

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT Theatre Arts DATE December 2007

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mabey, Gerhardt

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|--------------|-------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate & Graduate: Clearly articulated goals and objectives.

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

 U, G 1 Communication ("communicate effectively, both orally and in writing")

 U, G 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")

 U, G 3 Informed choices ("make informed choices")

 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")

 G 5 Lifelong learning ("commit themselves to lifelong learning")

 U 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")

 U, G 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

Undergraduate & Graduate: For 1, 2, 3, 5, 6, and 7, University/General Education goals are clearly articulated within the context of the departmental goals.

2. ASSESSMENT METHODS

Were any specific assessment methods referenced? YES X NO QUALIFIED Y/N

- | | | | |
|--|--------------|--------------|-------------------------|
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Student papers, presentations, performances, portfolios. Faculty assessments of students' work. Alumni surveys.

Graduate: Class presentations, research papers, course examinations, comprehensive examinations, conferences, auditions, portfolios. Theses. Performances.

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES___	NO_X___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES___	NO___	QUALIFIED Y/N ___
• If so, were the results clear in terms of how they indicate need for improvement?	YES___	NO___	QUALIFIED Y/N ___
• Were the results tied to goals for student learning?	YES___	NO___	QUALIFIED Y/N ___

Comments:

Undergraduate: The undergraduate assessment plan is repeated in the Annual Report. ‘We revised our assessment plan [2004-2005 is available on the web] and have no data to reflect its effectiveness at this time. We expect an in-depth report in the next annual report.’

Graduate: The Assessment Plan for the graduate report is available. The department, as per the 2006-2007 annual report expects ‘an in-depth report in the next annual report.’

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Use ‘U’ (undergraduate) or ‘G’ (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

- _____ 1 Communication (“communicate effectively, both orally and in writing”)
- _____ 2 Critical/creative thinking (“think critically and creatively” and “be intellectually curious and creative”)
- _____ 3 Informed choices (“make informed choices”)
- _____ 4 Understanding across disciplines (“understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences” and “acquire knowledge over a broad spectrum of subject areas”)
- _____ 5 Lifelong learning (“commit themselves to lifelong learning”)
- _____ 6 Cross-cultural appreciation (“develop some familiarity with cultures other than their own”)
- _____ 7 Service/citizenship (“commit themselves to...the service of others,” and “share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

Undergraduate & Graduate: No results reported. See comments in Section 3 above.

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES_____	NO___	QUALIFIED Y/N _X___
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES_____	NO___	QUALIFIED Y/N ___

Comments:

Undergraduate & Graduate: Results and closing the loop activities per se are not reported in the annual report, assessment section. Elsewhere in the report, however, there is evidence that assessment activities are progressing. The faculty plan to develop pre- and post- tests for one class, and they plan to create a departmental evaluation for every class. It is unclear in the report whether these plans address the undergraduate or graduate curricula.

SUMMARY

Strengths

- ☒ A specific plan for assessment is in place.
- ☒ Student learning goals are well-articulated.
- ☒ Assessment methods are clearly described.
- ☒ Assessment methods are appropriately selected.
- ☐ Assessment methods are well-implemented.
- ☐ Direct and indirect methods are implemented.
- ☐ Results are reported.
- ☐ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- ☐ No specific plan for assessment is in place.
- ☐ Student learning goals are not well-articulated.
- ☐ Assessment methods are not clearly described.
- ☐ Assessment methods are not appropriately selected.
- ☒ Assessment methods are not well-implemented.
- ☐ A single type of assessment methods predominates.
- ☒ No results are reported.
- ☒ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

The Theatre Arts department is in the beginning stages of assessment activities. An Assessment Plan is in place, and the faculty will be adding methods to assess student learning. No results or closing the loop activities are reported.

Reviewer(s):	Name	Renee Mabey	Cassie Gerhardt
	Department	Physical Therapy	Memorial Union
	Phone Number	777-4854	777-3667
	e-mail	rmabey@medicine.nodak.edu	cassiegerhardt@mail.und.nodak.edu

Section 1: Y Section 2: Y Section 3: NA Section 4: NA

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done