EWU Programmatic SLO Assessment
AY 2015-16

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

   Recognize the need for, and the ability to engage in, lifelong learning.

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 assessment, referencing assessment results from the previous year to highlight revisions*

   ____ *SLO is met, but with changes forthcoming*

   _X_ *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.

   Method 1 - DESN 216 - Project Evaluations

   Method 2 - DESN 216 – In-Class Lab Evaluations

   Method 3 - DESN 216 - Participation Evaluation

   Note: Assessment methods are averaged over three quarters, Fall 2014, Winter 2015 and Spring 2015.

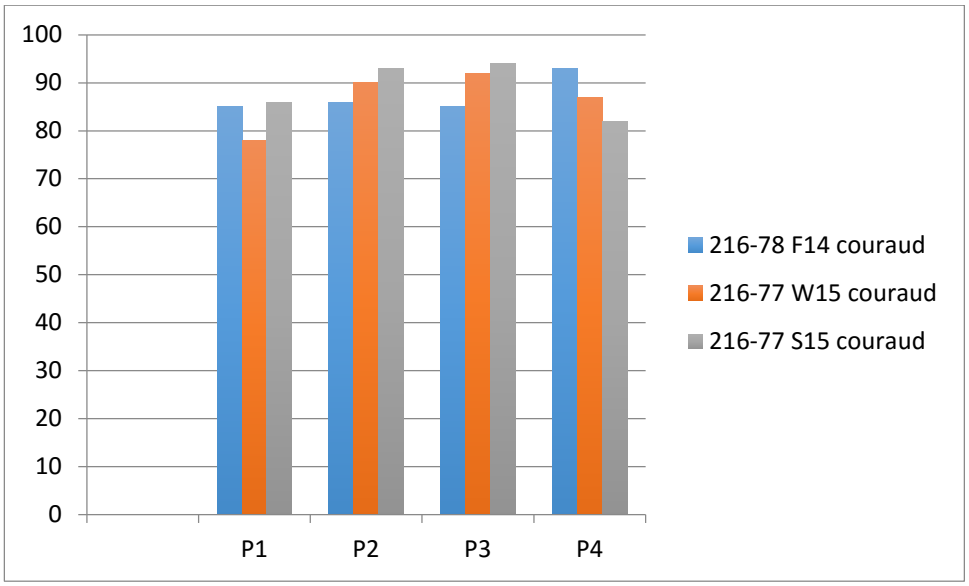
   Assessment Method 1: Project Evaluation
   Students complete four projects in DESN 216 Digital Foundations. Each project focuses on a unique set of tools, an exploration of basic design techniques, and original creative personal works. The students are required to survey similar works and research additional tools and methods to accomplish their project goals. This assessment method measures the final percentage grade students received for each project. The rubrics include: research; implementation of tools and methods; tool and method proficiency; followed directions; unique and original creative works.

   Assessment Method 2: In-Class Lab Evaluation
   The in-class labs are a combination of guided instructor tutorials and individual research requiring the student locate and sift for useful information in order to solve the applied lab. This assessment method measures the final percentage grade students received for the labs that include the individual research requirement.

   Assessment Method 3: Participation Evaluation
   A smaller portion (10%) of each student's final grade is dedicated to their overall participation in discussions, class labs, assigned readings, and assignments. This assessment method measures the average percentage grade students received for all participation aspects of the class.

4. Observations gathered from data:

a) Findings:
Projects – method 1

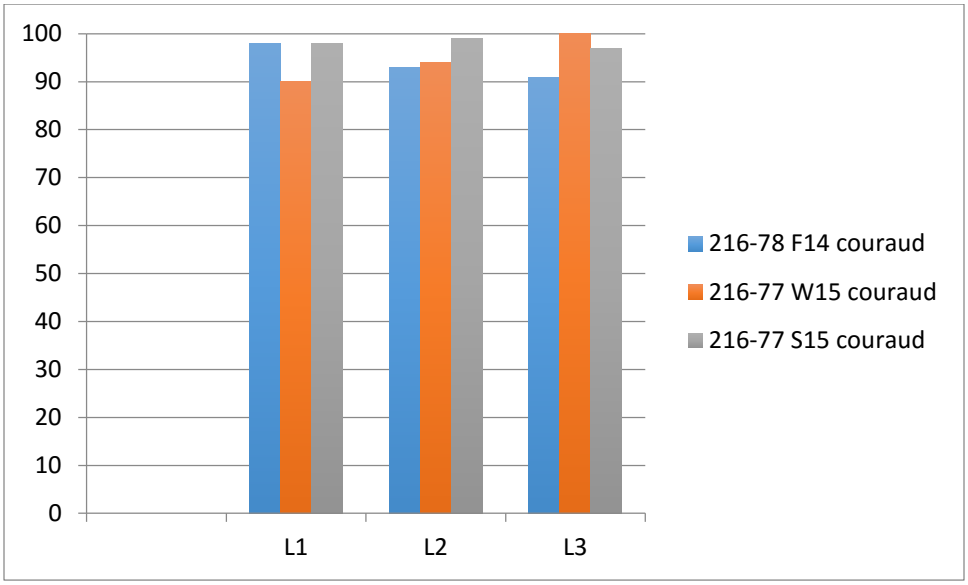


FALL 2014	216-78	PROJECT 1	PROJECT 2	PROJECT 3	PROJECT 4
Strong	85%-100%	14	14	12	13
Fair	70%-84%	4	5	6	4
Weak	1-69%	2	1	2	2
No Attempt	0%	1	1	1	2

