Department Chairs

Departmental Learning Goals

Even if you are here just to think about your Departmental Learning Goals, it would be useful to read the section about Course Learning Goals, because the same basic framework applies. Departmental Learning Goals are reflecting the accumulation of the knowledge and skills a student achieves as they complete the major requirements. As a result, they should clarify what every student who majors in your field will be able to do.

At Hendrix, we have standardized the expectations for Departmental Learning Goals. Your Departmental 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 requirements for the _____ major, students will be able to _____." A general format for writing learning goals is**:** *At the end of this program, 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.

Departmental Assessment Plans

If you are a new Department Chair, we have good news! Your Department already has a Student Assessment Plan that includes department learning goals, curriculum mapping, 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 Departmental Assessment Meetings and Report. All Departmental Assessment Plans can be located here (note that you may need to be logged in to the Hendrix website).

Your curriculum mapping links each course that contributes to your major requirements to the departmental learning goals that are addressed in the course. Ideally, it indicates at what level students will achieve that learning goal through the course: Introduced, Developed, Mastered. It is a good idea to review your curriculum map regularly to ensure that any new courses are added or any changes to the major requirements are reflected in your mapping.

Your student assessment plan also outlines your department's plans for gathering information. For each departmental learning goal, you will find:

- At least one form of indirect assessment (student survey, exit interview, etc.)
- At least one form of direct assessment (rubric for a capstone, common course, or learning goal, standardized 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 as a department chair. 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, departmental 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 in the major 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 departmental learning goals. Your direct assessment might be in the form of a rubric for your capstone or a rubric for the learning goals themselves. Your indirect assessment may be questions on your Senior Survey or an Exit Interview.

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 you and your department 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 department'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. Reports are due annually on May 31st.

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

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 1: Bloom's Taxonomy

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. ☐ Meets/Exceeds Standards	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 ☐ Approaches Standards	Evidence either bears no relation to the SAP or is not included in the report. ☐ 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. ☐ Meets/Exceeds Standards	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. ☐ Approaches Standards	The connection between the assessment results and proposed changes are indiscernible. If no changes are proposed, the evidence provided does not support this decision. ☐ 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. ☐ Meets/Exceeds Standards	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. ☐ Approaches Standards	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. ☐ Needs Attention