

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 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. 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
Students will reflectively assess their own ongoing development as teachers of English/ Language Arts	In the Secondary English course, The Composition Process (ENGL 408), students design and teach mini-lessons focused on writing instruction. Following the in-class teaching of the mini-lessons, feedback is provided by the students' colleagues and the instructor. Each student considers this feedback and completes a formal assessment essay addressing his/her teaching and the associated feedback.	Through the practice of teaching and processes of constructive criticism and self-assessment, students recognized spaces for continued work in their development as teachers of English/Language Arts. Specific areas identified for improvement include classroom methods of content delivery and classroom management strategies.	Continued practice of designing, teaching, providing opportunities for instructor/colleague feedback and self-assessment.	Mini-lesson project will continue in Fall 2012 in ENGL 408.	In their self-assessment essays completed as the final stage of the mini-lesson project, many students reported this project as essential to their professional progress. The instructor observed that the practice of designing and teaching a mini-lesson focused on adolescent literature, followed by feedback from colleagues and the instructor, culminating in the self-assessment essay, was essential to their ongoing development as teachers of English/Language Arts.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Leslie Swannack at x4675 in Academic Affairs.

