

## 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](mailto: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](mailto:hbergland@ewu.edu)), Office of Academic Planning, by Nov. 2, 2015.**

**Degree/Certificate: Master of Science**

**Major/Option: Dental Hygiene**

**Submitted by: Rebecca Stolberg, Dept. Chair**

**Date:**

**Part I – Program SLO Assessment Report for 2014-15**

**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.

Exemplify critical thinking, scholarly inquiry, and professionalism as a leader in the profession and community.

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

2. Completion of thesis prospectus by March 2015

3. Thesis completion by the end of 2 years in program

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

a. Findings:

1. Graduate students are excellent in self-reflection of their portfolio entries which is a means of critical thinking indicating their preparedness for challenges in the profession.
2. Graduate students self-reflect on their community involvement in their e-portfolio.
3. Graduate students are performing a complete annotated bibliography on time, and are finding many more than the required 10 references to begin their prospectus on time.
4. All students completed their prospectus by March 2015
5. Graduate students are not completing their thesis by the end of 2 years in the program.

b. Analysis of findings:

*Continue with the current methods of assessment. Students are achieving critical thinking and scholarly inquiry, but not achieving completion of their thesis by the end of 2 years. The conversion to semesters for this fall 2015 has allowed the program the ability to address the lack of completion of thesis in a timely manner. This will be achieved by reducing the amount of overall credits and re-arranging courses in the program so students have more time to focus on scholarly inquiry. A large problem has been in program design and too many courses and credits at the time a student needs to really write his/her thesis proposal.*

**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).

The new semester based curriculum has been constructed to be more student friendly than the original program. It is hoped that students will achieve thesis completion much closer to a 2 year time frame.

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

First students who begin new semester curriculum fall semester 2015, will complete thesis Spring semester 2017.

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

N/A

**NEW: PART II – CLOSING THE LOOP**  
**FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT**

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

Exhibit the technical abilities, intellectual knowledge, and ethics necessary to collaborate and advocate for health policy challenges facing the health profession.

**(Please note:** Last year the wording of the SLO was incorrect: Be technically, intellectually, and ethically prepared for the upcoming challenges facing the dental profession. This was an old SLO and somehow was inserted rather than the correct one above.)

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

Evaluation of this SLO in 2013-14 was excellent, and there was no improvement needed.

**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.

There were no changes needed.

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

None, but now program has moved to semesters.

#### 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](http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf)*