the student able to... Create an iOS Application for the iPhone that competes with an existing app?

Participants in this study

Selection method: All BFA students enrolled in the course Semester range: Spring 20

Course: ARTS 478 Section(s): All

Estimated sample size: 10

Instrument, Assignment, or Activity

Assessment tool: App Prototype Project

Explanation of how the assessment tool aligns with the research question: App design showcases a student's ability to design for human interaction and to create solution driven concepts.

Are the assignment instructions attached: Yes If No, explain why:

Administration of the Assessment

Data collection method: all submissions from ARTS 478 BFA students will be collected

Scoring tool: Rubric

Is the scoring tool attached: Yes If No, explain why:

Raters: SADA Faculty / TBD

Do any of the raters teach the course sections from which the data is being sampled? Yes or No

ACHIEVEMENT TARGET

80% of all participants will score a 3 or better on all components of the rubric.

Assessment in the Arts

	4 Advanced	3 Proficient	2 Developing	1 Insufficient
Visual Elements	An advanced understanding and application of knowledge of color theory, typography, and hierarchy are present. All material created is used in an effective manner.	A proficient understanding and application of knowledge of color theory, typography, and hierarchy are present. All material created is used in an effective manner.	Shows poor understanding of color application, typography and hierarchy. App is utilitarian in design, lacking any personal visual narrative.	The student created underdeveloped creative solutions that are not effectively communicating.
Human Interaction Design Elements	The interface features the minimum requirements of the app project but employs a clear creative and unique approach to the project, with a concise personal visual narrative present.	The interface may contain the minimum requirements of the app prototype but needs improving in developing a clear creative and unique approach to the project, with a concise personal visual narrative present.	The prototype features only 1 of the required items. Most original content is still present in the app	Prototype fails to adhere to common Human Interaction Guidelines
Functionality	The prototype functions with no broken links, no improper file sizes (300 DPI or too large of a 72 DPI file in pixel dimensions) All required elements are visible and present.	Prototype functions but with several errors or issues such as missing or broken links, unspecified pages. May contain appropriate content but rendered incorrectly.	Prototype has several errors and broken and barely functional.	Prototype completely does not work, nothing content wise is visible.
Concept	The student has developed effective and highly creative solutions.	The student has developed effective visual solutions, but may lack creativity	The student has developed solutions that are lacking effectiveness, but have a foundation on which to improve.	The student created underdeveloped visual solutions that are not effective or creative.

EXAMPLE: School of Visual and Performing Arts

Department: Theatre Arts **Degree Title:** BFA in Musical Theatre

PROGRAM LEARNING OUTCOME TO BE ASSESSED

The student will be able to create original and re-interpretive theatrical work, evidenced by a consistent work ethic and respect for professional ethics.

DESIGN OF THE ASSESSMENT MEASURE

Research Question

Is the student able to create an interpretation of a solo, power ballad using contemporary musical theory?

Participants

Selection method: Custom Semester range: Fall 2020— N/A

Course: THEA 251 – Musical Theatre I Section(s): 001

Estimated sample size: 10-14

Instrument

Assessment Tool: Contemporary Solo Ballad

Explanation of how the assessment tool aligns with the research question: Students will have progressed through multiple performance assignments within THEA 251, prior to the contemporary solo. The assessment tool gives BFA Musical Theatre students an opportunity to apply musical theatre theory. At this point in their education, BFA students will have progressed through multiple vocal lessons and music classes.

Are the assignment instructions attached: Yes or No If No, explain why:

Method

Data collection method: The students will be filmed and their performance will be viewed by two assessors.

