

EWU Programmatic SLO Assessment

AY 2014-15 and “Closing the Loop” for AY 2013-14

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/undergraduate-studies/faculty-support/student-learning-assessment/program-slo-assessment.xml>

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: hbergland@ewu.edu or 359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Undergraduate Studies (hbergland@ewu.edu) by Nov. 1, 2013.**

Degree/Certificate:

Major/Option: BAE Social Studies

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Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic years: Except for the formatting, this section **nearly identical** to previous years' templates for the Program SLO Assessment reports. Because we have begun asking Deans to create College-Level Summary 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.

(1) Understands chronology and cause and effect relationships in U.S World and Washington State History

(2) The candidate enables student to develop and apply essential social studies concepts and skills

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

 x 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 met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented. (1) 45 Credits of History embedded assessment of testing, research, written project, portfolios, in class activities. Grade point average, per – class is 2.5

(2) Students must have a minimum grade of 3.0 for social Studies 390 methods, and 490 Capstone. Both courses have portfolios

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

a. (1) Findings: Required minimum of 2.5 grade per class was met by 90%

(2) Social studies 490 Capstone end of program Portfolio. Student's average grade was 3.6

(3) Lesson plans are now gather from student in Ed. 413 and Ed 341

Analysis of findings: Eastern Students are now getting a better handle on the use of the Teacher Performance Assessment, Lesson Plan Work Frame. This was demonstrated by their improvement of skills that reflect student learning outcomes. Assessment of student learning has been targeted in Social Studies 390 and Social 490. Also targeted was assessment of quality of their pedagogy skills and impact on student learning. Social Studies 390 instructor is continuing to work directly with the planned lesson plans for the classroom hours in Ed. 413 and Ed 341. This has improve planning for content and pedagogies Skills. By 2014 -2015 we have seen good improvement.

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, and curriculum revision, learning environment or student advising).
 - (1) Social Studies faculty will continue to be given a copy of Professional Educator Standard for Social studies Candidates. Faculty will be ask to review these standards to ensure that candidates are receiving and have a thorough knowledge of content materials related to Social Studies state standards.
 - (2) Student Study groups with coordinated planned activities between Social Studies Methods 390 and Senior Capstone 490. We have dropped “Strategies for Activity Learning”, and have move to the TPA Assessment Strategies. This text to be used in both Social Studies 390 Methods and 490 Social Studies Senior Capstone. “*National Curriculum standards for Social Studies: A framework for Teaching, Learning and Assessment*” Is continued to be used. After moving to the TPA Assessment, students seem to have a much better understands of student standards, this finding is based on higher scores in the Social Studies skill section in the West E test, which presently is holding at 85% passing rate.
 - (3) The programs new hired for 13 -14 Social Studies 390 method has made a major impact to the program, student scores of The TPA are averaging a 90% passing rate. This is a direct result of working with classroom content.
 - (4) After two quarter of working with Ed. 413 and Ed 341 Students, we are seeing improvement. These lesson plans are tied directly to the TPA standards and Task 1.
- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. Pedagogy and TPA skills will be continued in Social Studies 390 and Social Study Senior Capstone. 490

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

(1) Social studies students are strong in their core content in History. Faculty review of new state standards for Social Studies Candidates should assist with candidates being properly prepared for the West E exit exam.

(2) Studies Groups didn't work out due to student placement in schools. Assigned exercise outside of the class and then shared with instructor and fellow classmates was more beneficial.

(3) The instructors for 390 and 490 will continue to make changes and integrate as materials as needed to meet state standards.

NEW: PART II – CLOSING THE LOOP

FOLLOW-UP FROM THE 2013-14 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 2011-12, and then describe actions taken during 2012-13 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

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 2011-12 **(1) Understand chronology and cause and effect relationships in U.S. world and Washington State History (2) The candidate enables students to develop and apply essential Social studies concepts and skills.**
2. **Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2011-12 assessment activities. New texts: *Social Studies Strategies for Active Learning and National Curriculum Standards for Social Studies: a Framework for Teaching, Learning and Assessment*. Assigned classroom exercises related to state standards, but emphasis on assessment of student work and teacher pedagogy skills and the assessment thereof.
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. (1) Students continue to do well in their core content areas of History, with above average passing scores on the West E Exit Exam, 2013 History, and 100% passing. Social Studies 2013 75% passing, Winter Quarter 2014- 85 % passing (2) Student are passing the West E, but their pedagogy skills are below average for passing this portion of the test. Early data for TPA Testing 85% passing rate
4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis? (1) No changes for core content areas, except as stated above. (2) Students continue to have problems with over-all assessment to assist with this skill; more attention will be given to the TPA outcomes both in Social Studies 390 and Social Studies 490. Continue cooperation between instructors to address this problem.
New hirer for Social Studies 390, working with TPA task 1 assessment, has improved student early TPA Assessment scores and the West E scores.

This skill will take time and development of a successful TPA assessment will come as the teacher candidate spends more and more time in the classroom. No farther changes, continuing working on these skills.

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. **Descriptions 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