

Central Washington University
2009-2010 Assessment Reports 12/23/10

College of Arts and Humanities - CAH

Dept./Program	Degree Program	Report Submitted	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Art	BFA-Art		NA1	NA1	NA1	NA1	NA1
	BA-Art		NA1	NA1	NA1	NA1	NA1
	BS-Visual Arts Teaching		NA1	NA1	NA1	NA1	NA1
	MA-Art		NA1	NA1	NA1	NA1	NA1
	MFA-Art		NA1	NA1	NA1	NA1	NA1
Asia/Pacific Studies Program	BA-Asia/Pacific Studies	X	2	3	4	2	2
Communications	BA-Communication Studies	X	2	3	2	1	2
	BA-Public Relations	X	2	3	2	1	2
	BA-Journalism	X	2	3	3	1	2
English	BA-English Language and Literature	X	2	4	4	2	2
	BA-English Language Arts Teaching	X	3	4	4	2	2
	MA-English Literature	X	4	4	4	2	2
	MA- TESOL	X	4	4	4	2	2
Film & Video Studies Program	BA-Film/Video Studies		4	3	4	1	2
Foreign Languages	BA-Foreign Language	X	3	1	2	1	1
	BA-Foreign Language Teaching	X	3	1	2	1	1
	BA- Spanish	X	3	1	2	1	1
	BA-Spanish Teaching	X	3	1	2	1	1
History	BA-History	X	2	1	1	0	2
	BA-History: Social Studies Teaching	X	2	1	1	0	2
	MA- History	X	2	1	1	0	2
Music	BM-Music Theory/Composition	X	1	1	2	2	2
	BM- Music Vocal Performance	X	1	1	2	2	2
	BM-Performance	X	1	1	2	2	2
	BM-Music Education	X	1	1	2	2	2
	BA-Music	X	1	1	2	2	2
	MM-Music	X	NA1	NA1	NA1	NA1	NA1
Philosophy & Rel. Studies	BA-Philosophy	X	4	4	4	2	2
Theatre Arts	BA-Theatre Arts	X	4	3	4	1	2
	BFA-Theatre Arts	X	1	2	2	2	NA
	BFA Musical Theatre	X	2	4	2	1	NA
	BA-Theatre Arts: Teaching K-12	X	4	2	0	0	0
	MA - Theatre Studies	X	2	3	2	1	2

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College of Arts and Humanities - CAH

	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Mean Rubric CAH 2009-2010	2.41	2.26	2.44	1.30	1.76
2008-2009	2.58	2.12	2.46	0.92	1.56
2007-2008	2.40	1.72	2.84	0.75	1.29
Target Rubric Scores	2	2	2	2	2

	2009-2010	2008-2009	2007-2008
UG Reports	26	25	27
Grad Reports	7	7	7
Non-Reporting (UG)	0	3	4
Non-Reporting (GR)	0	3	5
% Reporting (UG)	100%	88%	85%
% Reporting (GR)	100%	57%	24%
% Reporting (Total)	100%	81%	74%

Comments: All undergraduate and graduate reports or revised assessment plans were submitted this year. This is a major improvement from past years and reflects a growing culture of assessment in the college. The college met the target rubric for “outcomes”, “measures”, and “results” suggesting that outcomes are being written, measured, and attainment reported. Although outcomes and reporting results decreased slightly this past year in relation to “best practice,” departmental use of methods and reporting of results for curricular and pedagogical change increased. The college data clearly demonstrates a more continuous improvement oriented unit. Continued college emphasis and focus on outcomes and reporting of results is needed this coming year. The following programs should be noted for best practice in relation to assessment (BA English Language Arts Teaching; BA Philosophy; BA Theatre Arts; MA English Literature; MA TESOL).

