Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 2010-2011

Academic Unit: Gender Studies

Chair: Chris Campolo & Rebecca Resinski

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.

There is a current plan, but it is not yet up on the web because we just finalized it this year. We will send it along as a separate attachment with this report.

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

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

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

yes

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

We remind each professor in the program to do this each semester.

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

yes

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.

The three professors opting in to the assessment cycle this year (Campolo, Leitz, and Resinski) collected the questions used for indirect assessment incorporated in the course questionnaires.

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.)

All the courses in the Gender Studies minor directly address both of the primary learning goals for the program.

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?

Our action item was developing a new student assessment plan. We have done so.

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 met twice for assessment purposes. At each meeting, the faculty opting in to the assessment cycle discussed their courses, their course goals, the assignment they chose to assess, the results of the direct assessment, and the results of the indirect assessment. They also discussed possible changes they would make to their courses or assignments based on the assessment 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.

Each professor who opted in to the assessment cycle decide to change their course or assignment in ways based on the direct and indirect assessment. Resinski will provide additional up-front information about her assignment so that students get acclimated to its expectations sooner. Leitz will create more structured check-in moments during the development of student projects. Campolo will keep his assessed assignment but create a different assignment to use as the final assignment for the course.

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

All the professors who opted in to the assessment cycle found it helpful in thinking about their course goals and the structuring of assignments in concrete ways that will promote student learning. We believe that encouraging more Gender Studies professors to participate in the assessment process will improve student learning. It is worth noting that participation in the Gender Studies program is entirely voluntary on professors' parts, and the chairs can only encourage both participation in assessment and changes to promote student learning.

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

We will try to encourage different professors to participate in the assessment process with different courses so that the benefits of assessment will be more widespread in the program.