

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

Academic Year: 2009-10 Chair: Todd Berryman

Academic Department, Program, General Education Unit: CW

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>.

yes no

If no, provide a timeline that will produce a plan by the end of the next academic year. One could be developed during the upcoming academic year, depending on the future of CW. But some guidance would be needed in determining how to assess a program such as CW.

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.

yes no

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

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.

yes no

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

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

yes no

If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year. However, if "learning goals" include the topics CW might cover, those are available on the Web.

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

yes X no

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

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

X yes no

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

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.

yes X no

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

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.)

yes X no

If yes, please provide the results in either in prose or as a table.

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?

There was no previous report.

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?)

When the CW committee meets, we assess whether or not courses that have been submitted to us should receive CW credit. Those discussions are rooted in a careful consideration of how the proposal intersects with the CW topics that are noted in Hendrix's Catalog. But that is the extent to which CW engaged in any form of assessment this past year.

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.

See above.

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

None.

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

Clearly, whoever next chairs the CW committee will need to meet with David Sutherland to discuss how CW could be assessed and to develop a future plan. Other than the work CW performs in assessing whether courses should receive CW credit, there has not been a larger assessment plan formed for this program.

(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.)