

Student Assessment Plan

TEC Working Group

The Engaged Citizen Catalog Copy **LBST 150: The Engaged Citizen**

I. The Freshman Experience

The Engaged Citizen – one course.

The Engaged Citizen is a one-semester course required of all first year students entering Hendrix College. The theme of the “Engaged Citizen” combines the spirit of Hendrix’s Odyssey program with the college’s stated purpose of preparing “its graduates for lives of service and fulfillment in their communities and the world.” From philosophers and physicists to artists and anthropologists, we all approach questions about what it means to be involved in our communities, whether locally or globally, in different ways. This course seeks to illuminate the multiplicity of possible interpretations of engaging as a citizen through interdisciplinary team teaching, in which pairs of faculty from across the institution come together to form dyads and explore a sub-topic from different methodological “ways of knowing.” The varying disciplinary and individual approaches to this theme are intended to provoke discussion and reflection on this topic both within the dyads and throughout the Hendrix community. The course includes an introductory, hands-on activity that engages academic material in or outside the classroom and is tied to the content of the course.

Learning Goals

All dyads share a common set of learning goals:

1. The ability to comprehend and appreciate a set of complex issues relevant to being engaged citizens.
2. The ability to make connections between the evidence and methods from two distinct disciplines in order to formulate arguments about engaged citizenship.
3. The ability to express those arguments clearly in writing and discussion.
4. 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.

Shared Course Parameters

There are four shared components, which faculty are free to interpret as they choose:

- 1) At least one formal writing assignment for each professor
- 2) An engaged learning activity (Introductory, hands-on activity that engages academic material in or outside the classroom and is tied to the content of the course)
- 3) Reflection upon the engaged learning activity
- 4) A summative experience during finals week (at the scheduled final time); can be an exam, presentations, group event, etc.

There will be no more than 30 students per dyad, divided into 2 groups of 15. Each faculty member teaches one group of 15 for half the course and the other group of 15 for the other half.

This time can be divided as the dyad professors see fit, and can include some time when the dyad meets as a whole, but the course should be organized so that students regularly work in groups of 15 or fewer students.

Plans for Gathering Information:

Learning Goal 1: Engaged Citizenship.

Direct assessment: TEC instructor rubric line 1.

Indirect assessment: Student feedback questions 3a and 3b, and 4; Senior Exit Survey question.

Learning Goal 2: Interdisciplinarity.

Direct assessment: TEC instructor rubric line 2.

Indirect assessment: Student feedback questions 1a, 1b, and 1c and 2; Senior Exit Survey question.

Learning Goal 3: Communication.

Direct assessment: TEC instructor rubric line 3.

Indirect assessment: Student feedback questions 7a, 7b, and 7c; Senior Exit Survey question.

Learning Goal 4: Experiential Learning.

Direct assessment: TEC instructor rubric line 4.

Indirect assessment: Student feedback questions 5a and 5b and 6; Senior Exit Survey question.

The TEC Working Group also solicits feedback from Faculty on our workshops and uses our workshop discussions as opportunities for assessment.

Assessment Plan:

Every year the TEC Working Group compiles data from the Faculty Assessment Rubrics and the Student Evaluations to determine what aspect of our learning goals should be focused on in the Faculty Workshops. The TEC Working Group shapes Workshop Agendas based on these results. They also close the assessment loop by reporting the data to participating faculty at the May Workshop. At the same time, the TEC Working Group uses faculty participants' feedback to assess the success of the Workshops.

Student Feedback Questions

1 - Please indicate the one response for each item that most closely describes the feeling you have had generally or most of the time concerning this course.

Omit any items which are not applicable, or which you do not feel qualified to answer.

This course increased my awareness of the evidence and methods from two distinct disciplines.

This course caused me to make connections between these two distinct disciplines.

Having two professors teach this course enhanced my learning.

2 - In what way, if any, have the two disciplinary approaches affected your understanding of the theme of this course? Briefly explain.

3 - Please indicate the one response for each item that most closely describes the feeling you have had generally or most of the time concerning this course.

Omit any items which are not applicable, or which you do not feel qualified to answer.

This course led me to examine the concept of engaged citizenship.

The course content led me to explore my future role as an engaged citizen.

4 - In what way, if any, has this course informed your understanding of engaged citizenship? Briefly explain.

5 - Please indicate the one response for each item that most closely describes the feeling you have had generally or most of the time concerning this course.

Omit any items which are not applicable, or which you do not feel qualified to answer.

The experiential learning component had clear goals that related to the theme of the engaged citizen.

The experiential learning component connected to the classroom experience.

6 - One goal of this course is to develop “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.” In what way, if any, did this course promote that goal?

7 - Please indicate the one response for each item that most closely describes the feeling you have had generally or most of the time concerning this course.

Omit any items which are not applicable, or which you do not feel qualified to answer.

As a result of this course, I have strengthened my ability to express arguments in writing.

As a result of this course, I have strengthened my ability to express arguments in discussion.

This course contributed to the development of my academic skills.