1. What student learning outcomes were assessed this year, and why?
   This is the third year we have operated with assessment goals (approved December 2007).

2. How were they assessed? See previous Student Learning Outcome Assessment Plan.

3. What was learned? See Goals 1 through 6 below.

4. What will the department or program do as a result of that information?
   Changes to the REM Program are reported to the Program Faculty and Affiliate Faculty through faculty meetings organized by the Program Co-directors throughout the academic year. We are preparing for REM retreat to discuss curriculum and assessment for Fall 2010.

Student Learning Outcome Goal 1: Students will demonstrate an ability to effectively communicate about REM issues. This goal has two methods of assessment. These two are listed below with their methods, target criterion of achievement, and data from the period of review:

   A) Oral presentations: 90% of students earn 80% of possible points on rubric including coverage of material and effective delivery in REM 501, 505 & 562. In REM 501, in the students' first quarter of graduate school roughly 90% meet the standard from two oral presentations. In REM 505 and REM 506 students are once again presenting their thesis proposals with great success. In REM 562 for Spring 2010 over 90% met the standard for oral presentations. These figures are meeting our targets although we continue to improve standards for oral presentation skills.

   B) Written papers: 90% of students earn 80% of possible points on rubric including coverage of material and English composition in REM 501, 505 & 562. In REM 501, in the students' first quarter of graduate school, 17/20 (85%) met the standard from six written papers. In REM 505, in most students' second quarter of graduate school, 19 of 21 (90%) met the standard from seven written papers. In REM 562, 22 out of 25 (88%) met standards.

   The two courses with data this year had 86% and 90% of students meeting the standard. Last year we had 88%, 85%, and 100% meeting the standard in three sequential classes. The REM have made it a point to have regular writing assignments in all of our core curriculum. We have also been working to encourage students to use the Writing Center, take remedial writing courses, work with writing mentors, and perhaps even work with editors as needed. We will continue to explore means for addressing student growth in writing skills.

Student Learning Outcome Goal 2: Students will propose, perform, & report on significant independent research.

   This goal has two methods of assessment:

   A) Thesis proposal: Proposal completion is holding steady and REM 505 students are demonstrating skills defining their research problem, purpose, significance, literature review & methods.
A new combination of REM 505 instructors will be working this year to have students work with possible committee chairs to improve proposal work.

   B) Master’s Thesis: A significant number of students completed thesis work this past year (see attached list). The bulk of these students completed their program in three or four years. Completion rates have increased; however, students have required a significant amount of time beyond their two years of course completion.

Student Learning Outcome Goal 3: Students will demonstrate knowledge of U.S. environmental & resource laws & regulations. We continue to meet or exceed our target (90%) in this area as judged based on REM502 performance. A new instructor (teaching solo) for this class will be updating assessment measures for this subject area.

Student Learning Outcome Goal 4: Students will demonstrate knowledge of procedures for environmental analysis. This goal is assessed with written paper(s) and exam(s) in the team taught REM 522, demonstrating knowledge of NEPA and other impact assessment models. Based on evaluations by a new team of faculty, representing three areas of distinct expertise, 85% of students met this standard in Spring of 2010.

Student Learning Outcome Goal 5: Students will be able to assess causes, character, affected parties, and resolution of resource-based conflicts. This goal is assessed with oral presentation and written paper(s) in REM 562. Some 80 to 100% of the REM 562 students met this standard in spring 2010.

Student Learning Outcome Goal 6: Students will engage in professional activities. This goal has three methods of assessment. These three are listed below with their methods, targeted criterion of achievement, and data from the period of review:

   A) Conference attendance: 25 to 35% of enrolled 1st through 3rd year students attend a professional conference. This target has been met three years running, and it is time we consider increasing the portion of students attending conferences.

   B) Conference presentations and/or publications: 10 to 20% of enrolled 1st-3rd year students make a presentation or publish an article in a scholarly venue. This target has been met three years running, and it is time we consider increasing the portion of students attending conferences.

   C) Applications for research funding: 10 to 20% of enrolled 1st-3rd year students apply for CWU or extramural research funding. This target has been met three years running, and it is time we consider increasing the portion of students attending conferences.
5. What did the department or program do in response to the feedback from last year's assessment report?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

Assessment data for 2007-2008 showed quite variable results. Estimates for 2009- and 2010 show improvements:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target (% of students meeting standard)</th>
<th>Observed</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (oral presentations)</td>
<td>90%</td>
<td>90%</td>
<td>well below to well above</td>
</tr>
<tr>
<td>1 (written papers)</td>
<td>90%</td>
<td>85-90%</td>
<td>slightly below to well above</td>
</tr>
<tr>
<td>2 (thesis proposal)</td>
<td>90%</td>
<td>90%</td>
<td>slightly below</td>
</tr>
<tr>
<td>2 (thesis completion)</td>
<td>completion</td>
<td>13</td>
<td>sustained</td>
</tr>
<tr>
<td>3 (law &amp; policy knowledge)</td>
<td>90%</td>
<td>90%</td>
<td>met goal</td>
</tr>
<tr>
<td>4 (analysis knowledge)</td>
<td>90%</td>
<td>85%</td>
<td>met goal</td>
</tr>
<tr>
<td>5 (conflict/res. knowledge)</td>
<td>90%</td>
<td>90-100%</td>
<td>met goal</td>
</tr>
<tr>
<td>6 (conference attendance)</td>
<td>25%</td>
<td>28%</td>
<td>met goal</td>
</tr>
<tr>
<td>6 (presentation/publication)</td>
<td>10%</td>
<td>35%</td>
<td>met goal</td>
</tr>
<tr>
<td>6 (funding application)</td>
<td>10%</td>
<td>20%</td>
<td>met goal</td>
</tr>
</tbody>
</table>

Estimates for Goal 1, 2 and 3 show improvements especially in measures related to REM501 and overall numbers of completed theses. Some gains were also made for Goal 4, REM 522 Resource Analysis; our new team has adjusted this course content and assessment. For Goal 6, given the apparent ease with which we met the targets, we considered adjusting the targets to a higher level, but decided to wait for 2008-09 results before discussing any changes.

We continue to explore potential changes to the program that would benefit student progress and degree completion. We have continued discussion of non-thesis option for the program as well as alternatives for aiding students in their thesis manuscripts. New instructors of teams of instructors are working on more concrete criteria for Goals 3, 4, & 5, including specific rubrics or portfolios. We are also revising SLOs to incorporate attitudes or dispositions in addition to the existing knowledge and ability measures. We are anticipating increasing levels of student reflection as part of REM506. We are seeking resources to test entry skills and exit skills, and funds to create and sustain an alumni survey. We are preparing for a REM retreat for the purpose of reviewing our core curriculum and the effectiveness of aspects of teaching and assessment in these courses.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

We are wondering if an expert in assessment of graduate level programs will be available to discuss issues of method and resources.