College of Education and Professional Studies - CEPS

Dept./Program	Degree Program	Report Submitted	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Advanced Programs	M.Ed. School Administration	X	4	4	4	2	2
Aviation	BS-Flight Technology	X	4	4	4	2	2
EFC	M.Ed.-Master Teacher		NA7	NA7	NA7	NA7	NA7
FCS	BA-Family Studies	X	3	1	2	0	0
	BA-Family & Consumer Sciences	X	3	3	3	1	1
	BS-FCS, Career & Tech. Ed. Teaching	X	3	3	3	1	1
	BS-Fashion Merchandising	X	4	3	3	1	2
	BS-Recreation and Tourism	X	4	4	4	2	2
	BS-Global Wine Studies	X	4	3	2	1	1
	MS-Family & Consumer Sciences	X	NA1	NA1	NA1	NA1	NA1
IET	BS-Construction Management	X	4	4	4	2	2
	BS-Electronic Engineering Technology		NA7	NA7	NA7	NA7	NA7
	BS-Industrial Technology		NA7	NA7	NA7	NA7	NA7
	BAS-Industrial Technology	X	NA3	NA3	NA3	NA3	NA3
	BS-Mechanical Engineering Technology		NA7	NA7	NA7	NA7	NA7
	BS-Industrial Education		NA7	NA7	NA7	NA7	NA7
	BS-Safety and Health Management		NA7	NA7	NA7	NA7	NA7
	BAS-Occupational Safety & Health	X	NA3	NA3	NA3	NA3	NA3
	MS-Engineering Technology		NA7	NA7	NA7	NA7	NA7
ITAM	BS-ITAM	X	4	4	4	2	2
	BAS-ITAM	X	4	4	4	2	2
LLSE	BA-Special Education Major	X	3	1	1	0	0
	M.Ed.-Reading Specialist	X	2	1	0	NA	0
	M.Ed.-Special Education		NA7	NA7	NA7	NA7	NA7
NEHS	BS-Exercise Science	X	4	3	4	1	1
	BS-Paramedic Major	X	4	3	4	2	2
	BS-Food Science & Nutrition	X	4	2	4	2	2
	BAS-Food Service Management	X	NA3	NA3	NA3	NA3	NA3
	MS-Exercise Science	X	4	1	4	1	1
	MS-Nutrition		NA7	NA7	NA7	NA7	NA7
TEACH	BA-Early Childhood Education	X	2	1	2	1	2
	BA-Elementary Education	X	2	1	1	2	2
PESPH	BS-Physical Education & School Health	X	2	3	3	1	2
	BS-Public Health	X	2	1	4	2	2
	MS-Health and Physical Education	X	4	3	4	2	2

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College of Education and Professional Studies - CEPS

	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Mean Rubric CEPS 2009-2010	3.36	2.59	3.09	1.43	1.50
2008-2009	3.04	2.44	3.12	1.21	1.52
2007-2008	3.17	1.83	2.35	0.95	1.73
Target Rubric Scores	2	2	2	2	2

	2009-2010	2008-2009	2007-2008
UG Reports	26	27	26
Grad Reports	9	9	8
Non-Reporting (UG)	5	4	6
Non-Reporting (GR)	4	3	5
% Reporting (UG)	81%	85%	77%
% Reporting (GR)	56%	66%	38%
% Reporting (Total)	74%	81%	68%

Comment: A little more than three quarters of all undergraduate College of Education and Professional Studies academic programs submitted student learning outcome reports for the 2009-2010 academic year. In addition, a little more than half of graduate reports were submitted this year. This is a decrease from last year and cause for some concern as almost all of the non-reporting programs have strong accreditation expectations regarding assessment. The college met the target rubric for "outcomes", "measures", and "results" suggesting that outcomes are being written, measured, and attainment reported. Outcomes and methods increased this past year in relation to "best practice" as did departmental use of and reporting of results for curricular and pedagogical change. Thus, college data demonstrates a more continuous improvement oriented unit (at least in terms of those programs submitting reports). Continued college emphasis in reporting and documentation is needed. The following programs should be noted for best practice in relation to assessment (BS Paramedic; BS & BAS – ITAM; BS Construction Management; BS Flight Technology; BS Recreation & Tourism; MS Health & Physical Education; M.Ed. School Administration).

