

**Annual Assessment Report
2017—2018
The Engaged Citizen**

The Engaged Citizen continues to follow its plan of using course assessment in the fall to shape faculty workshops in the spring to improve student outcomes in the following fall.

At the end of the fall semester of 2017, the 28 TEC faculty from the fourteen sections of the course directly assessed their students' progress toward meeting the four common learning goals. See Figure 1. We found that 2017 was consistent with previous years, with faculty reporting that between 70% and 80% of their students were competent or high achieving when it came to accomplishing the course learning goals. The TEC Working Group also aggregated student feedback on the course to see students' perceptions of their progress toward meeting the learning goals. See Figure 2.

The TEC Working Group designed workshops with special emphasis on the third learning goal, "The ability to express [arguments about engaged citizenship] clearly in writing and discussion." We invited Dr. Felipe Pruneda Senties, Director of the Hendrix College Writing Center, to the May workshop to provide practical resources for faculty to help students improve their writing. We also invited Dr. Robert Williamson, Margaret Berry Hutton Odyssey Associate Professor of Religious Studies at Hendrix College, to the August workshop to provide suggestions for leading good discussion with first-year students. Faculty assessed these elements of the workshops very highly, and the Working Group will review assessment data next year to see what benefits it had for students.

The major addition to TEC's assessment portfolio was an external evaluation of the course. The TEC Working Group authored a self-narrative in the fall of 2017 and hosted an external evaluator who met with different constituencies associated with the fresher course. Unfortunately, the evaluator was not able to complete the evaluation, and the review will recommence in the 2018-19 academic year.

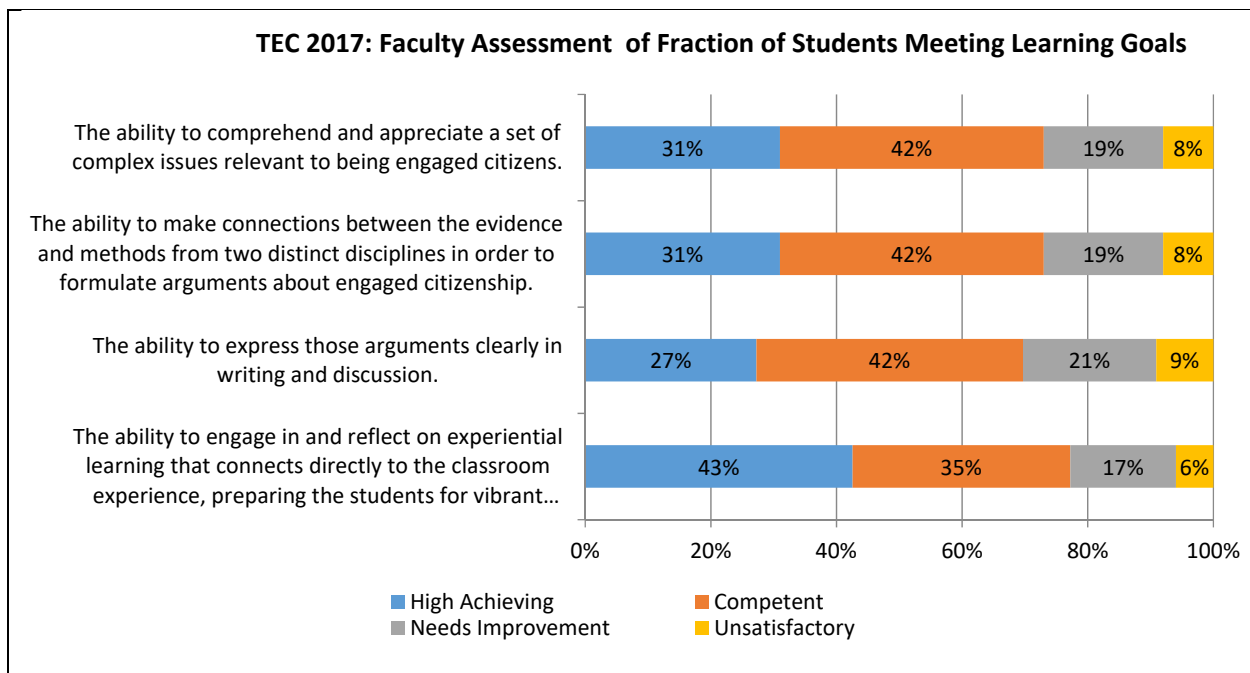


Figure 1. Faculty direct assessment of students' progress toward the learning goals for the fall of 2017.

