

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2010 Annual Reports
GRADUATE PROGRAMS

DEPARTMENT Theatre Arts **DATE** April 28, 2011

COMMITTEE MEMBER(S) CONDUCTING REVIEW Krista Lynn Minnotte, Joan Hawthorne

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|----------|--------|--------------------|
| • Were any goals referenced? | YES__Y__ | NO____ | QUALIFIED Y/N ____ |
| • If so, were goals well articulated? | YES__Y__ | NO____ | QUALIFIED Y/N ____ |
| • Do goals address student learning? | YES__Y__ | NO____ | QUALIFIED Y/N ____ |

Comments:

The goals are well-articulated and address student learning. Each goal has specific objectives associated with it.

2. ASSESSMENT METHODS

- | | | | |
|--|---------|--------|--------------------|
| Were any specific assessment methods referenced? | YES_Y__ | NO____ | QUALIFIED Y/N ____ |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES_Y__ | NO____ | QUALIFIED Y/N ____ |
| • Were both direct and indirect assessment methods used as components of a “multiple measures” approach? | YES____ | NO_N__ | QUALIFIED Y/N ____ |

Comments:

Specific assessment methods are outlined, and assessment methods are aligned with individual goals and objectives. Indirect assessment methods are not included.

3. ASSESSMENT RESULTS

- | | | | |
|--|---------|--------|--------------------|
| Were any assessment results reported? | YES____ | NO_N__ | 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:

A thoughtful assessment plan is in place, but it does not appear to be implemented. The assessment reported in the annual report appears to be copied directly from the assessment plan (which is dated 2004-2005). This leads us to conclude that new assessment has not taken place. New results are not reported.

4. CLOSING THE LOOP

- | | | | |
|---|---------|--------|--------------------|
| Were any actions taken on the basis of assessment results reported? | YES____ | NO_N__ | QUALIFIED Y/N ____ |
| • If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning? | YES____ | NO____ | QUALIFIED Y/N ____ |

Comments:

Some closing the loop activities appear to have taken place, but these are based on what was reported in the 2004-2005 assessment plan. New closing the loop activities have not been reported.

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:

We encourage the Theatre Arts program to revisit its graduate assessment. It would be useful to integrate indirect methods into the assessment plan. We think it would also be beneficial to focus on assessing one or two goals a year. The assessment plan might also need to be updated (the posted plan is from 2004-2005). The existing assessment plan shows a strong alignment between goals and methods, and if implemented, would likely lead to useful data.

MATERIALS REVIEWED

- ☒ Annual report
☐ Appendices (cited in annual report)
☐ Other (please describe)
- ☒ Assessment plan (as posted)
☒ Previous assessment review

Reviewer(s):	Name	Krista Lynn Minnotte	Joan Hawthorne	_____
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Section 1: Y Section 2: ? Section 3: N Section 4: N

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

UNIVERSITY ASSESSMENT COMMITTEE
Feedback to Academic Departments on Assessment Activities Reported in 2010 Annual Reports
UNDERGRADUATE PROGRAMS

DEPARTMENT Theatre Arts DATE April 28, 2011

COMMITTEE MEMBER(S) CONDUCTING REVIEW Krista Lynn Minnotte, Joan Hawthorne

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:

The Theatre Arts Department has three well-articulated goals that address student learning. The objectives associated with each goal are such that the goals should be fairly easy to assess.

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

- U 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
 U 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
 U 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
 U 7 Lifelong learning (“commit themselves to lifelong learning”)
 U 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding departmental goals and alignment of departmental goals with institutional and Essential Studies goals:

Some of the connections between the departmental goals and the Essential Studies goals are not immediately apparent without examining the objectives associated with each goal. Objective 1.1 and Objective 2.1 “The student will demonstrate effective communication, research, and analytical skills” align with Essential Studies goals of communication and thinking and reasoning- critical thinking. Objective 1.2 “The student will demonstrate an appreciation of cultures other than his/her own” connects with the Essential Studies goal of diversity. Lastly, Goal Number 3 “The graduate will be committed to life-long learning and serve the civic good with artistic distinction” aligns with the Essential Studies goals of lifelong learning and service/citizenship.

2. ASSESSMENT METHODS

- | | | | |
|--|--------------|----------------|---------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • 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:

The Theatre Arts Department has a comprehensive assessment plan in place, however, it has not been updated since 2004-2005, and it appears that it has yet to be implemented. The plan that is outlined includes clear connections between methods and goals, and multiple methods, including direct and indirect methods, are incorporated into the plan.

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:

No assessment results are reported. As mentioned above, it does not appear that the assessment plan has been implemented. It might be beneficial to keep in mind that assessment of each goal does not need to take place each year. Focusing on one or two goals a year could make the assessment plan easier to put into practice.

In addition to departmental goals, some assessment results may be applicable to institutional and Essential Studies goals. Use 'U' (undergraduate) to identify those results which are applicable to institutional/Essential Studies goal achievement. For indicated items, please describe findings in the appropriate section below. .

- _____ 1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
- _____ 2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
- _____ 3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
- _____ 4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)
- _____ 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- _____ 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- _____ 7 Lifelong learning (“commit themselves to lifelong learning”)
- _____ 8 Service/citizenship (“share responsibility both for their communities and for the world”)

Comments regarding results and the application of results to departmental, institutional and Essential Studies goals:

No assessment results were provided.

4. CLOSING THE LOOP

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

Comments:

The assessment plan as presented does include mechanisms that should result in closing the loop. Assessment data must first be collected before closing the loop activities can take place.

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:

Assessment of the undergraduate program in Theatre Arts appears to have stalled. An assessment plan is in place (that might need updating), but it does not appear to be implemented. We are optimistic that if the plan is put into practice that useful data would result. We recommend that the department focus on assessing one or two goals a year in order to get assessment efforts underway.

MATERIALS REVIEWED

- ☒ Annual report
- ☐ Appendices (cited in annual report)
- ☐ Other (please describe)
- ☒ Assessment plan (as posted)
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