

2010-11 Program Assessment Update

Department & Program: PEHR – Recreation and Leisure Services

submitted by: Dr. Matthew Chase

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 2010-11.

| 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 |
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| <p>Demonstrate a moderate level of communication, writing, planning, and organization skills and knowledge that will help graduates become employable in the industry</p> | <p>Research, synthesize, organize, and write a class evaluation project proposal.</p> <p>Method of measurement: final written proposal graded via rubric.</p> <p>Embedded test questions on the mid-term exam regarding content, structure, organization, and purposes of a proposal.</p> | <p>Students were tested on concepts, definitions, and purposes of a research proposal (mid-term exam). The class mean for this grouping of questions was 76%.</p> <p>Student groups (teams of three) were required to submit a proposal for a class evaluation project, due mid-term. The proposals were graded via use of an outcomes based rubric. The class mean for this activity was 82%.</p> | <p>This is a senior level, writing intensive course with a typical enrollment of 50 or more students. We believe both means, i.e., 76% for the test and 82% for the proposal are adequate, but not great. In large part, the instructor cannot reach everyone in the class due to the logistical constraints of trying to manage the learning outcomes for 50 individuals. Although support systems are made available, at risk students will consistently underperform in these activities. RCLS has implemented a second section of this class in the fall with the hope of reducing class sizes. Moreover, from a micro perspective, we know that students struggle with writing research methods and the data analysis sections in the proposal. Although we provide a structured outline of and correct content for the proposal, our intention is to provide a more specific template for these sections.</p> | <p>Implementation of a second section of RCLS 425, beginning in fall 2011.</p> <p>Development of learning aids around the topics of methods and analysis in the proposal, i.e., examples and a refined template. These learning aids will be developed and implemented for the Fall 2011 class.</p> | <p>Progress on this SLO is adequate, however, with some adjustments, we should see better performance on this learning activity. This objective remains central to the RCLS program mission.</p> |

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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.

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 2010-2011. | (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 2011 Implement during 2011-2012 AY | This SLO is still central to program mission. |
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