

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: 2012-13

Academic Unit: The Engaged Citizen

Chair: Jay Barth (convener of working group)

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.
 yes no

2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.
 yes no

3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.
 yes no

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

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. Sometimes the term “scaffolding” is used to describe this process. 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.) Has your program already done this?

yes no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your 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? *First report.*
2. Briefly summarize the topics discussed in your annual assessment meeting. *Please see attached the work from from the AAC&U Institute on General Education and Assessment which served as our primary assessment work to date.*
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.
4. Define one new action item for your assessment discussions next year. *Development of rubrics for each of the four course learning goals. Addition of learning goals and rubrics to TEC website.*

Hendrix College Action Plan for Assessment 2013

Short-term Goal:

1. Turn our four The Engaged Citizen learning goals into a rubric:

All dyads share a common set of learning goals:

1. The ability to comprehend and appreciate a set of complex issues relevant to being engaged citizens.
2. The ability to make connections between the evidence and methods from two distinct disciplines in order to formulate arguments about engaged citizenship.
3. The ability to express those arguments clearly in writing and discussion.
4. The ability to engage in and reflect on experiential learning that connects directly to the classroom experience, preparing the students for vibrant Odyssey experiences later in their Hendrix careers.

Long-term Goals:

1. Integrate the Assessment of the Collegiate Center (First Year Experience, Learning Domains, Capacities, Odyssey) in a way that allows for a robust, adaptable system
2. Use this Assessment to help prepare students for self-authorship by encouraging intentionality in General Education

Process for Short-term Goal:

TEC working group will create and review rubric
TEC teaching group will get information and be asked for input
Assessment Committee will review and present to the faculty

Process for Long-term Goal:

Explorations will ask their students to create a map connecting the elements of the Collegiate Center, beginning with the TEC and Odyssey learning goals and the Learning Domain and Capacity descriptions and asking them to imagine how each integrates with the others
Begin conversations about adjusting the Odyssey Assessment and Learning Domain Assessment in order to come together
Begin conversations about Assessment of Capacities
Begin introducing the Collegiate Center learning goals to new faculty
Recommend to Advising that they use these rubrics to help students with their intentional mapping of their education
Recommend to Advising that they institute an electronic file collection for students, where advisors and students can access reflection pieces that the student creates over the course of his or her career

Possible Barriers to Success:

Communication

Faculty Ownership: uncertain how much consensus there is about the specifics of the learning goals for TEC

Merging our plans with the plans that are underway on campus already (specifically Odyssey, which may need to make changes, Writing, which is beginning the process, and Advising, which is undergoing revision)

Assessment Committee is still new
Personnel changes

Avoiding Barriers:

Raise profile of Assessment Committee

Involve Campus Decision-Makers: Engage people with whom we need to merge our plans early in the process: Assessment Committee, David Sutherland (Associate Provost), Eva Windsor (Advising), Peg Falls-Corbitt (Engaged Learning), Pete Gess (Odyssey), Ann Muse, Jennifer Peszka, and J.J. Whitney (Explorations), TEC Working Group, Curriculum Committee, Alice Hines and Pat Hoy (Writing Across the Curriculum), José Vilahomat (Foreign Languages), Karl Lenser (Physical Activity)

Communication:

Mini-Workshop to debrief about the Assessment Institute, explain what we learned and our long-term goals

Follow up with smaller meetings with key players

Assessment Committee will begin to bring groups on board who are not currently working on assessment, aiding with the process

Measures of Success:

Level of engagement in the process

Faculty Ownership

Level of integration of the assessment processes

Advising assessment of student self-authorship

North Central Higher Learning Commission Accreditation