

## Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2011-2012

Academic Unit: Learning Domains

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**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=7264>.

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.*

There are available in the form of Learning Domain descriptions in the catalog, from which the LD learning goals are created.

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.*

N/A

**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 begin revising and collecting Learning Domain Assessment data.
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 collected data from the EA Learning Domain.
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 planned to reassess the collected data in 2012-2013.
4. What are the plans for improving student learning in your unit?  
Once the data is collected for all Learning Domains, we can begin to consider the learning goals and how those are being achieved.
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.)*

The committee has begun examining the assessment data collected in 2008-2009 and 2011-2012. For HP, NS, and NS-L (all of which were assessed in 2008-2009) there were some issues with aberrant data that suggested to the committee that the language of the learning goals needed to be revised to make it more consistent with the catalog language. These have been sent to the Assessment Committee for aid in formulating the learning goals. For EA, assessed in 2011-2012, the assessed courses are accomplishing the goals set out in the catalog language. In 2012-2013, the committee plans to review and approve the Assessment Committee's recommended learning goal language for HP, NS, NS-L, SB, VA, and QS. We will also collect data at the end of each semester for one learning domain.