

Departmental and Program Assessment

Annual Assessment Plan Report

Academic Year: 2009-10 Chair: Alice Hines

Academic Department, Program, General Education Unit: Writing Program

Student Assessment Plan (SAP) – Basic Check-list – If your answers are “yes” a question in this section, no further explanation is necessary.

1. Is there a current assessment plan for your department, program, or general education component? Current implies that the department uses this SAP. It does not have to be rewritten unless your assessment plan has changed. It should be on the web at

<http://www.hendrix.edu/academics/academics.aspx?id=7264>.

Yes; we still use the original plan

no

If no, provide a timeline that will produce a plan by the end of the next academic year.

2. Does the current SAP include student learning goals? Departmental/programmatic/general education component student learning goals should be able to stand alone as a list without pages of explanatory commentary.

Yes; the writing program was established to support and enhance student writing in all disciplines.

no

If no, provide a timeline that will produce student learning goals by the end of the next academic year.

3. Does your SAP include a list of assessment data collected yearly? Assessment data lists should be able to stand alone without pages of explanatory commentary. Additionally, collected data should be of enough value to the department that it is read yearly. If not, it is probably not of sufficient use to collect.

yes

No. We do not have a “list” of collected data. We do, however, have the statistics from the year.

If no, provide a timeline that will produce an assessment data list by the end of the next academic year.

4. Are student learning goals available to students on the web on the departmental/programmatic page(s)?

yes

No. We are moving to the creation of a clearer more informative website design. We should have the new design ready and installed by November 2011.

If no, provide a timeline that will produce student access to the learning goals by the end of the next academic year.

5. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program?

Yes; the goals are reasonable.

no

If no, provide a timeline that will produce student learning goals by the end of the next academic year.

6. Does your SAP include direct assessments? “Direct” refers to evaluated student work.

Yes. We are able to review the original examination (the student’s written text).

If no, provide a timeline that will produce a direct student assessment tool by the end of the next academic year.

7. Describe which indirect assessments in your assessment plan have been collected for the year and which have not. “Indirect” refers to student surveys, interviews, or opinions.

Yes We do not have indirect assessment of the Writing Examination. We probably will not take this item up until we have a clearer sense of what the “new” or “revised” general education curriculum will be.

no

If no, provide a timeline that will produce an indirect student assessment tool by the end of the next academic year.

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development. *This could easily be the annual action item for your department or program (next section #5).*

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. This

could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.)

yes **We will move to address each of the points mentioned above when we have a clearer picture of how the College Writing requirement “fits” into the “revised” or “new” general education program.**

no

If yes, please provide the results in either in prose or as a table.

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. **Help is available from David Sutherland, just call or email.**

1. What was your planned action item identified in your last report? **We continue to discuss how to make the Writing requirement better understood.**
2. Briefly summarize the topics discussed in your annual assessment meeting. (If you have not met this year, why not and when do you plan to meet?) **Clarity of the requirement is the primary topic we have discussed because most inquiries have concerned this area.**
3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP. **We have agreed to review comments received from faculty members regarding the current Writing requirement.**
4. What are the plans for improving student learning in your unit? **We will develop a plan based on the outcome of the general education discussions.**
5. Define at least one new action item for your unit that will be a goal of your assessment discussions next year? **We will clarify or develop a “new” or “better” set of criteria for Writing Level 2 courses.**

(This action item could be to work on the SAP or on the assessment audit to correlate student learning goals with specific courses, described above. It can (and perhaps should) be a very limited item.)