WINTER 2015	216-77	PROJECT 1	PROJECT 2	PROJECT 3	PROJECT 4
Strong	85%-100%	14	17	18	14
Fair	70%-84%	2	2	2	4
Weak	1-69%	4	1	0	2
No Attempt	0%	1	1	1	1

SPRING 2015	216-77	PROJECT 1	PROJECT 2	PROJECT 3	PROJECT 4
Strong	85%-100%	13	18	18	11
Fair	70%-84%	4	0	0	5
Weak	1-69%	3	1	2	3
No Attempt	0%	1	2	1	2

Labs – method 2

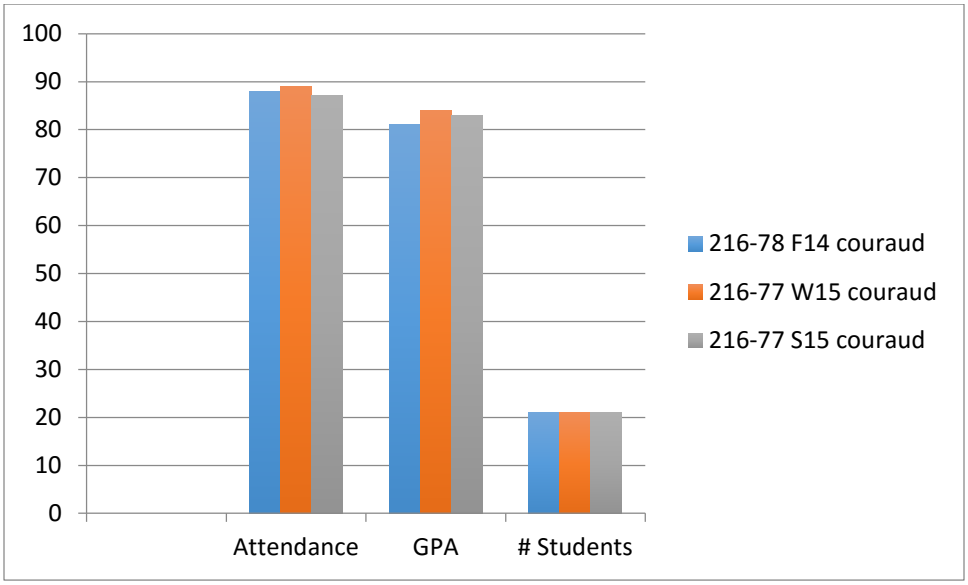


FALL 2014	216-78	LAB 1	LAB 2	LAB 3
Strong	85%-100%	19	9	13
Fair	70%-84%	1	3	2
Weak	1-69%	0	0	0
No Attempt	0%	1	9	6

WINTER 2015	216-77	LAB 1	LAB 2	LAB 3
Strong	85%-100%	13	15	17
Fair	70%-84%	6	2	0
Weak	1-69%	0	0	0
No Attempt	0%	2	4	4

SPRING 2015	216-77	LAB 1	LAB 2	LAB 3
Strong	85%-100%	19	13	16
Fair	70%-84%	1	0	2
Weak	1-69%	0	0	0
No Attempt	0%	1	8	3

Participation – method 3



FALL 2014	216-78	ATTENDANCE	GPA
Strong	85%-100%	13	9
Fair	70%-84%	6	7
Weak	1-69%	1	4
No Attempt	0%	1	1

WINTER 2015	216-77	ATTENDANCE	GPA
Strong	85%-100%	18	14
Fair	70%-84%	2	5
Weak	1-69%	1	2
No Attempt	0%	0	0

SPRING 2015	216-77	ATTENDANCE	GPA
Strong	85%-100%	14	12
Fair	70%-84%	4	7
Weak	1-69%	3	2
No Attempt	0%	0	0

b) Analysis of findings:
The assessment shows that participating students are doing well in projects and lab assignments with the majority of students, across three quarters, falling into the "strong" category. In both projects and labs, students must look beyond the classroom and class materials to "discover" resources for learning and find answers in an ever changing world of software updates/changes, new editions of books already out-of-date with the latest software/technology, and custom solutions requiring specialized answers.

The goal to "recognize the need for, and the ability to engage in, lifelong learning" is explicit in the class syllabus and throughout the quarter. Students demonstrate their awareness of the ever-changing nature of software and technology and its relevance as a tool of the trade by utilizing resources outside of the class textbook and classroom lectures and tutorials (resources such as Lynda.com and skillshare.com).

5. What changes will be made based on the assessment result?

No changes are being recommended as the result of the assessment.

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