

**Departmental and Program Assessment
Annual Assessment Plan Report**

Academic Year: 2009-10 Co-Chairs: Resinski, Campolo

Academic Department, Program, General Education Unit: Gender Studies Program

Student Assessment Plan (SAP) – Basic Check-list – If your answers are “yes” a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that the department uses this SAP. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>.

It appears as though no plan was filed last year. To our knowledge, no plan has been in use by professors of gender studies courses.

If no, provide a timeline that will produce a plan by the end of the next academic year.

We will have a plan in place by the end of the next academic year.

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

There is apparently no current SAP.

If no, provide a timeline that will produce student learning goals by the end of the next academic year.

The new SAP will include student learning goals.

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

There is apparently no current SAP.

If no, provide a timeline that will produce an assessment data list by the end of the next academic year.

The new SAP will detail assessment data to be collected.

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

No.

If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.

By the end of fall, 2010, students will have access to the learning goals on the program web page.

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

No.

If no, provide a timeline that will produce student learning goals by the end of the next academic year.

We will encourage professors of gender studies courses to list learning goals in course syllabi.

6. Does your SAP include direct assessments? "Direct" refers to evaluated student work.

There is apparently no current SAP.

If no, provide a timeline that will produce a direct student assessment tool by the end of the next academic year.

The new SAP will encourage professors of gender studies courses to collect direct assessments.

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. "Indirect" refers to student surveys, interviews, or opinions.

There is apparently no current SAP.

If no, provide a timeline that will produce an indirect student assessment tool by the end of the next academic year.

The new SAP will encourage professors of gender studies courses to collect indirect assessments.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

There is apparently no current SAP.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. **Help is available from David Sutherland, just call or email.**

1. What was your planned action item identified in your last report?

To our knowledge, no report was filed last year.

2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?)

We drafted a preliminary SAP and discussed how to implement it.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

We had no assessment data to discuss. We realized that we need an assessment process that is realistic, manageable, and brings together the gender studies faculty to discuss how assessment can be used to improve student learning and strengthen the program.

4. What are the plans for improving student learning in your unit?

We believe that a new SAP, under development, will help us to make changes that will improve student learning.

5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?

We will work on developing a new SAP.

(This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above. It can (and perhaps should) be a very limited item.)