

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 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. 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 2009-10.

| 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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|---|---|---|---|---|--|
| <p>“Students will understand the main doctrines and evaluate the arguments that underpin the ancient, modern, and contemporary periods of thought.”</p> | <p>Skills at recognizing, analyzing, and criticizing arguments are central to philosophical study. Students in PHIL 321, “History of Modern Western Philosophy,” were asked to read a passage from René Descartes’ Meditations (see attached assessment) and were asked to answer several questions testing their abilities for understanding and evaluating these key arguments.</p> | <p>In grading student responses to each of four questions (Q1, Q2, Q3, Q4) specified on the assessment itself, and using the rubric supplied, student work ranks as “Excellent,” (3 points) “Competent,” (2 points) or “Needs Work” (1 point).</p> <p>Each student’s rank for each question was charted for the pre- and post-assessment is given (see assessment results, attached). An average score for comprehension on the assessment as a whole is given as the average of numbered values for these ranks (given for both the pre- and post-assessments). These results are:</p> <p><b>Pre-assessment average</b> (17 students):<br/>1.50</p> <p><b>Post-assessment average</b> (14 students):<br/>2.08</p> <p><b>Change between pre- and post-assessments:</b> +.58</p> | <p>No substantial changes in teaching the recognition, analysis and critique of arguments seems to be indicated by these results.</p> |   |  |

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|                             |                                      | This assessment seems to indicate that most students' comprehension was improved significantly regarding their understanding of a challenging passage in Descartes' Meditations |  |   |  |

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 2009-2010. | (1.) Data were gathered from 5 Cluster A courses from course examinations<br>(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 2010<br>Implement during 2010-2011 AY | This SLO is still central to program mission. |
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