Scoring tool: Assessment Rubric

Is the scoring tool included: Yes or No If No, explain why:

Raters: Two professors within the department

Do any of the raters teach the course sections from which the data is being sampled? Yes or No

ACHIEVEMENT TARGET

75% of the participants will score a 2 or higher on categories 1-4. 80% of the participants will score a 2 or higher on Interpretation

Assessment in the Arts

Quality Score	Needs Improvement	Competent	Advanced
Criteria	(1)	(2)	(3)
Vocal Quality - Belt	The student's belt is rarely free, easy, comfortable, and controlled. The vocalist is unable to sing softly in most pitches without undue effort. There are multiple moments of squeezing, pushing, forcing, yelling, and/or extreme nasality	The student's belt is somewhat free, easy, comfortable, and controlled. The vocalist is somewhat able to sing softly in most pitches without undue effort. There are a couple moments of squeezing, pushing, forcing, yelling, and/or extreme nasality	The student's belt is free, easy, comfortable, and controlled. The vocalist is able to sing softly in most pitches without undue effort. There is no presence of squeezing, pushing, forcing, yelling, and/or extreme nasality
Vocal Quality - Edge	Vocalist struggles to use vocal distortions like growls, vocal fry, breathy tone, screams, glottal stops, and vowel manipulation to bring edge to the piece.	Vocalist somewhat uses vocal distortions like growls, vocal fry, breathy tone, screams, glottal stops, and vowel manipulation to bring edge to the piece.	Vocalist uses vocal distortions like growls, vocal fry, breathy tone, screams, glottal stops, and vowel manipulation to bring edge to the piece.
Use of Lyrics	The vocalist's energy is not based on an experience with the text that they are speaking/singing. There are multiple moments of pushing the voice to sound angry and excited (vocal mugging); the vocalist struggles to achieve a "rebellious" energy through identifying with the text.	The vocalist's energy is somewhat based on an experience with the text that they are speaking/singing. There are one or two moments of pushing the voice to sound angry and excited (vocal mugging); the vocalist somewhat achieves a "rebellious" energy through identifying with the text.	The vocalist's energy is based on an experience with the text that they are speaking/singing. Instead of pushing the voice to sound angry and excited (vocal mugging); the vocalist achieves a "rebellious" energy through identifying with the text.
Relaxation	The face, neck, head and body are not in harmony and look, at time, uncomfortable in a belt sound, even as the louder, higher sounds require more activity on the part of the vocalist in order to be done correctly.	The face, neck, head and body are somewhat in harmony and look mostly comfortable in a belt sound, even as the louder, higher sounds require more activity on the part of the vocalist in order to be done correctly	The face, neck, head and body are in harmony and look comfortable in a belt sound, even as the louder, higher sounds require more activity on the part of the vocalist in order to be done correctly.
Interpretation	The performance lacks connection with source material and struggles to reveal a character point of view and is not dynamic.	The performance connects appropriately with source material and reveals a character point of view, but with little dynamics.	The performance connects appropriately with source material and reveals a character point of view that is dynamic

Program Learning Outcome Assessment Design

School/College: [Click here to enter text.](#)

Department: [Click here to enter text.](#)

Degree Title: [Click here to enter text.](#)

Academic Year: 2019-2020 (C3)

Delivery Format: Residential Online Both

DESIGN OF THE ASSESSMENT MEASURE

PROGRAM LEARNING OUTCOME TO BE ASSESSED

[Click or tap here to enter text.](#)

Research Question

Is the student able to [Click or tap here to enter text.](#)

Participants in this study

Selection method: [Choose an item.](#) Semester range: [Choose an item.](#) — [Choose an item.](#)

Course: [Click or tap here to enter text.](#) Section(s): [Click or tap here to enter text.](#)

Estimated sample size: [Click or tap here to enter text.](#)

Instrument, Assignment, or Activity

Assessment tool: [e.g., selected assignment to be used](#)

Explanation of how the assessment tool aligns with the research question: [Click or tap here to enter text.](#)

Are the assignment instructions attached: Yes or No If No, explain why: [Click or tap here to enter text.](#)

Administration of the Assessment

Data collection method: [Click or tap here to enter text.](#)

Scoring tool: [e.g., assessment rubric.](#)

Is the scoring tool included: Yes or No If No, explain why: [Click or tap here to enter text.](#)

Raters: [Click or tap here to enter text.](#)

Do any of the raters teach the course sections from which the data is being sampled? Yes or No

RUBRIC

Quality Score Criteria	Beginning (1)	Needs Improvement (2)	Competent (3)	Advanced (4)

ACHIEVEMENT TARGET

[Click here to enter text.](#)