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 Dr. Helen Bergland (hbergland@ewu.edu), Office of Academic Planning, by Nov. 2, 2015.**

Degree/Certificate: Bachelor of Science

Major/Option: Dental Hygiene
Submitted by: Rebecca Stolberg, Dept. Chair
Date:

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Part I – Program SLO Assessment Report for 2014-15

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Part I – for the 2014-15 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.

Acquire and synthesize information in a critical, scientific and effective manner

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.

1. Successful completion of DNHY 470 Research Methods which focuses entirely on scientific methods, statistics, and students complete a thorough literature review of a topic.
2. Self-reflection on portfolio artifacts highlighting ability to acquire scientific literature and synthesize such literature.
3. DNHY 360 and 421 both require students to access scientific literature and analysis of the literature as to the topic, appropriateness of methods and statistics.

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

    a. Findings:

1. All students passed DNHY 470 with an average grade of 3.5 on literature reviews

2. All students passed portfolio reflection rubrics for classes DNHY 470, 360, and 421.

3. All students passed their assignments in DNHY 360 and 421, properly acquiring and analyzing literature

    b. Analysis of findings:

1. Continue with all three assessment mechanisms. Professor Merri Jones does a fantastic job with DNHY 470 and 360.
2. Continue to work with faculty and rubrics used for portfolio reflections

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).

No changes are needed for this SLO; however, the curriculum is currently undergoing a conversion to semester which will lead to major changes in all aspects of assessment.

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

N/A—program will remain on quarters one more year. New semester curriculum to begin fall 2016.

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

N/A

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 2013-14, and then describe actions taken during 2014-15 to improve student learning along, 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 2013-14

Discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment

2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

The Dept. Chair worked closely with the new hire for teaching DNHY 490 Ethics and also walked her through all rubrics used for the assessment mechanisms.   In addition, it has long been felt that this course was too easy, so the dept. chair and new faculty worked to insert more rigorous assignments and assessments.

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.

Transition to new instructor for this course was successful, but not without some bumps. The senior level students were not happy that the standards for the course became more rigorous. They stated, "They were looking forward to this course being easy." Dept. chair had a conversation early in the quarter with them about how an easy course, is not the best course. This did lead to some really tough course evaluations for the new faculty that will have to have this situation considered when it comes time for faculty annual evaluation.

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

Change have already been made, but this course will change some with the upcoming semester conversion.

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