College of the Sciences - COTS

Dept.	Program	Report Submitted	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Anthropology	BA-Anthropology	X	4	2	3	2	2
	BS-Anthropology	X	4	2	3	2	2
Biological Sciences	BA-Biology	X	2	1	2	1	1
	BS-Biology	X	2	1	2	1	1
	BS-Biology Teaching	X	4	4	4	2	2
	MS-Biology		NA7	NA7	NA7	NA7	NA7
Chemistry	BA-Chemistry	X	2	2	2	NA	NA
	BA-Chemistry: Teaching	X	4	3	4	2	2
	BS-Chemistry	X	2	2	2	1	2
	MS-Chemistry	X	2	3	3	NA	NA
Computer Science	BS-Computer Science	X	2	1	2	1	2
Environ. Studies Program	BS-Environmental Studies	X	2	2	2	2	2
Geography	BA-Geography	X	2	3	4	2	2
Geological Sciences	BS-Geology	X	2	3	4	2	2
	BA-Geology	X	2	3	4	2	2
	BS-Environmental Geological Sciences	X	2	3	4	2	2
	BA-Earth Science Teaching	X	4	3	4	2	2
	MS-Geological Sciences	X	2	3	4	2	NA
Law and Justice	BA-Law and Justice	X	4	4	4	2	2
Mathematics	BS-Mathematics	X	3	1	1	1	1
	BA-Mathematics: Teaching Secondary	X	4	4	4	2	2
	MA-Teachers, Mathematics	X	0	0	0	0	1
Physics	BA-Physics	X	2	4	3	1	2
	BS-Physics	X	2	4	3	1	2
Political Science	BA-Political Science	X	3	2	4	2	2
	BS-Public Policy		NA7	NA7	NA7	NA7	NA7
Primate Behavior Program	BS-Primate Behavior and Ecology	X	2	1	3	1	1
	MS-Primate Behavior	X	2	3	3	1	2
Psychology	BA-Psychology	X	4	4	4	2	2
	MS-Experimental Psychology	X	2	1	2	2	2
	MS-Mental Health Counseling	X	4	4	4	2	2
	M.Ed.-School Counseling	X	4	4	3	2	2
	M.Ed.-School Psychology	X	4	4	4	2	2
Resource Management	MS-Resource Management	X	4	1	4	1	1
Science Education	BS-General Science Teaching		NA3	NA3	NA3	NA3	NA3
Sociology	BA-Sociology	X	2	2	2	2	2
	BS-Sociology	X	2	2	2	2	3
	BS-Social Services	X	2	2	2	2	2

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College of the Sciences - COTS

	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Mean Rubric COTS 2009-2010	2.69	2.51	3.00	1.64	1.84
2008-2009	2.56	2.29	2.91	1.47	1.77
2007-2008	2.77	2.63	3.17	1.55	1.94
Target Rubric Scores	2	2	2	2	2

	2009-2010	2008-2009	2007-2008
UG Reports	28	29	27
Grad Reports	10	10	9
Non-Reporting (UG)	1	1	3
Non-Reporting (GR)	1	2	3
% Reporting (UG)	96%	97%	89%
% Reporting (GR)	90%	80%	67%
% Reporting (Total)	95%	92%	84%

Comments: All but two of the College of the Sciences academic programs completed a student learning outcome report for the 2009-2010 academic year. This is an increase from last year, particularly in terms of graduate programs. The college average improved in all categories and programs met the rubric target for "outcomes", "measures", and "results." It should again be noted this year that the "use of data for program improvement" was highest for the College of the Sciences as compared to the other colleges. This is noteworthy as this college offers the most programs across the university. The following programs should be noted for best practice in relation to assessment (BA Chemistry Teaching; BA Earth Science Teaching; BA Law & Justice; BA Mathematics Teaching; BA Psychology; BS Biology Teaching; M.Ed. School Psychology; M.Ed. School Counseling; MS Mental Health Counseling).

College of Business - CB

Dept./Program	Degree Program	Report Submitted	Outcomes	Methods	Results	Feedback/Program Improv.	Previous Year Use
Accounting	BS-Accounting	X	1	3	4	1	1
	MPA-Professional Accountancy	X	1	3	4	1	2
Economics	BS-Economics	X	0	1	1	1	1
Management/Finance & OSC	BS-Business Administration	X	4	2	2	1	2

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	Outcomes	Methods	Results	Feedback/Program Improv.	Previous Year Use
Mean Rubric CB 2009-2010	1.50	2.25	2.75	1.00	1.50
2008-2009	2.50	2.25	3.00	0.75	1.50
2007-2008	2.67	2.33	2.67	1.00	1.00
Target Rubric Scores	2	2	2	2	2

