

Departmental and Program Assessment Annual Assessment Plan Report

Academic Year: 2012/2013

Academic Unit: Economics and Business Department

Chair: Karen Oxner

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

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

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

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

yes

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

yes

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

yes

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. Indirect assessments of learning gathered this year include performance in the business simulation game during the capstone course, and evaluation of economic research projects.

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.)

no

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?
Rewrite and administer the Senior Survey online through Survey Monkey or a similar service. Megan Leonard and Stephen Kerr both have relevant experience at assessment which I lack, and I hope to gain their assistance.
2. Briefly summarize the topics discussed in your annual assessment meeting.
We discussed the benefit of the Senior and Masters Survey, what assessment data should be gathered, revisited the learning goals for our department and how they could be assessed.
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.
Through Dr. Leonard, we are still collecting the Senior Survey data and will review responses in fall 2013.
4. What are the plans for improving student learning in your unit?
None have been formulated as a group.
5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year?
Refine questions and administration of the Senior and Masters Survey. Review responses for possible curricular changes.