

## **Annual Assessment Report, 2017-18**

### **Interdisciplinary Minors Program**

The Interdisciplinary Minors Program was established in 2016 as an umbrella program for unattached interdisciplinary minors in order to consolidate administration, budgeting, and assessment of these programs (currently Africana Studies, Asian Studies, and Gender Studies) and to promote and support interdisciplinary programming on campus outside established majors. These programs have had small numbers of graduating minors, but have served as important centers of student and faculty interest and programming on campus. An important impetus for bringing them into a single administrative program was to enable more meaningful assessment of student learning in these programs (each program has had student assessment plans, but too few students to produce any meaningful data). In 2016-17, we crafted learning goals and an assessment plan (see below) to allow us to begin gathering data on student outcomes in our current minor programs.

This year, with our learning goals in place, our assessment work focused on two goals: 1) to review the curricula of our minors to ensure the viability of our learning goals; and 2) to begin collecting data on student outcomes through the implementation of our assessment instruments. To the first goal, we held a series of minor faculty meetings this spring resulting in the tentative reorganization of the Gender Studies minor (to be finalized through the curricular proposal process in the fall) and the identification of several important curricular issues for the Asian Studies minor (to be addressed in a minor faculty meeting in the fall). The goal of these curricular reviews is to ensure that students have a reasonable opportunity to complete the minor and, by doing so, to achieve the program's learning goals.

To begin to assess the degree to which students minoring in our programs are achieving its learning goals (as well as their perception of that achievement), we conducted our first faculty-mediated Senior Exit Interview and Senior Survey this spring. With a small sample size (four graduating seniors), we will consider qualitative feedback from both in our assessment meeting this fall while continuing to compile data over the next few years. As an interdisciplinary program, we are particularly interested in the viability our goal to have students connect and integrate multiple disciplinary approaches to their topic (our second learning goal), and plan to devote specific assessment meeting time to this goal in the coming year.

**Interdisciplinary Minors Program  
Student Assessment Plan  
(Approved Fall 2017)**

The Interdisciplinary Minors Program provides students structured opportunities for the interdisciplinary examination of various topics. Although it currently encompasses three minor programs (Africana, Asian, and Gender Studies) and faculty members in diverse disciplines who employ a variety of teaching styles, it coheres around two common learning goals.

**Learning Goals**

Students earning an interdisciplinary minor at Hendrix will:

- 1) Cultivate knowledge of and meaningful engagement with ideas and issues related to their minor topic.
- 2) Explore, connect, and apply a variety of disciplinary approaches to the study of their minor topic.

**Assessment Tools**

To assess the degree to which the program is achieving these goals, we employ both direct and indirect assessment tools:

- 1) Senior Exit Interview/Conversation: Two or more program faculty members from different disciplines will engage graduating minors in a guided, reflective conversation through which the faculty members will evaluate both
  - a. student perceptions of program coherence and quality, contribution to overall academic experience at the college, and value to vocational pursuits (indirect)
  - b. evidence of students' achievement of program learning goals (direct)
- 2) Senior Exit Survey: Program faculty will survey identified minors during their final semester at Hendrix about their perceptions of their achievement of the program learning goals (indirect).