

**2009-10 Program Assessment Update**

Department & Program: English/Technical Communication

submitted by: Dr. T. Carnegie

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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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
Use proficiently a variety of standard technologies to locate, create, design, present, and edit information.	Assessment of end of term presentations which were delivered using PowerPoint. Assessment rubric used a 5 point Likert scale to assess 17 attributes/skills for delivering effective presentations of information. Attributes are assessed separately and as a composite with the total score including the total of all attributes for each presentation. Both peers and instructor submitted assessments of presentations.	Findings: students scored on average 80% or higher on 9 of 17 of the attributes, including attributes correlative to organization of information, appropriate use of language, and demonstrating knowledge of information (content). Students scored on average between 75%-79% on 6 of 17 attributes, including attributes correlative to effective delivery of presentations and effective design of slides. Students scored on average below 75 % on two of the attributes, including attributes correlative to effective use of graphics and speaking clearly and presenting without use of notes.	Increase instruction on how to create and design effective graphics and slides.	Revise English 305 in Winter of 2011 to incorporate more instruction on creating, designing and using graphics and on designing and delivering presentations.	The overall average total score for presentations was 91%. No presentation received a score below 80%. The goal for the program is to have 90% of documents demonstrate a competency level of 80% or better in all specified learning outcomes. In this case the overall goal has been met for this learning objective. The assessment, however, will allow us to fine tune our instruction and continue to improve student learning.