

**Annual Assessment Report  
2018—2019  
The Engaged Citizen**

**Action Plan**

*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.

Following our External Review in 2018-2019, the Working Group has a number of goals for improving the assessment of our course.

*Alignment.* At its inception, TEC was a leader in integrating the goals for the course with the mission of the college. Now is a time when TEC can be an example again. Rather than simply *aligning* our goals with the VSL, as we have already done, we are interested in drafting learning goals that are *rearticulated* in the language of the VSL.

We also recognize that career-competencies, while new to Hendrix, may provide the kind of language that students, in particular, can understand well. We don't believe it would be appropriate to proceed down this path, however, until career-competencies are more fully integrated into the Hendrix curriculum.

*Transparency.* The TEC Working Group believes that there are immediate steps we can take to make our goals more transparent. First, we have learned in TEC that simple changes to the language we use in the classroom goes a long way in helping students see connections. An appropriate time to work on ways faculty can make connections will be in the 2019 workshops. Second, we can make the connections more explicit in our first-Monday session with the students. In 2019-2020, we will add a closing session near the end of the semester to highlight connections across sections of TEC. We will pay close attention to how that affects our assessment results. Based on that assessment, we will consider adding junior and senior reunions, and programming sessions that bring first-years and sophomores together.

*Refinement.* As we move into the sixth year of TEC, we will begin to move through our learning goals in a cycle. For 2019-2020, we will target our focus on our second learning goal, "The ability to make connections between the evidence and methods from two distinct disciplines in order to formulate arguments about engaged citizenship." We chose this goal due to patterns in our direct assessment data over time, which don't always align with student perceptions reflected in our indirect assessment (see the attached graphs). In an effort to explore different possibilities with this learning goal, we have decided to allow faculty to experiment with how much time they spend together with a class of 30 versus how much time they spend in 15-student sections. We will track whether we see improvements in connections and whether that has any negative impact on other goals for the course.

Finally, we are interested in how students from different backgrounds perform in TEC. The working group will discuss this with our Director of Institutional Research to see if there is a way to assess TEC with equity in mind.