

Arts Administration Certificate Academic Assessment Plan 2012-13

**Institutional Assessment
Timothy S. Brophy, Director**

Office of the Provost

University of Florida

*Institutional
Assessment*

*Continuous Quality
Enhancement Series*

**Arts Administration:
Performing Arts
Management**

Certificate Program

**School of Theatre and
Dance**

College of Fine Arts

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**Associate Dean
Margaret S. Mertz, Ph.D.
mmertz@arts.ufl.edu**

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Arts Administration: Performing Arts Management Certificate

College of Fine Arts Certificate Assessment Plan

A. Rationale

Many undergraduate arts majors leave college with little or no arts administration training. This certificate program will provide necessary training for a successful career in managing performing arts organizations. There are 756,007 businesses in the U.S. involved in the creation or distribution of the arts. They range from nonprofit museums, symphonies, theaters to for-profit films, architecture, and advertising organizations. Together, these organizations employ 2.99 million people, representing 4.14% of all organizations and 2.17% of all employees, respectively. Arts administrators have a wide range of responsibilities (e.g. staff management, marketing, managing budgets, public relations, program development and evaluation, fundraising, and board relations), and oftentimes lack the leadership training necessary to perform these functions.

B. Mission

This program is designed to help working professionals in the arts industry become leaders of their respective organizations. The online delivery of this program allows students to further their education and enrich their career without having to sacrifice commitments to their family and career.

The Arts Administration certificate program supports the college's mission to "provide instruction for students who seek professional careers in the arts, educate complete human beings capable of leading successful and productive lives in a free society, and provide creative and cultural opportunities for all students at the university and members of the community, nation and world." (College of Fine Arts [Mission Statement](#)). The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life." (University of Florida [Mission Statement](#)).

C. Student Learning Outcomes (SLOs)

Note: These are revised SLOs for this plan

1. Create a historical timeline identifying through analysis the twenty most important dates and actions in the history of arts support in our country. (content knowledge)
2. Debate and defend either side of the most controversial arts questions in the history of our republic. (content knowledge)
3. Analyze, compare, discuss and master contemporary arts administrative and management techniques in the performing arts. (critical thinking)
4. Create a consulting project in performing arts management. (critical thinking)
5. Create a video presentation communicating effectively public policy and arts advocacy issues. (communication)

D. Assessment Timeline

SLOs	Arts Advocacy Portfolio	Video Presentation
#1	X	
#2	X	
#3	X	
#4	X	
#5		X

E. Assessment Cycle

Data Collection: Spring and Summer Terms of Indicated Year

Analysis and Interpretation: Subsequent Fall Term

Improvement Actions: Subsequent Spring Term

Dissemination: Next academic year

SLOs	Year	12-13	13-14	14-15	15-16	16-17	17-18
#1		√	√	√	√	√	√
#2		√	√	√	√	√	√
#3		√	√	√	√	√	√
#4		√	√	√	√	√	√
#5		√	√	√	√	√	√

Disclaimer: No data was collected in 2011-12. Program is being held in abeyance and will be updated in the future.

F. Methods and Procedures

Both direct and indirect measures would be taken into account, and the faculty would devote a portion of each of their regular faculty meetings to strategize and come to a consensus on the specific metrics appropriate for this certificate program.

Methods:

During the fall review and analysis cycle, the faculty teaching in the certificate program will review the DIRECT and INDIRECT DATA as they best determine, answering key questions such as:

What does the data show us about each individual SLO?

And

What changes do we want to make, based on these observations?

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- *change the SLOs and ALC

- *change the data collected (assignments, etc.)

- *change the curriculum

DIRECT DATA: The faculty will randomly sample actual student work from 6000 level courses, in a variety of formats, based on projects and assignments from those courses. The faculty will develop appropriate rubrics based on the nature of the student samples. Samples will be collected based on recommended sample sizes according to the number of students in the program.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, and recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research.

Procedures:

In the fall and spring semesters of the data collection year, the faculty instructors of record will collect the DIRECT DATA samples from the designated courses they teach. A set of 5-7 samples from each class will be de-coupled, meaning that no grades, no student identification, and no comments will be on the samples (copies of student work). These data samples will be submitted online or in hard copy, as appropriate. Depending on the course and learning outcome, these samples may include research papers, exams, evidence of in-class practices and collaborative learning activities, and documentation of video assignments and works created.

