EWU Programmatic SLO Assessment
AY 2013-14 and “Closing the Loop” for AY 2012-13

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 Dr. Helen Bergland (hbergland@ewu.edu), Office of Academic Planning, by Nov. 3, 2014.
Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year: Because Deans have been asked 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.

   “Students will participate in community activities such as debate, internships or others that demonstrate applications of communications study and training.”

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 met without change required

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

In 2012-2013 the CMST department conducted extensive discussion and analysis of the community service requirements for our two BA degrees. Our primary concern was the total focus on one course (CMST 207) to provide the whole of the department’s offerings for a service requirement. In the process of a larger revision of the degree, the department voted to provide students with a range of possibilities for engagement with the community.

The outcome of our deliberations was to add to the new BA-COM and BA-COM PR degrees a separate component termed STAR (Study, Act, Reflect). This requirement that may be met with:

- A class with a built in engagement component
- An internship
- Employment or volunteer activities
Additionally, written and oral components for each STAR must be approved by the department coordinator of the program.

AY 2014-2015 will be the first year of the new engagement program.

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

   a. Findings: Pressure on the single engagement class, CMST 207 has been reduced. A growing number of students are participating in alternatives that better suit their interests, schedules, and opportunities to volunteer and to work in the community.

   b. Analysis of findings: Analysis is preliminary at this point. However, the more personalized engagement component appears to be working well and is preferred by students over the previous CMST 207 class as is indicated by the marked decline in students taking the class as a requirement.

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).

      Student performance and customer satisfaction with the newly minted product will be assessed through a variety of feedback mechanisms, including student evaluations and follow-up questions in course exit interviews/

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

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.
NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2012-13 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 2012-13, and then describe actions taken during 2013-14 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](http://www.hamline.edu/learning-outcomes/closing-loop.html).

1. **Student Learning Outcome(s) assessed for 2012-13** See above. The process described and the changes implemented were the result of a year long process resulting in a reformed degree which was approved by CPAC and implemented in 2013-2014.

2. **Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

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.

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

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*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](http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf)*