submitted by: Dr. Robin Pickering

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 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. 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 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 2011-12.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Students will conduct health assessments (1st half of 3rd SLO)	Students created a Health Promotion Program in which they designed or identified and located an appropriate assessment instrument. The students then identified a population from which they would collect data from in order to determine predisposing, enabling, and reinforcing factors contributing to a specific health problem.	Out of 21 students, 19 students received a passing grade on the assignment, and 17 received an 80% or above.	I plan to continue using this project as a means of conducting a health assessment. To improve the project, I plan to have students create a survey that they actually distribute to the class. This will ensure that they are actually "conducting" the assessment and not just creating it. This will also enable them to pilot the administration in order to screen for confusing questions and other confounders.	Spring quarter (2013) Health Promotion course will include this addition.	Progress on objective is satisfactory.

Consult the example of a completed assessment table on the following page. If you have questions, please contact Helen Bergland at hbergland@ewu.edu, 359.4305, Hargreaves 103 in Undergraduate Studies.

Sample Assessment table showing one SLO for one program

Student Learning Outcome	Strategy or method of measurement	Observations gathered from data	Actions recommended based on observations	Plan and timetable for taking action	Overall evaluation of progress on objective
Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Embedded test questions from Cluster A courses randomly selected throughout AY 2011-2012.	(1.) Data were gathered from 5 Cluster A courses from course examinations (2.) Findings from 200 sampled tests indicate that 80% of students answered identified questions correctly	(1.) Consider use of a pre-test/post-test format to determine which areas are generally known to students at pre-test so more attention can be focused on unfamiliar areas.	Plan: develop pre-test over summer 2012 Implement during 2012-2013 AY	This SLO is still central to program mission.