

TEC Assessment Report 2021-2022

TEC Working Group Assessment Meeting, April 26, 2022, 1:00-2:00 p.m. SLTC 222

Present: Pete Gess, ex-officio, Cathy Jellenik, Kiril Kolev, ex-officio, John Krebs, Maureen McClung, Sasha Pfau, convener

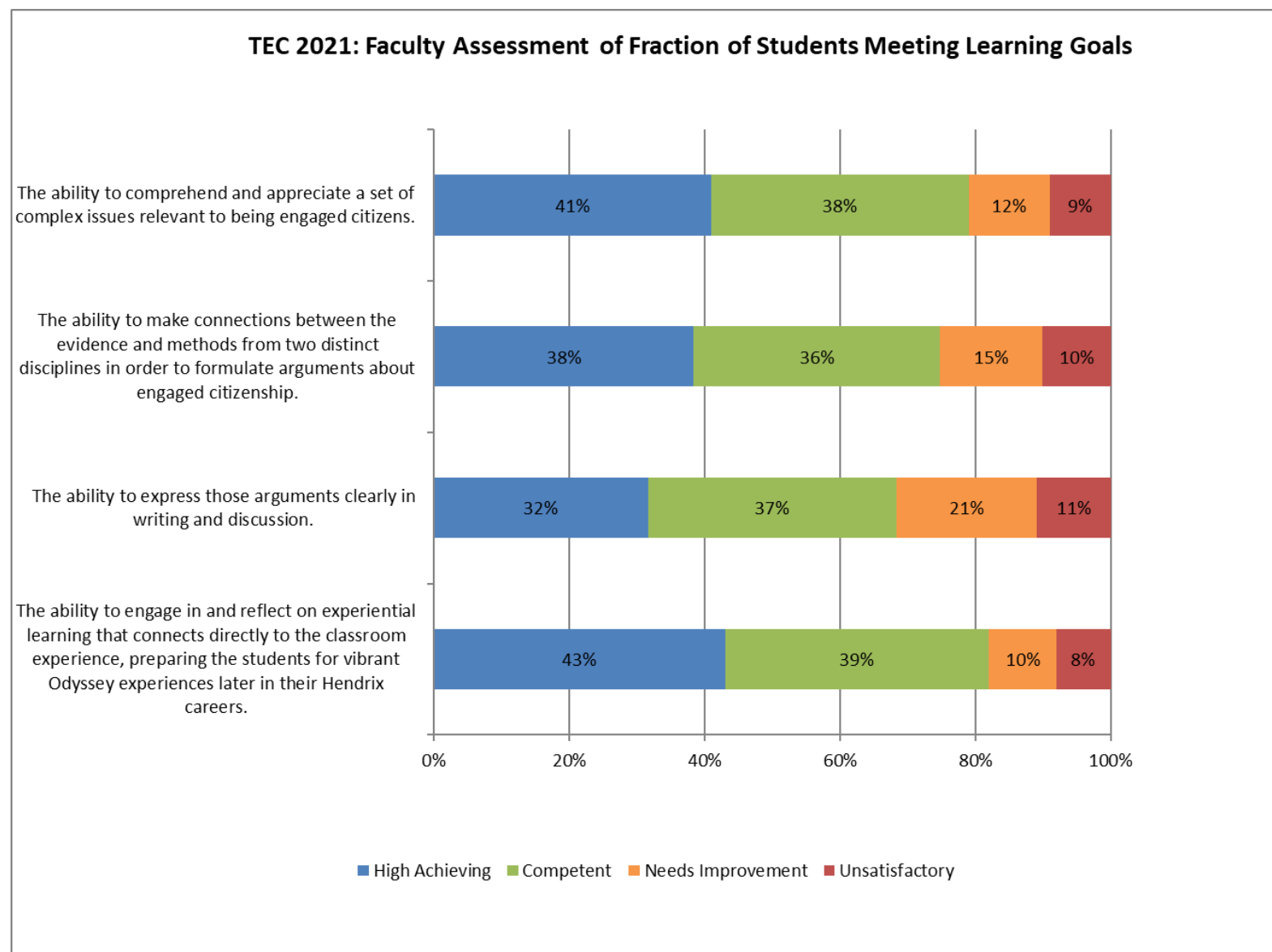
TEC Workshop Assessment Presentation, May 16, 2022 in Murphy Seminar Room

