

## Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2011-2012

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.*

We created a new Assessment Plan in 2011-2012.

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.*

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.*

Please note that in fall of 2012, the department will continue its discussion of discussing “scaffolding”—what we want students to learn at each level (100, 200, 300, 400). This will help us implement the learning goals we crafted in our new Assessment Plan.

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.*

We created a survey last year and administered it for the first time. We will use one of our regular department meetings this year to discuss the results.

**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.*

We have not yet scheduled one of these, but will bring the issue up to the department at our next meeting.

**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?

To revise our Assessment Plan

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 had several meetings last year to discuss parts of our assessment project. We accomplished a revision of our assessment plan. We also met to share information about the assessment practices we each use in our courses, in order to enhance our own pedagogical development (this is one of our Assessment Tools). We created and conducted a student survey for the first time last year. The department implemented its inaugural “Student Conference” for the student presentation papers from our capstone courses HIST 480 and Hist 497. Our plan is to use the conference presentation to assess students oral skills.

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’ll be using the data collected last year to determine if we need to make more changes to our program.

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

See #3 above.

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 examine the data from last year's student survey to think about our overall program.