

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 Academic Affairs (SHW 220) 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, 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.

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
Understand the role of and demonstrate effective assessment in mathematics teaching and learning.	MTED 525: Assessment & Mathematics Learning Final Project--Decide on an assessment topic appropriate to K-9 mathematics education, conduct a research review, and prepare and submit a paper discussing your results. All students will make a presentation of their results during our final session.	<ul style="list-style-type: none"> <li>(1.) Data were gathered from four students completing MTED 525, a required course in the program.</li> <li>(2.) The final project was evaluated on a 4-point scale (2 - adequate; 3 - proficient; 4 - mastery).</li> <li>(3.) Findings: <ul style="list-style-type: none"> <li>a. Two students scored at a mastery level, one proficient, and one between adequate and proficient (2.5).</li> <li>b. The area of most concern was providing robust research review, clear analysis with a focus on making underlying assumptions explicit, and adequate synthesis and support for conclusions and recommendations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(1.) Continue emphasizing that students must provide complete explications of research and connections to assessment concepts.</li> <li>(2.) It is critical for students to understand the criteria of applying knowledge gained via research to the lessons to its application in the planning of effective assessment.</li> <li>(3.) Consider the adoption of a cohort model for the program so that students have a more consistent preparation to consider research before taking this course.</li> </ul>	AY 2012-2013+. Discuss changes to the course for the next time it is offered. (Program will be banked, effective Fall 2013)	Students were able to demonstrate at least adequate understanding of the role of assessment in effective mathematics teaching. However, more depth could have been attained had all students been at a higher initial level of research proficiency. Adopting a cohort model for the program may ameliorate this in the future.