

EWU Programmatic SLO Assessment

AY 2015-16 and “Closing the Loop” for AY 2014-15

Introduction:

Assessment of student learning is an important and integrated part of faculty and programs. As part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program and *each* certificate for *at least one* Student Learning Outcome (SLO) this year. To comply with accreditation standards, the programs must also demonstrate efforts to “close the loop” in improving student learning and/or the learning environment. Thus, this template has been revised into two parts.

Resources:

Check this site for sample reports (created with the previous year’s template) by EWU programs and other assessment resources: <http://access.ewu.edu/graduate-education/academic-planning/faculty-support/student-learning-assessment/sample-program-slo-assessment-reports>

Additional resources and support are available to:

- 1) Determine whether students can do, know or value program goals upon graduation and to what extent;
- 2) Determine students’ progress through the program, while locating potential bottlenecks, curricular redundancies, and more; and
- 3) Embed assessments in sequenced and meaningful ways that save time.

Contact Dr. Helen Bergland for assistance with assessment in support of student learning and pedagogical approaches: hberglan@ewu.edu or 509.359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Dr. Helen Bergland (hberglan@ewu.edu).**

Degree/Certificate: Challenge Course Management and Leadership

Major/Option:

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Part I – Program SLO Assessment Report for 2015-16

Part I – for the 2015-16 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

“Understand experiential education and challenge course history, philosophy and foundational concepts and be able to convey those concepts to other practitioners.”

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

_____ SLO is met, but with changes forthcoming;

X SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Two primary assessments were used to evaluate the above Student Learning Outcome.

- **Assessment #1—Midterm.** Students complete a written test covering topics learned in class. Topics include key historical, philosophical, and foundational concepts of experiential education and challenge course programming, including: experiential learning cycle, challenge by choice, stages of group development, Johari Window, the adventure wave model, and core leadership functions. Assignment is implemented during the RCLS 225 Facilitation Techniques class.
- **Assessment #2—Low Element Facilitation Assignment—**This assignment assesses a student’s ability to convey key philosophical and foundational concepts in a practical setting. Students facilitate a 40 minute intentional program for the class that includes explaining, modeling and using concepts noted above in Assessment #1. Assignment is implemented during the RCLS 321 Low Element Facilitation class.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
 - a. Findings:
 - Assessment #1—98% average on this assignment.
 - Assessment #2—91% average on this assignment.
 - b. Analysis of findings:
 - Students perform very well on this assignment overall. Students understand concepts and are able to convey definitions in written format.
 - Students perform well on this assignment. Students are challenged more in attempting to verbally express key concepts to peers in a practical format than in a written text format.
5. **What program changes will be made based on the assessment results?**
 - a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).
 - Based upon the results I will look to give students more support in developing means to verbally convey concepts.
 - b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
 - I will incorporate a practice session that allows students to use note cards in presenting material in a verbal format prior to the low element facilitation assignment in the 2016 RCLS 321 course.
6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.
 - I believe the results show the assessment process if fine.

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2014-15 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2014-15, and then describe actions taken during 2015-16 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2014-15
"Students will be able to model and teach a variety of debriefing techniques and tools to aid in effective group processing."
2. **Strategies implemented** during 2015-16 to improve student learning, based on findings of the 2014-15 assessment activities.
I incorporated more activity-based debriefs for the students. I purchased a number of activity-based debrief props and taught students how to use them. This helped guide them into gaining more appropriate learning/insights from debriefs rather than relying on their own abilities to find learning/insights.
3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.
Students scored, on average, 20% higher on the debrief section using activity-based props during the Co-facilitation assignment that assesses a students use of debrief.
4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?
I will look to incorporate even more activity-based debrief options for this class. Students were very receptive to the new props and it aided their ability to effectively debrief.

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf