

2012 Regional Accreditation and Assessment Update

Leadership Packet (3-12-2012)

Regional Accreditation

In 2012 and 2013, WSU is addressing recommendations from the prior accreditation cycle, reporting under new standards in a seven-year accreditation cycle, and continuing to develop assessment practices for continual improvement. A summary of recent accreditation events and actions follows.

WSU	NWCCU
<p>2009 Report submitted March (end of ten-year accreditation cycle)</p>	<p>Accreditation Reaffirmed (Aug 2009) with three Recommendations to be addressed in Progress Report due Oct 2010:</p> <ol style="list-style-type: none"> 1. Provide a contemporary enterprise management system. 2. Continue to enhance and strengthen its assessment process. Insure inclusion of all educational programs, including graduate programs, and programs offered at the branch campuses. 3. Involve all stakeholder groups in matters where they have direct and reasonable interest as the University embarks on an aggressive strategy of institutional transformation and change.
<p>2010 Progress Report, submitted October</p>	<p>NWCCU Responds (Spring 2011) to 2010 Progress Report Finds that</p> <ol style="list-style-type: none"> 1. Recommendation 1 is resolved. 2. Adequate progress had not been documented on Recommendations 2 and 3.
<p>Year One Report submitted March 2011</p> <ul style="list-style-type: none"> • Beginning of new, seven-year accreditation cycle • Focus of Report was Standard 1: Mission, Core Themes, and Expectations 	<p>Year One Peer-Evaluation Report (July 2011) received from NWCCU. Accreditation reaffirmed (Aug 2011) on basis of Year One Evaluation, with the following commendations and recommendations.</p> <p>Commendations included the University's</p> <ol style="list-style-type: none"> 1. Efforts to embrace recommendations to systematize assessment and engage its stakeholders in making resource and capacity decisions. 2. Establishment of two levels of mission fulfillment, reflecting both a commitment to maintaining mission-critical levels and to moving forward toward its aspirational goals. <p>Recommendations</p> <ol style="list-style-type: none"> 1. Focus objectives, outcomes and indicators on resource and capacity decisions. 2. Incorporate student learning outcomes data into evaluation of core theme achievement and mission fulfillment. 3. Clarify the relationship between core theme indicators and mission fulfillment.
<p>2012: Year Three Report & Visit Preparation (Report due Jan 2013; visit April 2013)</p> <ul style="list-style-type: none"> • Focus of Report and Visit is Standard 1 plus Standard 2: Resources and Capacity • Report must include responses to recommendations from 2010 Progress Report and Year One Peer-Evaluation Report 	<p>Site Visit (April 2013) by NWCCU</p>
<p>Subsequent Years: Seven-year cycle will include:</p> <ul style="list-style-type: none"> • Internal: Annual assessment reports from undergraduate and graduate programs • 2015: Year 5 WSU Report adds Standard 3 (Planning and Implementation) and Standard 4 (Effectiveness and Improvement) • 2017: Year 7 WSU Report & Site Visit adds Standard 5 (Mission Fulfillment, Adaptation, and Sustainability) to complete the cycle. 	

Recommendation 2 (Assessment): Progress and Plans – March 2012

The following sections summarize progress and future plans for remedying Recommendation 2 from the 2009 Comprehensive Evaluation Report. These efforts will also meet the requirements of the new accreditation standards and seven-year cycle.

I. Major Actions to Remedy Recommendation 2: Assessment

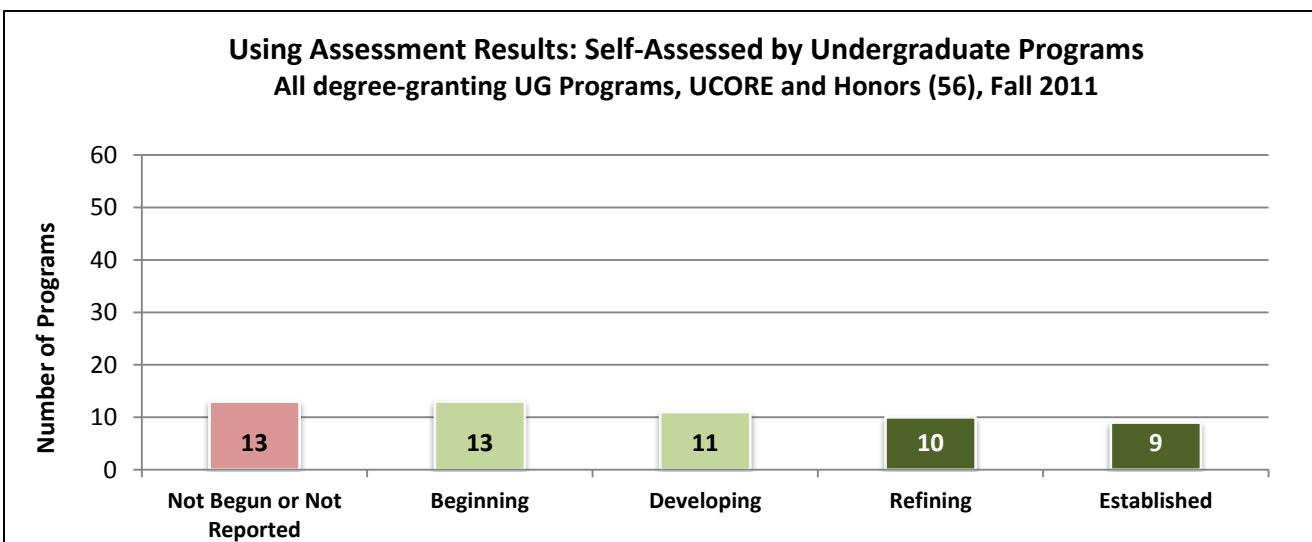
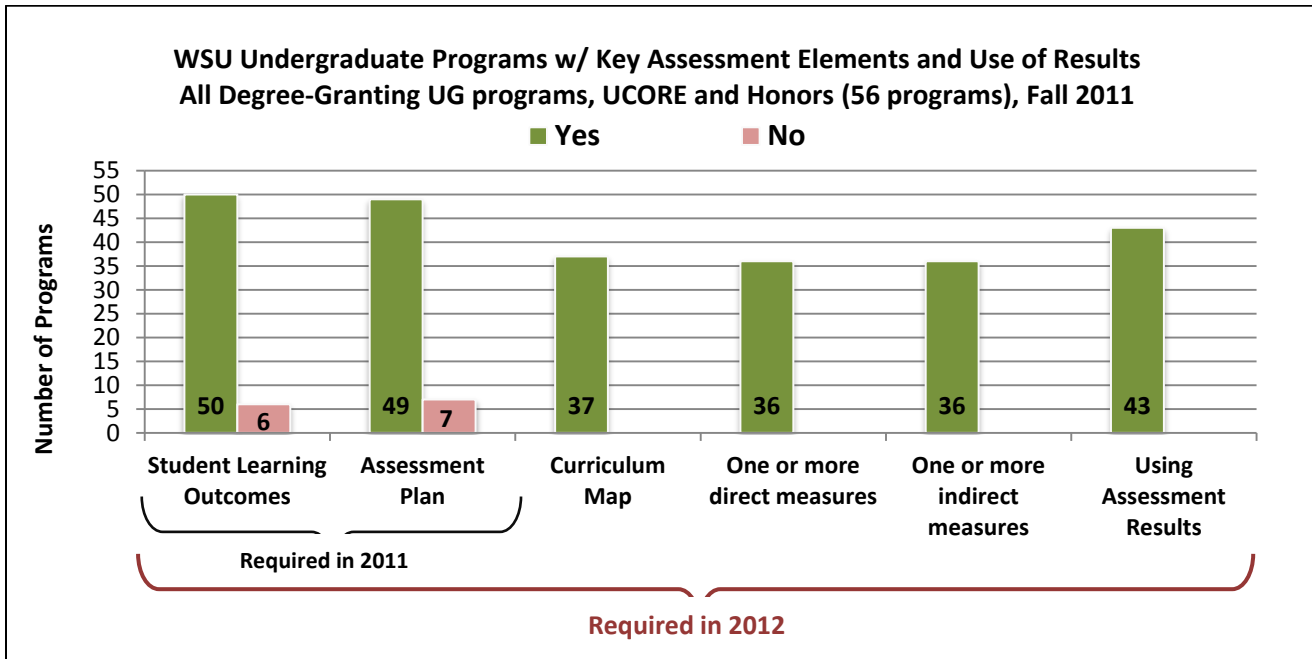
1. University Level Assessment Coordination and Support revamped
 - Undergraduate: Launched Office of Assessment of Teaching and Learning (replaces Center for Teaching, Learning, and Technology).
 - Narrowed mission to the assessment of undergraduate teaching and learning.
 - Implemented a more supportive, user-friendly approach to assist and coordinate the assessment efforts of programs, colleges, and campuses.
 - Graduate: Created Assessment Coordinator position to work with all graduate programs
 - Increased access to institutional data and disaggregation for program-level analysis
 - Developed schedule to meet with all graduate programs to review program data, assessment methods, and reporting requirements; coordinating with Associate Deans
 - Established Liaison Council as a regular forum for assessment discussion and development, with representation from the Provost's Office and all colleges and campuses.
 - Added representation from the Graduate School to WSU's Accountability, Assessment, and Accreditation Committee to ensure regular communication and complementary efforts among the Provost's Office, Institutional Research, General Education, and assessment in undergraduate and graduate programs.
2. Accreditation and Assessment Websites improved and updated:
 - [Accreditation](http://accreditation.wsu.edu/) <http://accreditation.wsu.edu/>
 - [Undergraduate Assessment](http://atl.wsu.edu/) <http://atl.wsu.edu/>
 - [Graduate Assessment](http://gradschool.wsu.edu/facultystaff/assessment/) <http://gradschool.wsu.edu/facultystaff/assessment/>
3. Assessment Initiatives Co-ordinated Institution-wide
 - a. Undergraduate Assessment Inventory Survey completed
 - **All** undergraduate programs participated
 - Gauged every program's undergraduate assessment process and activities
 - b. Annual Reporting of Undergraduate Program Assessment initiated
 - University-wide data base of assessment
 - **All** programs reported for 2011 using a common template
 - Annual Program Reports reviewed, summarized, and shared for discussion & use
 - I. College
 - II. University
 - c. Annual Reporting of Graduate Program Assessment initiated
 - Embedded in academic program review process for all graduate programs

