Dear French department,

As you will recall, your 2018 Departmental Assessment Report was guided by the Assessment Committee's suggestions in our letter from last Spring. This year, the committee read and discussed your department's 2018 Assessment Meeting Report and filled out a new rubric, focusing on your Narrative of Strength and your Action Plan for Improvement.

Your 2019 Departmental Assessment Report should include three things and be e-mailed to Sasha Pfau (Assessment Committee Chair) by May 31, 2019:
1. A copy of the Rubric that your department developed at the 2018 Fall Faculty Conference.
2. An updated Student Assessment Plan.
3. A response to the Assessment Committee's targeted feedback.

1. Rubric
First, we would like you to share the Rubric that your department developed during Fall Faculty Conference. These Rubrics will be posted on the Academic Affairs website so that departments can share in each other's expertise. We would also like to ask you to use the draft Rubric to consider some of your majors this year and provide a brief summary of that conversation.

2. Student Assessment Plan
In examining your Student Assessment Plan, we are recommending that all departments take a look at what is online here:
https://www.hendrix.edu/academicaffairs/annualassessments/

You will need to be logged in to view your SAP.

A strong SAP includes:
- Departmental Learning Goals
- Curriculum Mapping
- Plans for Gathering Information:
    o At least one form of indirect assessment (student survey, exit interview, etc.)
    o At least one form of direct assessment (rubric for a capstone, common course, or learning goal, standardized exam, etc.)
    o A planned cycle for assessment of the goals (i.e. you don't have to assess all goals every year)

3. Response to Targeted Feedback
For your response to our targeted feedback, we have attached a rubric that the Assessment Committee developed in order to give you a high-level view of your department's responses to the prompts from 2018. This is intended to assist you in

developing future action. You should be aware that this cannot be an assessment of what you are doing but only an assessment of what you said on the form you submitted.

As you can see from the rubric, we thought your Narrative of Strength approached standards and your Action Plan for Improvement did as well. The committee would like you to provide us with more information about how the data you collect from your assessment processes are actually used to guide the changes you are making. You have a number of helpful tools, but we would like to know how those tools help you assess student learning at a higher level than the individual class.

We welcome you to invite members of the Assessment Committee to come to one of your department meetings this Spring if you think that would be helpful. We have been impressed with your dedication to improvement of student learning, and hope that you will carry on with the momentum that our whole campus developed in our preparation for the Higher Learning Commission's visit.

Thanks in advance,
Sasha and Megan

Rubric for Department Assessment Meeting Report 2018		
Narrative of Strength (Evidence Based Reason)	Changes made were in response to evidence of student development ☐ Meets/Exceeds Standards	Changes were made using weak, anecdotal, or indirect evidence of student development ☑ Approaches Standards	Changes were made with no reference to evidence of student development OR no changes were made ☐ Needs Attention
Narrative of Strength (Concise)	Changes were explained clearly and concisely ☐ Meets/Exceeds Standards	Changes were explained ☑ Approaches Standards	Changes were not explained ☐ Needs Attention
Narrative of Strength (Plan for Continual Evaluation)	Department has a clearly outlined, defined plan to monitor this going forward ☐ Meets/Exceeds Standards	Department has a plan to monitor this going forward, but the plan needs to be reevaluated (see comments) ☑ Approaches Standards	Department does not have a defined plan for follow-up ☐ Needs Attention
Action Plan for Improvement	Action plan addresses committees recommendations ☐ Meets/Exceeds Standards	Action plan is not related to the committee's recommendation, but still seems relevant ☑ Approaches Standards	Action plan is unclear and cannot be measured ☐ Needs Attention
	Evaluation Plan is evidence-based and evidence collected clearly speaks to the evaluation of the action plan and can be used in decision making ☐ Meets/Exceeds Standards	It is unclear how the evaluation plan will be executed and how it will be used in decision making ☑ Approaches Standards	Evaluation plan is not evidence based or it is unclear how evidence collected can be used in decision making ☐ Needs Attention
Departmental Goals	Department has clear learning goals that reflect desired student outcomes ☑ Meets/Exceeds Standards	Learning goals are a work in progress ☐ Approaches Standards	Department has no discernable learning goals ☐ Needs Attention
	Learning Goals are mapped to curriculum	☑ Yes	☐ No