

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 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. 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 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 2011-12.

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 should be able to apply an understanding of foundational and enduring political thought and ideas throughout history to questions of politics and policy at the national and international levels.	The instrument used to assess students was a multi-question objective assessment that was developed collaboratively by the members of the department who were teaching the course during the quarter assessed.	The percentage of students answering a question correctly varied from a high of 93% to a low of only 31%. An analysis of the questions with the highest incorrect answers revealed that these were question that were covered in general earlier in the course and that the questions with the highest correct answers were generally those questions that covered material later in the course and temporally closer to the point at which the assessment was given.	While probably not terribly surprising, this does suggest that the material is not as well retained by many students for even the duration of the course as would be desirable. The members of the department who teach the course frequently have discussed strategies for incorporating earlier material more explicitly into later parts of the course, including perhaps in subsequent in-class assessments, as a means of ameliorating this apparent problem.	The discussions and ideas are being implemented currently in sections of the course.	Unknown at this time.