Present: Jonathan Hancock, Lars Seme, Wenjia Liu, Rod Miller, Ann Muse, Rebecca Resinski, Andres Caro, Gretchen Renshaw-James, Maureen McClung, William Haden Chomphosy, Mark Goadrich, Pete Gess, John Krebs, Cathy Jellenik, Lindsay Kennedy, Delphia Shanks, Felipe Pruneda Senties, Todd Tinsley, Kiril Kolev, Antonio Horne, Sasha Pfau

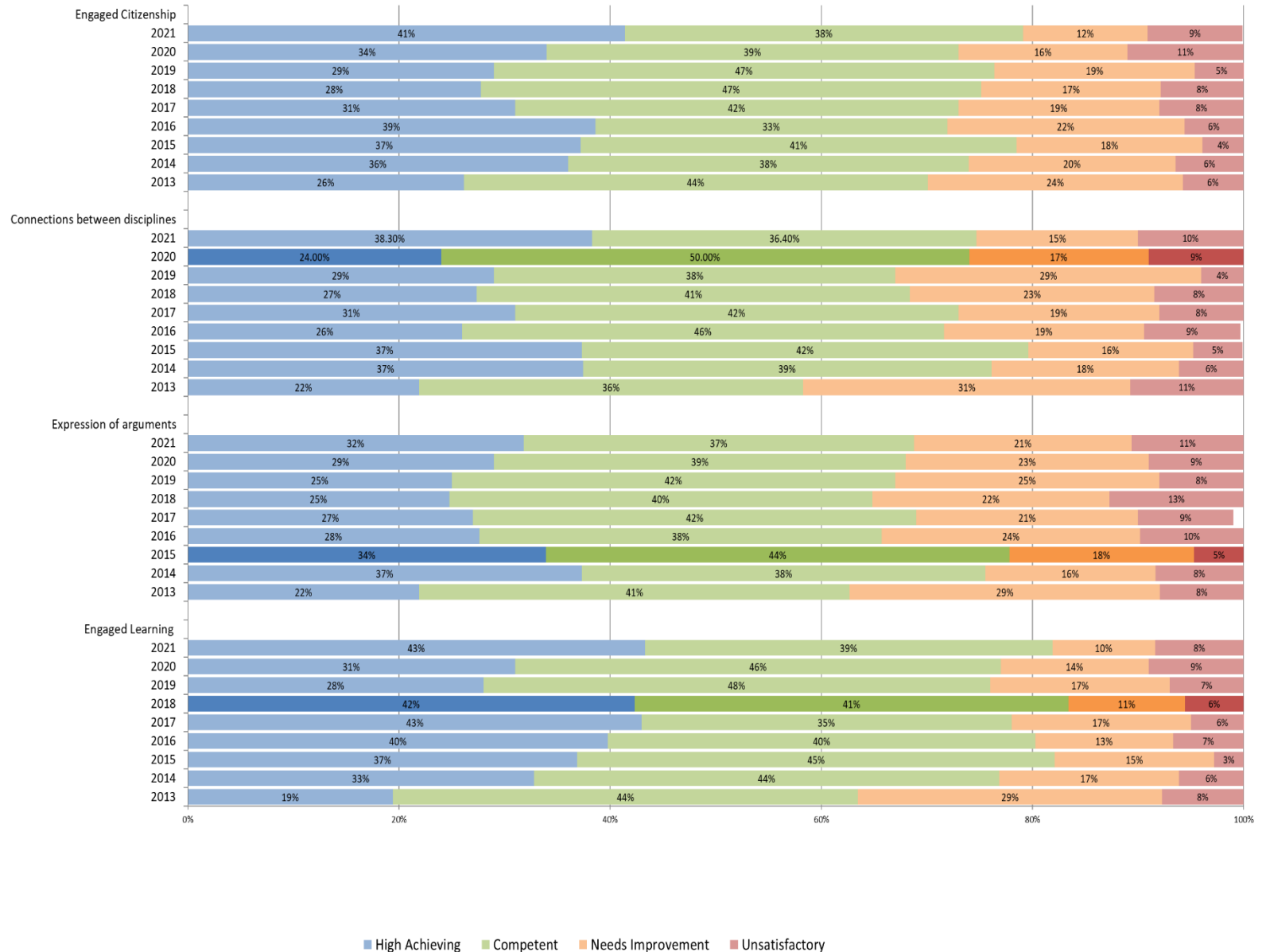
For 2021-2022, the TEC Working Group focused on Learning Goal 4: The ability to engage in and reflect on experiential learning that connects directly to the classroom experience, preparing the students for vibrant Odyssey experiences later in their Hendrix careers. Our Workshop programming in 2021 included an increased focus on the engaged learning component of the course, and particularly on highlighting the connection between that engaged learning component and preparation for future Odyssey experiences, including building reflection skills and making connections between engaged learning and the classroom. As you can see from the Appendix, our direct assessment from Faculty indicated that student performance was highest in this learning goal, with only 18% of students being rated as unsatisfactory or needing improvement, 43% in the high achieving category, and 39% rated as competent. In terms of indirect assessment, 80% of students agreed that the experiential learning component connected to the classroom experience, and 73% agreed that it had clear goals that related to the theme of engaged citizenship. Student comments varied, with some citing specific ways that the course helped prepare them for their future Odyssey careers and others saying that they did not feel that this goal was achieved. Some students seem to expect a more concrete outcome (more similar to what happens in an Explorations class) to introduce them to Odyssey, rather than thinking more widely about the skills of experiential learning. This may be an issue with the phrasing of the question or with faculty discussion of the experiential learning component. We will continue to discuss these issues in future Workshops.