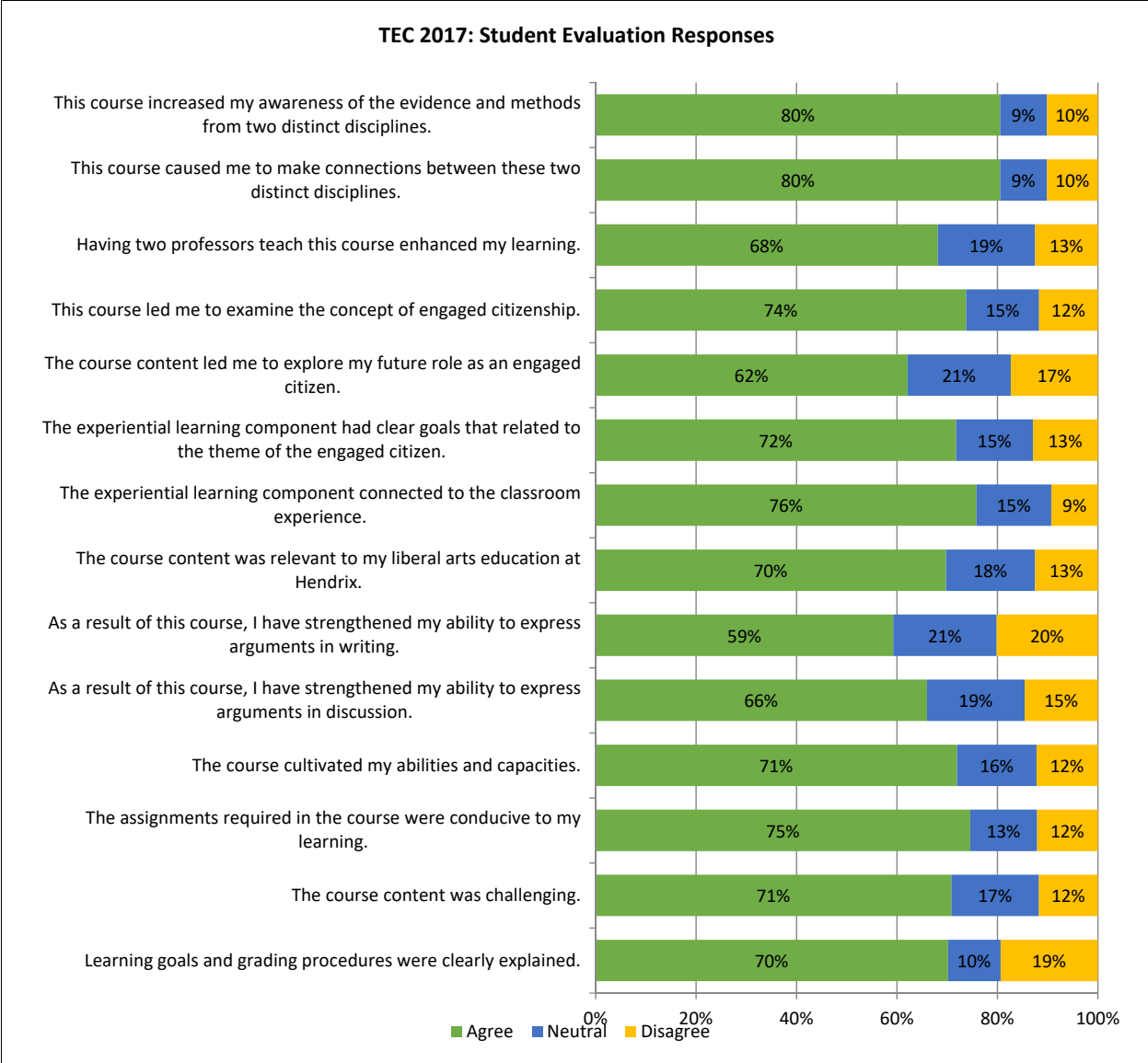


Figure 2. Aggregated student feedback on their TEC course from the fall of 2017. Likert scale responses for “strongly agree” and “agree” have been pooled together, as have responses for “disagree” and “strongly disagree”.