

Assessment Resource Guidebook for Hendrix

Collegiate Center Subcommittees

Collegiate Center Learning Goals

If you are here just to think about your Collegiate Center Learning Goals, it would be useful to read the section above about Course Learning Goals, because the same basic framework applies.

At Hendrix, we have standardized the expectations for Learning Goals. Your Learning Goals should follow these guidelines already, but if you want to add goals or change goals, remember that they must be student focused. For example, “Upon successful completion of the _____ requirement, students will be able to _____.” A general format for writing learning goals is: *At the end of this course, student will be able to [action verb] + [something]*. When looking for action verbs, we recommend considering the words on Bloom’s Taxonomy. There are examples available in [Appendix 1](#).

Statements that are professor or program focused, such as “Our curriculum encourages students to _____” or “We provide opportunities for _____” are valuable descriptions of how you might achieve student learning, but they are not student learning goals.

Collegiate Center Assessment Plans

If you are new to your Collegiate Center Subcommittee, we have good news! Your Subcommittee already has a Student Assessment Plan that includes learning goals and plans for gathering information (direct evidence, indirect evidence, and a cycle of assessment). This should have all the information you need to successfully complete your Annual Assessment Meetings and Report. All Collegiate Center Assessment Plans can be located [here](#) (note that you may need to be logged in to the Hendrix website).

Your student assessment plan outlines your subcommittee’s plans for gathering information. For each learning goal, you will find:

- At least one form of indirect assessment (student feedback forms, exit interview, etc.)
- At least one form of direct assessment (rubric, exam, etc.)
- A planned cycle for assessment of the goals (i.e. not all goals are assessed every year).

The forms of assessment are also included (generally in appendices to the assessment plan).

The assessment cycle is the most valuable document for you. You should be able to open that document and immediately see which learning goal you will be assessing this year and what indirect and direct assessments will be used to do so. From here, you can plan your Annual Assessment Meetings.

Assessment of Learning Goals (It's Not Just Completing Course Requirements!)

Much like course assessment is not just about grades, Collegiate Center assessment is not just about completing requirements. In order to answer the question “how do you know that students are learning?”, you need to think about each of your learning goals and where they are addressed. In addition, it is not enough to see student progress yourself. We also want to know whether students recognize their own progress.

In assessment language, we call these forms of assessment **direct** (your markers of student progress) and **indirect** (students' perception of their own progress). Your assessment plan includes at least one form of direct assessment and at least one form of indirect assessment for each of your learning goals. Your direct assessment might be in the form of a rubric for a course assignment or a rubric for the learning goals themselves. Your indirect assessment may be questions on your feedback forms.

Annual Assessment Reports

Thanks to your clear Student Assessment Plan, your Annual Assessment Report should be simplicity itself!

Step 1: Check your Assessment Cycle to see what goal(s) you are focusing on this year.

Step 2: Gather the data relevant to assessing that goal as indicated by the direct and indirect assessment instruments described in your Student Assessment Plan.

Step 3: Create a summary of that data that your subcommittee can use to guide your conversation during the meeting and make evidence-based decisions about future changes to your curriculum or your courses.

Step 4: During the meeting, discuss the data you have collected and determine whether you need to make changes to improve student learning.

Step 5: After the meeting, write up a summary of the conversation and the decisions made, and share that with the Office of Assessment along with your data. An example of an Assessment Report on the Vision for Student Learning can be found [here](#). In addition, your subcommittee's previous reports can be found [here](#). Note that you should focus on reports from 2020 forward, since that is when our new system for reporting was developed, though you may find useful information in earlier reports.

Step 6: The Assessment Committee will review your reports using a rubric (see Appendix 2) during the following Fall semester and may reach out with questions. You will receive a written response by February 1st.

Making Changes to your Student Assessment Plan

As you work through your annual assessment process and discuss the data, you may find that you need to make changes, not [only] to your major requirements, but to your assessment plan itself. Perhaps you find that the assessment tools need to be more clearly focused on the learning goal, or that you need to rewrite your goals. As you work through that process, these [Assessment Resources for Department Chairs](#) may be useful to you (note that you may need to be signed in

to your Hendrix OneDrive to access them). The documents include templates for your Student Assessment Plan, your Curriculum Mapping, and your Assessment Cycle. There are also examples of direct and indirect assessment tools.

Once you have developed, discussed, and decided upon your changes, you need to email the updated documents to assessment@hendrix.edu

Appendix 1: Bloom's Taxonomy

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Define	Explain	Solve	Analyze	Criticize	Design
Identify	Describe	Apply	Compare	Evaluate	Compose
Describe	Interpret	Illustrate	Classify	Order	Create
Label	Paraphrase	Modify	Contrast	Appraise	Plan
List	Summarize	Use	Distill	Judge	Formulate
Name	Classify	Calculate	Distinguish	Support	Invent
State	Compare	Change	Infer	Decide	Hypothesize
Match	Discuss	Demonstrate	Separate	Discriminate	Write
Select	Distinguish	Experiment	Categorize	Recommend	Compile
Locate	Predict	Relate	Differentiate	Assess	Construct
Memorize	Associate	Complete	Discriminate	Convince	Develop
Quote	Convert	Construct	Divide	Defend	Integrate
Recall	Demonstrate	Dramatize	Order	Find errors	Modify
Reproduce	Estimate	Interpret	Subdivide	Measure	Organize
Tabulate	Express	Manipulate	Survey	Grade	Prepare
Tell	Indicate	Paint	Advertise	Rank	Produce
Copy	Infer	Prepare	Conclude	Score	Rearrange
Duplicate	Relate	Produce	Correlate	Select	Rewrite
Enumerate	Restate	Report	Deduce	Test	Adapt
Omit	Select	Teach	Devise	Argue	Arrange
Recite	Translate	Act	Diagram	Conclude	Assemble
Record	Cite	Administer	Dissect	Consider	Collaborate
Repeat	Generalize	Articulate	Estimate	Critique	Devise
Retell	Give examples	Chart	Illustrate	Debate	Express
	Group	Collect	Organize	Distinguish	Facilitate
	Illustrate	Compute	Outline	Editorialize	Make
	Order	Determine	Plan	Justify	Negotiate
	Report	Develop	Question	Persuade	Originate
	Represent	Employ	test	Rate	Propose
	Rewrite	Explain		Weigh	Reorganize
	Show	Interview		Validate	Simulate
	Trace	List			Structure
	Transform	Operate			
		Practice			
		Predict			
		Simulate			

Appendix 2: Committee Rubrics

Rubric for Assessment Meeting Report 2020			
Evidence Presentation	All evidence from the SAP has been collected and is provided in the report. The evidence is presented in a way that makes sense to an outside audience.	Most evidence from the SAP has been collected and appears to be included in the report. The evidence is presented in a way that leaves an outside audience with some remaining questions	Evidence either bears no relation to the SAP or is not included in the report.
	<input type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention
Use of Evidence	There is an explicit, well-reasoned connection between the assessment results and the proposed changes. If no changes are proposed, the evidence provided backs up this decision.	There appears to be an adequate connection between the assessment results and the proposed changes, but it is not explicitly explained. If no changes are proposed, the evidence provided raises some questions about this decision.	The connection between the assessment results and proposed changes are indiscernible. If no changes are proposed, the evidence provided does not support this decision.
	<input type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention
Evidence of Collaboration and Communication	There is explicit and documented evidence of departmental discussions and faculty collaboration on assessment, proposing any changes, and report preparation. If the department learning goal is assessed in an individual course, discussions take place at the program level.	Evidence exists of either departmental discussions or faculty collaboration on most assessment activities. If the department learning goal is assessed in a course, discussions are mostly at the course level but do include participation by the full department.	There is insufficient evidence of departmental discussions or faculty collaboration on assessment activities. If the department learning goal is assessed in a course, no participation of the wider department is evident.
	<input type="checkbox"/> Meets/Exceeds Standards	<input type="checkbox"/> Approaches Standards	<input type="checkbox"/> Needs Attention