2009-10 Program Assessment Update

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome**: The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.

2. **Strategy or method of measurement**: Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.

3. **Observations gathered from data**: The findings and analysis of those findings from the above strategies.

4. **Actions recommended based on observations**: Course (activities or content) or program changes recommended.

5. **Plan and timeline for taking action**: How the recommended actions will be implemented, and in what timeframe.

6. **Overall evaluation of progress on objective**: The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective

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Demonstrates workplace competencies in keyboarding and digital input, information technology clusters, information systems management, information processing applications, technical communications, principles of entrepreneurship, business management, accounting & computation, economics & finance, international business, and business law. (The technical writing portion of this learning outcome goal will be assessed this go-around.)	For Fall and Winter quarters, collect a one to two-page writing assignment at the beginning of the quarter in Business Communication 302 and at the end of that quarter. Two faculty will evaluate papers using a rubric. A writing sample from those students in their final methods courses will also be evaluated in the same way. All three documents will be compared and analyzed to determine changes in strengths and weaknesses.	The number of students participating was four, too small to make solid conclusions upon which to base changes. However, conclusions were drawn on which to base further research: (1) Overall, students' writing did not show improvement by the end of their program. The reason could be because students didn't apply in successive classes what they learned in 302 to form effective writing habits. (2) The students who showed higher scores on their end-of-program writing assignment may have spent more time on their submissions because they knew the instructor had very high writing expectations and she was their program director. The other two students in the final class were not taught by this same instructor. Students' writing skills in All eight rubric criteria need to be improved.	The BME program will (1) reinforce the importance of learning effective writing and applying it in all communications throughout the students' program, (2) share these results with students, (3) continue collecting student writing samples, and (4) share these results with CBPA faculty to support the work of the CBPA Writing Initiative. For future use, we will alter the rubric to more accurately reflect students' writing needs for this study.	When BME students enter the program, they will read these research results and a statement on the importance of writing that they will sign – beginning Fall 2010. Following BME students from 302 to 475/476 will begin this Spring 2010. During Spring 2010, these results will be shared at the Writing Initiative meeting, at the assessment coordinators meeting, and with the Business Core committee.	This student learning goal is important and will be continued. Writing assessment in each college program is essential if the writing outcomes for our graduates is to reach the level college faculty expect. All programs must have high expectations for students' writing.