

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
Understand key principles of commercial enterprise as they apply to the recreation industry	In small groups, students are asked to develop a feasibility study for a small business idea in the Spokane/Cheney area. The idea should be developed as a for-profit, commercial enterprise in the area of recreation, sport, travel and tourism, or entertainment. Students are required to develop and deliver a 10-15 minute class presentation, along with a final group outline (to be submitted to the instructor). There is a chapter devoted to this process in the class text, which breaks down each step with recommendations and suggested resources.	Based on the class average of 84% (utilizing a rubric with major categories to be addressed by the student groups) we believe students generally understand the importance of the feasibility study, however, aspects of the process were weak, including: market analysis and the related task of developing a realistic financial analysis. Based on the various descriptions of the proposed ideas, several projects were deemed unrealistic from the start. In other words, these groups missed the point of the exercise, which was to develop a realistic and feasible small business idea, taking into consideration current life and economic variables.	Generally, we need to spend more time with this exercise. We're always in a rush because so many other topics have to be covered in this course from an accreditation standpoint. We do some teaching and coaching in class, but we count on the students to read the material, ask questions, and do their own research as they develop their ideas. Students are allocated a fair amount of class time to get this done, but not enough. We also need to be more specific about key aspects of the process and how they are all inter-related. This is a tough assignment if done well.	This course is offered again next winter (2013). We are already in the planning stages with the instructor, including a thorough review of this assignment, associated timelines, instructional sequence, and related materials. There is quite a bit available on the web, including case studies in the recreation and tourism industry. We also need to do a better job of assessing student skills and capabilities prior to assigning this project. It may be the case that we need to do a lot more instruction before we move forward. We'll see.	I believe we are making modest progress on this objective. Students speak of the assignment highly and I believe the importance of the process is not lost, although we need to do better with some of the details.