

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
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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
<p>Students will demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community.</p>	<p>After looking over the course objectives, we wondered where we were actually meeting and teaching “excellent communication skills” in the program. We conducted an analysis of individual course objectives and performed a mini-discourse analysis on MEd syllabi from Spring 2011.</p>	<p>Although student work might demonstrate excellent communication, we recognized that this might not be a result of our program; of seven MEd syllabi from Spring 2011, only one directly references communication as a course goal. Similarly, only one assignment from the grade distributions of the syllabi required any demonstration of skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community.</p>	<p>We must discuss as a department whether we would like to 1) remove this learning outcome, or 2) refine our curriculum to more directly teach to the outcome. We will formally poll our K-12 partners for information about whether this objective should be altered or removed.</p>	<p>We will discuss this objective at a departmental meeting during Fall 2012.</p>	<p>We have not yet begun progress on meeting these objectives.</p>