

Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2012-2013

Academic Unit: Odyssey Program

Chair: Nancy Fleming

Student Assessment Plan (SAP) – Your department, program or general education component does not have a SAP on file with our office. Next year this must be completed and your unit should consider this your only action plan for next year. (If you have completed this during the current year, you will need to come up with a new action plan for next year...)

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 *This is a final deadline and must be completed by the end of next year.*

Now that we have learning goals in place we are in the process of developing rubrics to help us evaluate how well the goals are being met. An assessment plan will be in place by the end of 2013-14.

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 *This is a final deadline and must be completed by the end of next 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 *This is a final deadline and must be completed by the end of next year.*

Our database includes quantitative information about the numbers of students who have completed Odyssey projects, including distribution among the six categories and amount of funding awarded. We have also developed an internal dashboard in the form of a set of graphs and charts to illustrate data related to funding. These charts and graphs include information such as number of requests versus number of projects funded in each funding cycle, average amount awarded per participant, and travel requests funded. In some cases the data is plotted against total student enrollment figures. While this data is not strictly related to student learning, it does give us information relevant to assessing how well the College is delivering on its commitment to provide Odyssey experiences and support them financially.

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

yes no *This is a final deadline and must be completed by the end of next year.*

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

yes no *This is a final deadline and must be completed by the end of next year.*

They will be included in the 2013-14 edition of the Odyssey Guide.

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

yes no *This is a final deadline and must be completed by the end of next year.*

Odyssey credits do not receive grades unless they are attached to a course. Evaluation, however, does occur at several points in the process of formulating and completing a project.

These include:

- o the supervisor’s approval of the project and willingness to sponsor it;**
- o the director’s approval of the project for credit;**
- o if funding is requested, the granting of monies by the Committee on Engaged Learning;**
- o the supervisor’s signature on the project completion form.**

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.

This is a final deadline and must be completed by the end of next year.

Student reflections on their learning appear in many of the 150-word descriptions submitted with project completion forms. The Odyssey Office also sponsors a public series titled “Odyssey Exemplars” in which students present their work to the campus community—the exemplars series offers students a public forum for articulating what they have learned.

In addition, we held a dinner in April 2013 to which randomly-selected seniors were invited to discuss their Odyssey experiences. Their comments are being matched to the rubrics that we have devised to evaluate how well we are achieving our new learning goals.

Finally, feedback about the Odyssey Program is collected on the exit survey administered to graduating seniors and the post-graduation survey sent to alumni two years after graduation. The answers to the questions on these two instruments help us assess how much impact the Odyssey Program has on students’ lives after they leave the College. The questions on these surveys bear directly on assessing the stated learning goal (#2): vocational self-discovery and professional development.