

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>Demonstrate an awareness of diversity, equity, and inclusion in recreation and leisure service delivery settings.</p>	<p>Students are required to attend a recreational program for individuals with disabilities and submit a paper summarizing their experience, relating the experience to class content, and addressing their personal reflection on the experience.</p>	<p>This assignment was conducted in Fall 2011 and Spring 2012, with an average grade of 94.85. Based on grades and student response, the assignment broadly meets the objective. The grades indicate that the vast majority of students enrolled in the courses were able to successfully demonstrate an awareness of inclusion services through the description of the program they attended and their application of that experience to course content. The personal reflection component of the assignment allowed for the students to share their own thoughts on the program they attended. While some of the students took the time to objectively evaluate the program they attended, others were hesitant to critique the program and did not offer an entirely honest view.</p>	<p>In addition to the already existing assignment rubric, perhaps a checklist would enable the student to approach the site visit in a more objective manner. Although the students are currently meeting the objective, enhancing their knowledge of the details within the program would allow for a more thorough approach to the outcome. A classroom based presentation of findings would also allow for the student to demonstrate their findings and expose the other students to a wider variety of inclusive programming options (in addition to the one they attended).</p>	<p>This course is offered again Fall 2012 and Spring 2013. The current timetable for Fall 2012 does not allow for a full assignment overhaul, however the use of in class partner review of paper content after the students' completed site visits will allow for a more detailed examination of paper content prior to assignment completion. The checklist and presentation components will be included in assignment requirements for Spring 2013.</p>	<p>The grades and student response to the assignment demonstrate a good effort toward obtainment of the outcome; however more directed focus of the assignment requirements could provide the students with a more in-depth knowledge of diverse, equal, and inclusive recreation services.</p>