We note that the Assessment Committee recommended in their 2022 letter that we consider disaggregating writing and discussion in our Direct Assessment data collection. The TEC Working Group will spend some time in the Fall considering changes to our Assessment Tools, both Direct and Indirect, as we have now come to the end of a cycle of focusing on each Learning Goal in turn and are now returning to Learning Goal 1 for 2022-2023. This is a good time to consider making changes to our data collection to help us narrow in on particular issues and see how we might be able to improve.

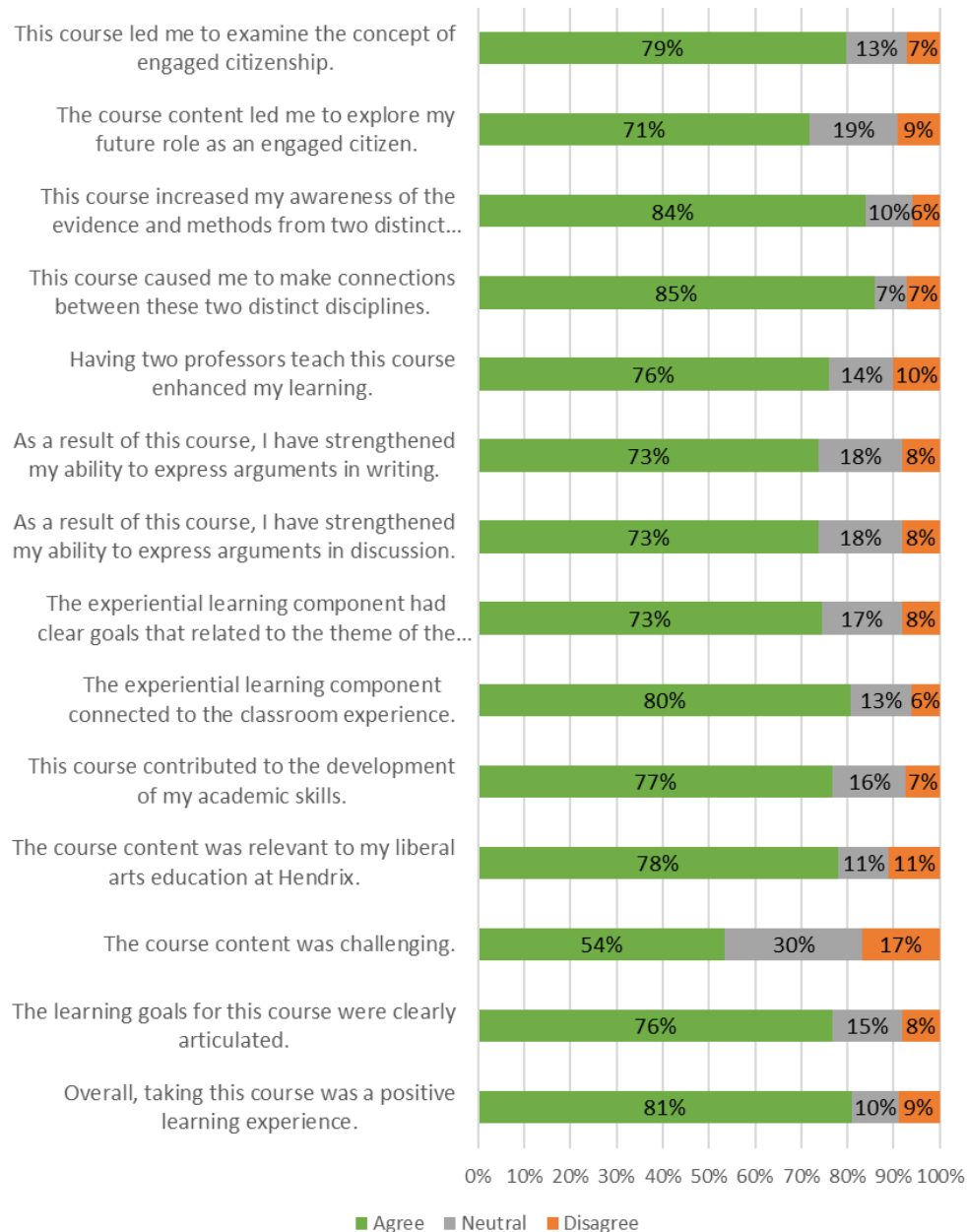
Appendix: Assessment Results



Faculty Assessment of Student Learning Goals



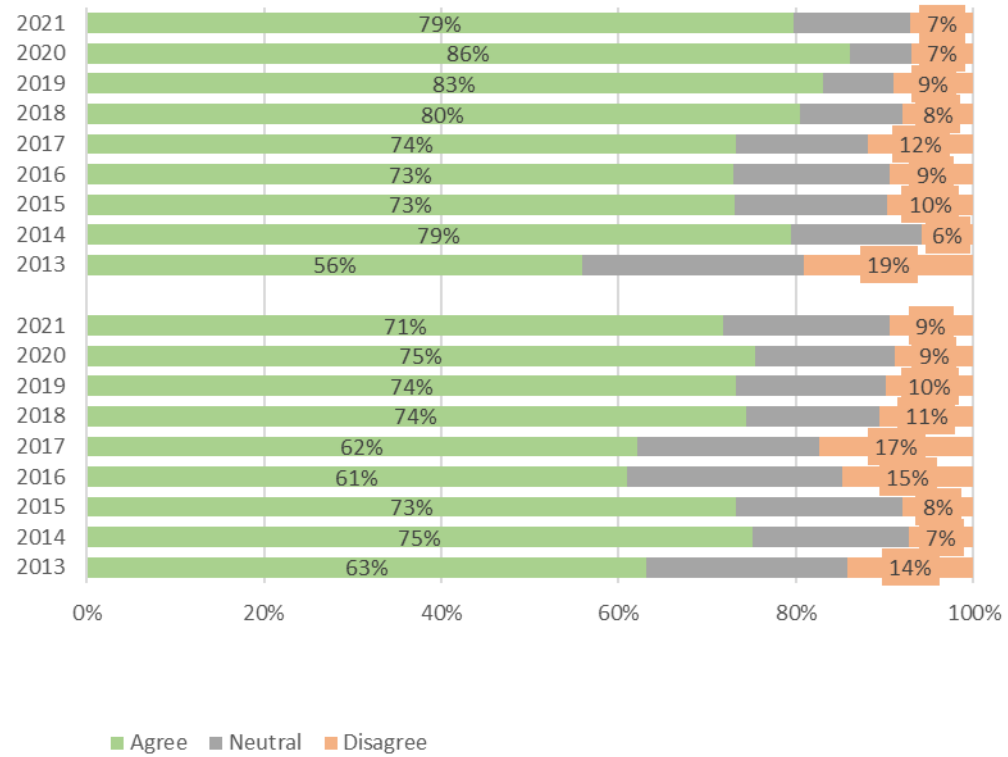
TEC Student Feedback 2021



LG#1: Engaged Citizenship

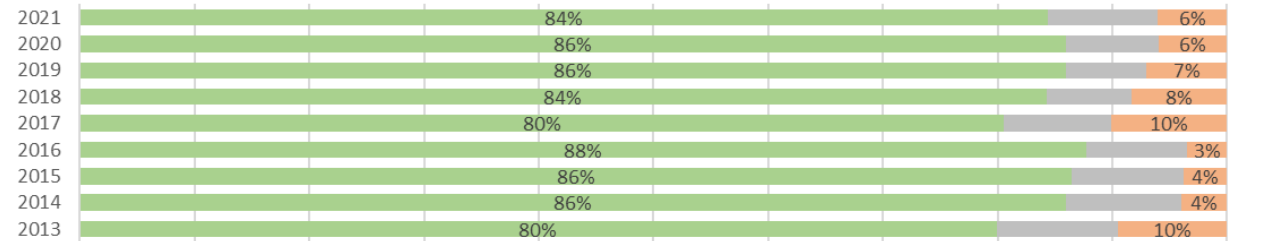
This course led me to examine the concept of engaged citizenship.