	2009-2010	2008-2009	2007-2008
UG Reports	3	3	3
Grad Reports	1	1	1
Non-Reporting (UG)	0	0	1
Non-Reporting (GR)	0	0	0
% Reporting (UG)	100%	100%	66%
% Reporting (GR)	100%	100%	100%
% Reporting (Total)	100%	100%	75%

Comments: The College of Business submitted student learning outcome reports for all programs during the 2009-2010 academic year. This is similar to the previous year of 100% reporting. The college decreased or remained the same in all areas except one (i.e., program improvement) in relation to assessment process "best practice." Despite the lack of improvement in most areas, the college met the target rubric for "methods" and "results" suggesting that outcomes are being measured and attainment reported. In addition, the college improved in the "use of data for program improvement."

Other

Dept.	Program	Report Evaluated	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Individual Studies Program	BA-Individual Studies	X	4	3	4	1	2
	BS-Individual Studies	X	4	3	4	1	2
	BM-Individual Studies	X	4	3	4	1	2
	MA-Individual Studies		NA3	NA3	NA3	NA3	NA3
	M.Ed.-Individual Studies		NA3	NA3	NA3	NA3	NA3
	MS-Individual Studies		NA3	NA3	NA3	NA3	NA3
Interdisciplinary Studies	BA-Interdiscip. Stud-Social Sciences	X	3	2	2	2	2

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	Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
Mean Rubric Interdisc. Programs 2009-2010	3.75	2.75	3.50	1.25	2.00
2008-2009	3.50	3.00	4.00	1.00	1.75
2007-2008	2.00	3.00	4.00	1.00	NA
Target Rubric Scores	2	2	2	2	2

	2009-2010	2008-2009	2007-2008
UG Reports	4	4	4
Grad Reports	3	3	3
Non-Reporting (UG)	0	0	0
Non-Reporting (GR)	0	0	3
% Reporting (UG)	100%	100%	100%
% Reporting (GR)	100%	100%	0%
% Reporting (Total)	100%	100%	57%

Comment: All undergraduate Individual Studies and Interdisciplinary academic programs (4) submitted student learning outcome reports for the 2009-2010 academic year. Graduate individual study reports were not submitted from a lack of students completing those programs. The undergraduate programs met the target rubric for "outcomes", "methods", "results," and "use of feedback from previous year" suggesting that outcomes are being written, measured, and attainment reported. In addition, data is being used for program improvement.

University Summary CWU

Mean: CWU 2009-2010

Mean: CWU 2008-2009

Mean: CWU 2007-2008

Target Rubric Scores

Outcomes	Methods	Results	Feedback Program Improv.	Previous Year Use
2.74	2.47	2.96	1.32	1.72
2.84	2.43	3.10	1.07	1.47
2.60	2.30	3.00	1.05	1.49
2	2	2	2	2

	2009-2010	2008-2009	2007-2008
Undergraduate Reports	87	88	87
Grad Reports	30	30	28
Non-Reporting UG	6	8	12
Non-Reporting GR	5	8	17
% Reporting UG	93%	91%	87%
% Reporting GR	83%	73%	40%
% Reporting Total	91%	86%	75%

Comment: Almost all undergraduate and most graduate programs submitted student learning outcome reports or revised plans for the 2009-2010 academic year. This reflects a slight improvement in participation from the previous year for undergraduate programs and a significant improvement for graduate. The campus has clearly made strides in continuous programmatic improvement efforts the last three years. Of course, there is still more work to be done to assure 100% participation and reporting. The university met the target rubric levels for "outcomes", "methods", and "results" suggesting that outcomes are being written, measured, and attainment reported. The university showed improvement as compared to last year in terms of "methods," the "use of data for program improvement" and "use of data from the previous year." This is positive as it demonstrates a more continuous improvement oriented culture taking shape institutionally. Student learning data and information is clearly being used to impact student achievement more than ever before. Continued focus by deans, chairs, and faculty is needed this coming year to assure 100% participation. Also, focused professional development from the academic assessment committee and the Center for the Teacher Scholar should continue to help improve assessment processes.