2010-11 Program Assessment Update

Department & Program: _____ Department of Government _____

submitted by: _Thomas Hawley_ _____

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 2010-11.

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
Possess effective communication skills including the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline and beyond in an orderly and reasonable manner.	Analysis of written project.	(1) Data were collected from one paper in a 300 level Government course taught in the Spring 2001. Eight papers, or 28 percent of the total class, were randomly selected. (2) Of the eight papers 7 students (87.5%) successfully possessed the writing skills needed to communicate clearly and effectively, 6 (75%) made persuasive, professional presentations, and 7 (87.5%) conveyed information essential to the discipline and beyond in an orderly and reasonable manner.	(1) Continue working with students on their writing skills, possibly by including more drafts which will be read by instructors and more writing assignments to allow students opportunities to work on conveying the information and improving their writing skills.	Instructors should continue their focus on written work and continue their efforts to help students improve their writing skills.	This SLO is still central to program mission.

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.

Sample Assessment table showing one SLO for one program

Student Learning Outcome	Strategy or method of measurement	Observations gathered from data	Actions recommended based on observations	Plan and timetable for taking action	Overall evaluation of progress on objective
Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Embedded test questions from Cluster A courses randomly selected throughout AY 2010-2011.	(1.) Data were gathered from 5 Cluster A courses from course examinations (2.) Findings from 200 sampled tests indicate that 80% of students answered identified questions correctly	(1.) Consider use of a pre-test/post-test format to determine which areas are generally known to students at pre-test so more attention can be focused on unfamiliar areas.	Plan: develop pre-test over summer 2011 Implement during 2011-2012 AY	This SLO is still central to program mission.

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