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

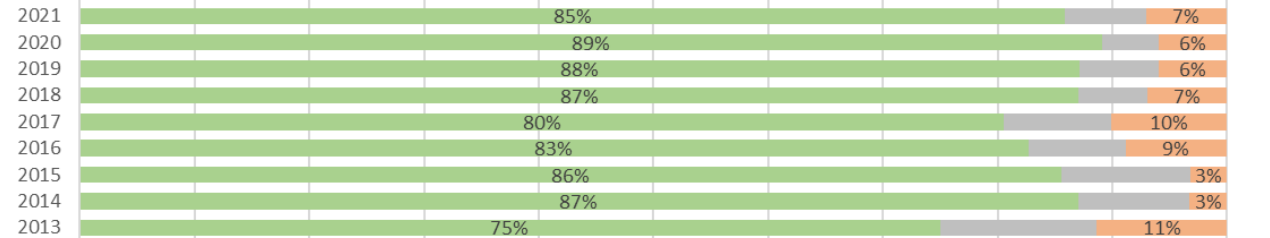


Learning Goal #2: Multidisciplinary

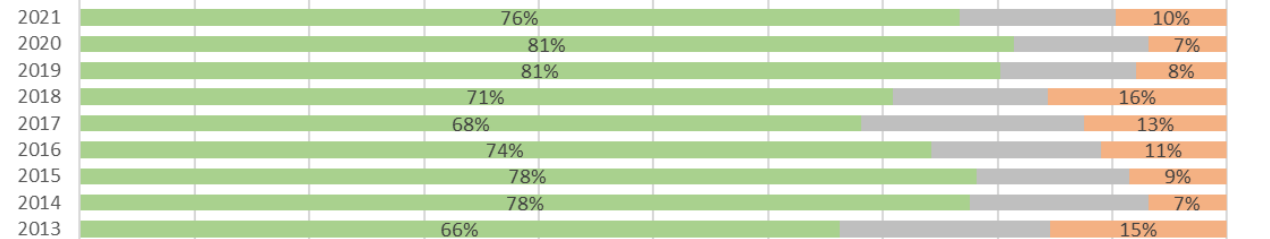
This course increased my awareness of the evidence and methods from two distinct disciplines.



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



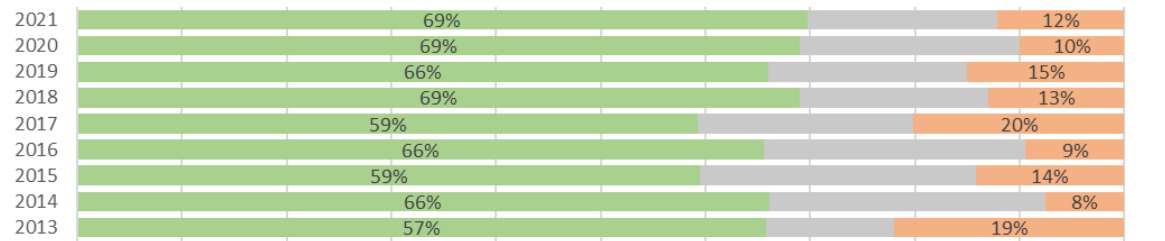
Having two professors teach this course enhanced my learning.



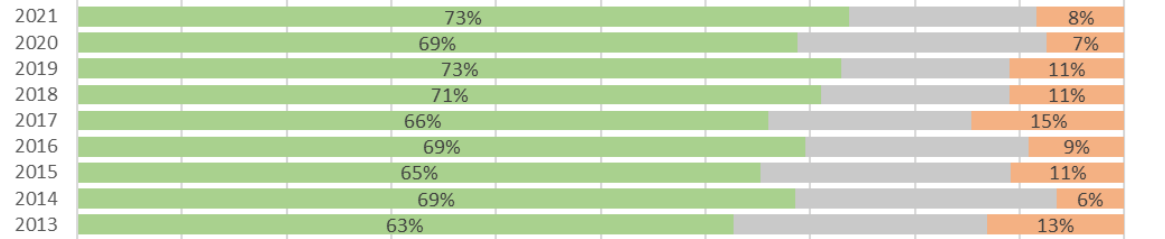
Agree Neutral Disagree

LG#3: Expression of Arguments

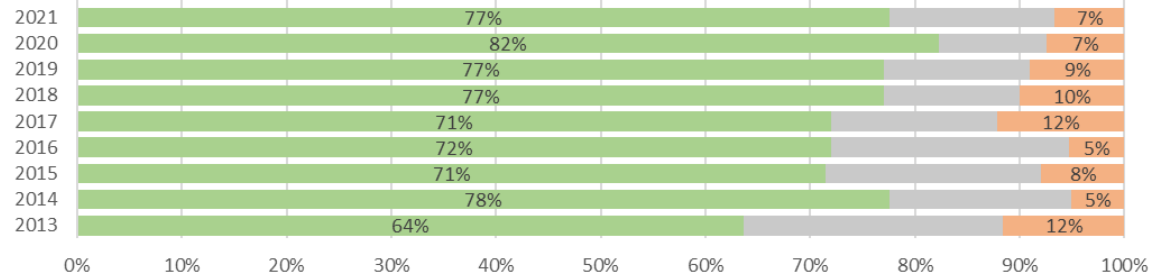
As a result of this course, I have strengthened my ability to express arguments in writing.



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.*



■ Agree ■ Neutral ■ Disagree

LG#4: Experiential Learning

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.

