

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

Academic Year: 2010-2011

Academic Unit: Education

Chair: Dr. James Jennings

**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 this SAP is used by the department. 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=47328>.

yes    no   *If no, provide a timeline that will produce a plan 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.

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

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.*

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.*

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

yes    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.

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    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    no   *If yes, please provide the results in either in prose or as a table.*

See attachment - Senior Portfolio Results

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

1. What was your planned action item identified in your last report?  
None identified in last 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?)  
(1) Identify Inclusive Education course as a "marker" course to provide early detection of instructional issues; (2) Revise senior portfolio objectives; (3) revise junior portfolio objectives; (4) Increase the amount of "micro-teaching" in the Inclusive Education course; (5) place greater emphasis on and devote more time to student responses to NCATE Standard III elements completed in Introduction to Student Teaching; (6) Require a "C" or better in all education courses, including the methods course; (7) In addition to a 2.5 cumulative GPA, candidates must have a 2.5 GPA in their major; and (8) simplify the assessment plan and the data collection process.
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 Item #2 above. The assessment data involved the NCATE Standard III elements. The responses to these elements were evaluated using a rubric for each one. Several candidates had problems demonstrating the effectiveness of their teaching. This required the use of pre- and post-assessment of the instruction. Other data included the results of the Student Teacher Appraisal Form, during student teaching, and the annual review of the portfolio objectives.
4. What are the plans for improving student learning in your unit?  
All of the topics listed in Item #2 above have been studied by the department, submitted to the Teacher Education Committee, approved by the Teacher Education Committee, and work is underway for implementation in Fall 2011.
5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year? New action item that will be a goal for assessment discussions next year -- simplify the assessment plan and the data collection process.

*(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.)*