

EWU Programmatic SLO Assessment AY 2012-13

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 (SLO) this year. Use this electronic file to report on your program assessment for AY 2012-13, and **please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2013**. 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.

Checklist:

✓ Each program (BA, BS, BAE, MA, MS, etc.) has submitted a report on one or more program-level SLO(s).

✓ Reports are submitted by 11.1.13 to the Dean, Associate Dean(s), and Undergraduate Studies via email.

✓ Program reports on action to address SLO(s) assessed for AY 2011-12 (see end of this form). In other words, what action has been taken to “close the loop” to improve student learning or the learning environment? Briefly describe the results of those actions.

Degree: _____ Dental Hygiene _____

Major/Option: _____ Master of Science _____

Submitted by: _____ Rebecca Stolberg _____

Date: _____ 7-23-13 _____

Programmatic SLO Assessment Report

1. Student Learning Outcome(s) assessed

Possess critical thinking skills, that help them to be community leaders and outstanding citizens

2. Strategy or method(s) of measurement

1. Self-reflection in the electronic portfolio—using the reflection rubric.

2. Reflective blogs in half of the courses

3. Peer review of all assignments using provided peer review rubrics

3. Observations gathered from data

1. Graduate students are excellent in self-reflection of their portfolio entries which is a means of critical thinking evidence.

2. Reflection by blogging allowed critical thinking by students

3. Peer review allowed for critical thinking but only to the extent that the peer reviewing puts effort into this assignment. Not all students performed adequate peer review and in a timely manner.

(over)

4. Actions recommended based on observations

Continue with self reflection of electronic portfolio entries as well as blogging. We need to work on the peers performing their review in a timely manner. This can be done by holding students accountable to due dates. We didn't really want to be too forceful about due dates because we are dealing with graduate students who are licensed professionals. We assumed that they would respect due dates and behave professionally, but it appears that we have to treat them in the same manner we do our undergraduate students.

5. Plan and timetable for taking action

Graduate faculty will hold students to more timely peer review beginning fall quarter 2013.

6. Overall evaluation of progress on outcome

Overall evaluation is very good and acceptable.

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**SLO(s) assessed for AY 2011-12:**

**Briefly describe what action has been taken to "close the loop" on findings from the AY 2011-12 report:**

Fortunately LYNDA is still available to all EWU faculty and students so we retained as a pre-requisite to beginning our graduate program in the fall. Student feedback also supported its retention. After much discussion about requiring students to provide some form of proof of taking the course, we met with IT folks and there isn't a certificate that can be printed. In addition the majority of faculty felt that since we are dealing with graduate students, we can simply assume they will grasp the opportunity and perform the activities and courses. The final assumption is that we do not want to "police" pre-program preparatory issues. There is enough "policing" that has to occur while they are in the program.