During those same semesters, the INDIRECT DATA for those courses and the certificate program will be collected by the Dean's Office.

The faculty for this certificate program would meet in December of the review and analysis year to generate a report that would go to the Institute director and the deans, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made that spring, for implementation in the following fall.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Dr. Jerry Dickey	Director School of Theatre and Dance	jdickey@arts.ufl.edu	(352) 273-0501
Dr. Joan Frosch	Professor School of Theatre and Dance	jfrosch@arts.ufl.edu	(352) 273-0502

Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Rationale	The Rationale is clear.				
	The value-added for students is clear.				
Mission Statement	The certificate supports the department, college, and university missions.				
Student Learning Outcomes (SLOs)	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
Curriculum Map	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Certificate Assessment Plan Rubric, continued

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Methods and Procedures	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				

Figure 2: Evaluation Criteria: HUM 6340 – Public Policy and the Arts

Pecha Kucha – Video Presentation (250 points)

EVALUATION CRITERION				
ORGANIZATION/STYLE	Information is very well organized with well-constructed paragraphs and sub-headings. Presentation shows clear, logical relationships between all topics and subtopics. (40 points)	Information is organized with well-constructed paragraphs. Presentation shows clear, logical relationships between most topics and subtopics. (32 points)	Information is organized, but paragraphs are not well-constructed. Presentation covers some topics and subtopics, but excludes a number of others required by the assignment. (29 points)	Information appears to be unorganized. Presentation lacks logical flow and does not include topics and subtopics to organize materials. (25 points)
WORK CORRESPONDS WITH ASSIGNMENT SPECIFICATIONS	All topics are addressed and all questions answered with great clarity. (40 points)	All topics are addressed and most questions answered with some clarity. (32 points)	All topics are addressed, and most questions have been attempted, but not very clearly. (29 points)	A number of topics were not addressed or attempted vaguely (25 points).
QUALITY OF INFORMATION	Information clearly relates to the main topic. It includes several supporting details and/or examples. (40 points)	Information clearly relates to the main topic. It provides one or two supporting details and/or examples. (32 points)	Information clearly relates to the main topic. However, no details and/or examples are given to reinforce information points. (29 points)	Information is not based on resources presented in the course and/or relevant source citations are non-existent. (25 points)
GOOD USE OF RECOMMENDED RESOURCES	Successfully uses and cites resources presented in the course to find information and uses these to strengthen the work product. (40 points)	Information clearly relates to the main topic. It provides one or two supporting details and/or examples. (32 points)	Information clearly relates to the main topic. However, no details and/or examples are given to reinforce information points. (29 points)	Information has little or nothing to do with the main topic. (25 points)
WORK DEMONSTRATES STRATEGIC THINKING	Project includes aspects that clearly demonstrate strong originality in thinking about the concepts based on the evidence found in research. Effective use of originality, fluency, and/or elaboration is clear to the reader. (50 points)	Project includes aspects clearly demonstrate some originality in thinking about the concepts based on the evidence found in research. Reasonable use of originality, fluency, and/or elaboration helps the reader get the message. (40 points)	Project demonstrates an effort made to include original thinking and demonstrates some use of originality, fluency, and/or elaboration. However effort falls short in terms of bridging the reader's understanding with ideas the student asserts. (30 points)	Project appears mostly straightforward/typical or informational in its presentation. No attempt is made to extend ideas beyond the research evidence. (25 points)
WRITTEN PRESENTATION	Overall appearance of the work approaches a professional look and suggests great attention to detail. Appears student spent some time not only planning content, but also with presentation quality of the work. (40 points)	Evidence that time and care were taken in completing the project, and some attention to detail seems apparent. Appears the student spent reasonable time on the content and presentation of the work. (32 points)	Average time and care was taken in completing the work. There is attention to detail, but not at the level of superior work. Content and presentation somewhat meets expectations. (29 points)	The work appears somewhat "thrown together" with little attention to detail. (25 points)