

Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2011

Academic Unit: History Department

Chair: Deb Skok

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.*

The department recently voted in a new major. We will meet in September to revise our old assessment plan to fit our new program.

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.*

We will discuss learning goals at our September department meeting.

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.*

The assessment committee recommended that we pare down the amount of raw data we collect. We will be discussing that in the fall semester of 2011.

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.*

In October of 2011, the department will be discussing “scaffolding”—what we want students to learn at each level (100, 200, 300, 400). A statement of learning goals will be part of our discussion on scaffolding.

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.*

See above

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.*

This is on our department meeting agenda for November 2011.

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.*

When we discuss scaffolding, the department will determine whether we need an assessment audit.

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?
See # below.
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?)

The main issue addressed was the need to implement regular department meetings. Traditionally, the department met rarely, and only when the need arose. Given our large changeover in personnel, changes in the college, and new developments in the field of history, we have decided that we need a more formal meeting schedule. Informal decision-making is no longer working—we need a more formal process. The new process will enable us to overhaul our assessment strategies.

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 will need to decide if the data we are collecting can still be useful in our assessment process.

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

Since the department has added so many new faculty members in the past few years, we will need to consider the current state of the department and of the field before we can make such plans. Since we have a new tenure-track faculty member arriving in the fall, next year should be good time to do so.

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 update our SAP to fit our new major.