

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

Additional resources and support are available to:

- 1) Determine whether students can do what their program trains them to do, and the extent to which they know or value program goals upon graduation;
- 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 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), Office of Academic Planning, by September 15, 2016.

Degree/Certificate:

Major/Option:

Submitted by:

Date:

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.

-Demonstrate proficiency in writing and reading.

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;
__X__ SLO is met, but with changes forthcoming;
_____ 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.

An E-portfolio is required in all courses of the Spanish Program. Samples from Advanced level courses have been compiled. E-portfolios have proved to be an innovative assessment tool that matches the Spanish Program's adoption of formative and proficiency-based assessment. Since formative assessment evaluates student's progression during the course or courses, E-portfolios, which consist of a collection of student's work, enable students to be responsible for their own learning. Students need to organize and produce a final product that it is shared with the instructor and, in some cases, with their classmates. Upon the completion of their major, students possess a document that proves their proficiency in the language. Another reason to adopt E-portfolios is that this tool allows to integrate technology literacy into learning.

E-portfolios have been used since the last assessment in 2012-2013, when the Spanish Program implemented a proficiency-based assessment focused on communication in the target language.

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

- a. Findings:

For the most part, the implementation of the E-portfolios in all the courses offered by the Spanish Program has been satisfactory. Students raised their expectations and demonstrated a higher involvement in their learning. However, it has been observed that there is a lack of standardization among instructors and across courses. Furthermore, there is also the need of homogenizing the rubrics to align them with the ACTFL can-do statements.

- b. Analysis of findings:

A revision of the curriculum has been carried out in order to create and implement a proficiency-based assessment that aligns with the ACTFL can-do statements. Proficiency-based assessment is the up-to-date assessment method that has replaced the old assessment methods that prioritize grammar repetition over real usage of the language. This revision of the curriculum will standardize the rubrics, assessment tools and, as a result, the E-portfolios used by the Spanish Program with the goal of providing a consistent and clear understanding of what students need to be able to do with the language they are learning.

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).

The revision of the curriculum proposed above requires as well the training of the Spanish faculty. In the past, the Spanish program has organized ACTFL workshops that offer the tools to carry out this paradigm shift. As a result, the interest in organizing a workshop from ACTFL for WPT (Writing Proficiency Test) is a priority. This workshop would provide the instructors with the tools to assess the language achievement and growth in proficiency in the writing skill at every level.

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

A timeline is unknown. We depend on the funds that EWU in the High School raises every year, which funds have decreased drastically after a change in the norm under the concurrent enrollment programs operating in the State of Washington. The Spanish Program has encouraged all the new instructors to attend the ACTFL OPI training whenever is available. High School Program funds should be dedicated to subsidize this important workshop, which could benefit those instructors who are already familiar with the ACTFL OPI (Oral Proficiency Interview).

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

It would be beneficial to create a common rubric for the entire Department of Modern Languages regarding the guidelines marked by ACTFL. Different coordinators of the different levels should provide this rubric.

In addition, a major involvement of the students in the elaboration of the E-portfolio is required. Although faculty have been informing and educating students in this self-assessment process (which is more than a mere collection of student's work), a reflection on their learning process must play an important role of their performance.

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 2014-15 to improve student learning, 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

-Demonstrate proficiency in writing and reading.

2. Strategies implemented during 2015-16 to improve student learning, based on findings of the 2012-13 assessment activities.

-E-portfolios are required in all courses of the Spanish Program. All the courses collect samples from students regarding the NCSSFL-ACTFL Can-Do Statements which are used by language learners to assess what they "can do" with language. Students materials included in the Eportfolio from Interpretive reading and Presentational writing offer excellent samples to assess the program at all levels of the Spanish Language.

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.

At this stage, incorporating the E-portfolio in all the program has been very successful. An important step in this self evaluation requires that students become the protagonists of their own learning, rather than mere passive subjects. It would be useful to require students at the end of their minor or major to reflect upon their E-portfolios as part of their self-assessment of their progress.

4. What further changes to curriculum, pedagogy, mode of delivery, etc. are projected based on closing-the-loop data, findings and analysis?

-Individual rubrics for Interpretive reading and Presentational writing should be substituted by common rubrics at different levels of the language (Basic, Intermediate and Advanced) .

-Coordinators of the different levels should discuss with peers the standards and goals of the rubrics. As a result, the rubrics which reflect the ACTFL levels of proficiency (Basic, Intermediate, Advanced) and progression of the students should be adopted as guidelines for the Program.

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