II. 2011 Status of Undergraduate Assessment and 2012 Actions -- WSU

2011

Six elements of an effective undergraduate degree assessment program were identified and used to evaluate the assessment program for each of WSU's 56 undergraduate degrees (see charts below).

- 88% of the programs have key elements of assessment in place.
- Some programs reporting “no” for required items indicated they had out-of-date SLOs or assessment plans which they are revising in 2012.
- 77% have closed the loop at least once, using assessment results to inform decision-making. About half the programs are in the beginning or developing stages, as self-reported.



NOT BEGUN or NOT REPORTED	BEGINNING = Planning or one iteration	DEVELOPING = Actively adjusting basic process and/or tools	REFINING = Process and tools are ongoing, minimal changes needed	ESTABLISHED and Sustainable = Process and tools are systematic and used to improve student learning
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Status of Undergraduate Assessment and 2012 Actions, Con't

2012

The Provost's Office and the Office of Assessment of Teaching and Learning are working with the relevant colleges and departments to have all 6 elements present in all 56 undergraduate degree assessment programs by fall 2012.

2012 Recommendations

- Expand requirements for key elements of assessment. As necessary, programs will update existing elements for currency -- a need expressed by nearly half of programs reporting in 2011.
- Prioritize efforts to ensure all programs have all key elements in place. Programs work with ATL as needed to meet 2012 deadlines (see Work Plan and 2012 Timeline).
- Leadership in departments, colleges, and institution explicitly values and supports this work (see *Wheel of Program Assessment Roles* in appendix).
 - Support discussion and documentation of ways that programs and colleges use assessment results to inform decision-making.
 - Support programs in transition or where department leadership or assessment leadership has changed; ensure there are committees actively working to accomplish assessment work (include in UG curriculum committee, for example).

Colleges: A full report compiling the program results is available for each college; a draft report was provided to the Associate Dean of Academic Programs for review, feedback and any corrections.

Glossary

Student Learning Outcomes: Core skills and knowledge students should develop

Assessment Plan: A process and timeline for designing, collecting, and analyzing assessment data

Curriculum Map: A matrix aligning student learning outcomes with the courses in a program of study

Direct Measure: A measure of student's performance or work product that demonstrates skills and knowledge

Indirect Measure: Information associated with learning, motivation, perceived success, or satisfaction; gathered, for example, through a survey or focus group

Using Assessment Results: Assessment results inform continual reflection and discussion of teaching and learning and contribute to decision-making to ensure effective teaching and learning

III. Status of Graduate Program Assessment and 2012 Actions

2011

- **Graduate Program Review:** 85% of WSU's 45 PhD programs submitted materials to the Graduate School including: mission statements, program goals, student handbooks, assessment plans, student annual evaluations, current student funding data, and student employment data.
- **Graduate Student Survey** assessed the academic, professional development, career preparation, and climate issues in all programs.

