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 2010-11, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2011. 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.
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<td>Understand relationships among quantities, functions, and the analysis of change.</td>
<td>Functions assignments - Questions from the Classroom (QFC) - Student misconceptions (SM) Final Exam questions - Transformations (TR; 2 questions) - Conceptual meaning of notation (CM) - Problem solving (PS)</td>
<td>10 students (8 majors &amp; 2 minors); 4-point scale (2 - adequate; 3 - above average; 4 - mastery) - QFC: scores ranged from 2 to 3 with 3 students performing at an above average level - SM: scores ranged from 2 to 4 with 3 students performing at the mastery level - TR: scores ranged from 3 to 4 with 2 students performing at the mastery level on both items; the 6 remaining majors performed at the above average level; 2 students (minors) performed at a below average level - CM: scores ranged from 2 to 4; 4 students performed at the adequate level, 4 at an above average level and 2 at the mastery level - PS: scores ranged from 1 to 4; 4 students performed below an adequate level, 2 at an adequate level, 3 at an above average level, and 1 at the mastery level</td>
<td>• Continue to make the study of functions and rate of change a primary focus for Methods I • Increase the depth of study to help students move beyond a basic level of understanding</td>
<td>AY 2011-2012, Spring quarter Continue to make the study of functions a primary focus for Methods I.</td>
<td>Students’ progress on this objective is generally adequate, but due to the importance and pervasiveness of the function concept in the curriculum, we should continue to challenge students to think deeply and confront their own misunderstandings.</td>
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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.