Departmental and Program Assessment
Annual Assessment Plan Basic Update

Academic Year: ___2013-2014_____

Academic Unit: ____The Engaged Citizen_____

Chair: ___Jay Barth (Working Group Convener)_____

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.

   X 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.

   X 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.

   X 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?

   X 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?
   Development of rubrics for each of the four course learning goals. Addition of learning goals and rubrics to TEC website.

2. Briefly summarize the topics discussed in your annual assessment meeting.
   We discussed and then presented to the faculty the results of the student evaluations and the faculty data from our learning goal rubrics.

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.
   According to indirect data, students believe we are successfully fulfilling learning goals 2 and 4, but learning goals 1 and 3 could use some further work. According to direct data, faculty believe they are fulfilling learning goal 1, 3, and 4, but learning goal 2 could use some further work. We have incorporated these findings into our plans for our spring and summer workshops. We are particularly working on helping the faculty communicate to the students about how their subtopic relates to the overarching theme of engaged citizenship (learning goal 1). We are also spending significant time working on written and oral communication (learning goal 3).

4. Define one new action item for your assessment discussions next year.
   We are particularly interested in using the data collected to see whether our workshop focus on learning goals 1 and 3 have improved results in those areas.

TEC will set the stage for Hendrix Seniors to …	TEC Learning Goals	High Achieving	Competent	Needs Improvement	Unsatisfactory
apply a sophisticated understanding of the complexity of elements that comprise engaged citizenship through coursework, projects, and co-curricular activities—even when engaged citizenship is hardly the overt subject.	**The ability to comprehend and appreciate a set of complex issues relevant to being engaged citizens.**	Demonstrates a sophisticated understanding of the complexity of elements that contribute to engaged citizenship in a manner that *transcends* the course itself.	Clearly understands the complex array of elements regarding engaged citizenship as relates to the topic of a particular TEC course.	Is able to define some issues relevant to engaged citizenship, but does not fully explore the complexities examined in the course.	Exhibits understanding of individual elements of engaged citizenship in the context of the course, but from a narrow perspective.
"explore and connect the content and methods" across disciplines in curricular, co-curricular, and Odyssey projects.	**The ability to make connections between the evidence and methods from two distinct disciplines in order to formulate arguments about engaged citizenship.**	Independently synthesizes the content and methods from different disciplines to formulate compelling arguments about engaged citizenship that *transcend* the course content.	Independently connects content and methods from different disciplines to thoughtfully explore arguments about engaged citizenship in the context of the course.	Identifies the ways that two distinct ways of knowing approach the subject, and makes some limited comparisons and connections between them in the context of the course.	When prompted, recalls some evidence and methods from two disciplines, but is unable to make connections across ways of knowing in a consistent manner.
in both written and oral forms, "develop skill and effectiveness in use of language, the analysis of information, and the communication of knowledge."	**The ability to express those arguments clearly in writing and discussion.**	In BOTH written and oral communication, consistently organizes arguments thoughtfully, grounds arguments in appropriate evidence, uses compelling language to express a precise and memorable central idea.	In BOTH written and oral communication, exhibits a majority of the elements of effective communication regarding arguments, but shows weakness in certain elements regarding organization, language choice, and expression of a central idea.	Shows fluency in expressing arguments regarding course content in EITHER oral or in written form OR, in both areas, shows a need for improvement in a majority of the key areas.	In BOTH oral and written communication, lacks the ability to organize arguments effectively, is unable to access compelling language in presenting that material, and tends toward vague and rote communication about the material.
use experiential learning to independently test, deconstruct, and synthesize classroom theory in practice and provide a first-hand reflection that describes how the experience advanced understanding of the subject and the student's commitment to future action.	**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.**	Provides an expansive enumeration of the ways that the experiential learning component puts classroom knowledge into practice and enhances that knowledge, and has already begun to thoughtfully design future experiences based on this introduction.	Thoughtfully participates in the engaged learning component of the course and describes how it connects to the classroom experience, and provides evidence of some consideration of future experiences.	Participates in the engaged learning component of the course and describes some connections to the classroom experience, but does not provide evidence of further reflection.	When prompted, reflects on the experiential learning component of the course, but without connection to the course's content.