2012

The Graduate School is meeting with all graduate programs to discuss their PhD and associated Master's Degree programs and provide feedback on assessment and reporting requirements to support accreditation. The Graduate School will:

- Continue in-person program review of PhD programs throughout the spring semester including: materials submitted by programs (see above) and data collected by the Graduate School including: programs of study, curriculum reviews, institutional data (enrollment, time to degree, etc.), research profiles, and teacher assignment data.
- Meet with the Associate Deans and/or program representatives in late March to discuss the program assessment process and timeline.
- Meet with master's-only program directors in April to discuss program review and assessment process. Review of master's programs will include similar materials and data as mentioned above.
- During the graduate program reviews, identify at what stage each program is with its assessment and review process. All graduate programs are required to complete the following:
 1. Develop a comprehensive assessment plan including student learning outcomes, direct and indirect measures, and how the data collected will be used to improve the program.
 2. Collect and analyze program data to measure progress in the student learning outcomes
 3. Use program data to improve program quality and student experience
 4. Prepare assessment review report for the Graduate School describing the assessment process, the data collected, and how findings are being used to improve the program
- **Graduate School Findings (to-date):** Most graduate programs have completed an initial assessment plan and are collecting program data; however many programs have not analyzed or summarized their data in any formal way. To address this issue:

100% of graduate programs are being required to submit a current assessment review report and revised assessment plan, if indicated, by September 1st.

IV. Goals for 2012

WSU

1. Complete Year Three Report, with required Progress Report on previous recommendations from 2009 and Year One Evaluations
2. Prepare for NWCCU site visit

Undergraduate and Graduate Degree-Granting Programs

1. Update annual assessment report and prepare for Spring 2013 site visit.
2. Improve multi-campus communications; coordinate program, college, and campus assessment planning, activities, and data-analysis.
3. Clarify and briefly document how assessment results are being used or contribute to decision-making at the college- and institutional level.
4. Build or sustain assessment capacity in programs, colleges, and institution.
5. Undergraduate Programs: All programs will have all of the following elements up-to-date by 9/1/2012:
 - Student learning outcomes
 - Assessment plan (updated, as appropriate)
 - Curriculum map of key learning outcomes
 - Direct and indirect measures
 - Documentation of how assessment results contribute to decision-making
6. Graduate Programs: All programs will address the following elements in their reports by 9/1/2012:
 - Student learning outcomes
 - Assessment plan (updated, as appropriate)
 - Direct and indirect measures
 - Documentation of how assessment results contribute to decision-making

V. Work Plan and Timeline for 2012

	Jan - Feb	Mar - May	June - Aug	Sept	Oct - Nov	Dec
Provost Office	Plan for NWCCU Year Three Report and Site Visit in Spring 2013				University-Wide Review of Year Three Report	Revise Year Three Report and Submit to Regents Review Progress Report
	Review Assessment Results & Proposed Work Plan & Timeline with Provost Council 1-5-12: Provost's Message to WSU	Review Assessment Progress with Regents	Leadership Meeting on Use of Assessment Data			
Office of Assessment of Teaching and Learning (ATL)	Analyze and Summarize 2011 Program Reports <ul style="list-style-type: none"> University College Update Report Template	Updated Undergraduate Program Report Template Ready for Use by 3/15/2012 Initiate Leadership Survey		Analyze and Summarize 2012 Program Reports <ul style="list-style-type: none"> University College 	Provide Colleges with their Summary to Review Draft Progress Report.	Add 2012 Assessment Results to Year Three Report.
	Support College and Program Assessment Efforts <ul style="list-style-type: none"> Consult with College Leadership (Dean, Associate Deans, and Assessment Liaisons) Work with Selected Programs Offer Workshops Addressing Systemic Needs and Issues 					
Grad School	<ul style="list-style-type: none"> Conduct in-person reviews of PhD programs (Feb-June) Meet with master's only program directors (April) Meet with Associate Deans (March) 			Graduate Program Assessment Review Reports are Due 9/1/12	Summarize Graduate Program Assessment Findings and Add to Year Three Report	
Institutional Research	NSSE Survey of Freshmen and Seniors		UG Alumni Survey (recent grads)	Data from NSSE and UG Alumni Survey available		
Colleges	Work with ATL and Grad School as needed, to <ul style="list-style-type: none"> Review College-level Report and Assessment Progress of each Program Identify Assessment Needs and Issues of College and each Program Develop/Refine System/Work Plan to Support Assessment within College Discuss Assessment System/Work Plan and Timeline with ATL and Grad School April: Survey Leadership regarding use of data		Leadership Meeting on Use of Assessment Data	Review UG Assessment Summary for College and Provide Feedback to ATL		
	Work with Individual Programs as Needed Implement College-level System/Work Plan to Support Assessment within College					
Programs	Review Assessment Activities to ensure these elements are in place and current, revising as needed: <ul style="list-style-type: none"> Learning Outcomes Assessment Process/Plan Curriculum Map Direct Measures Indirect Measures Assessment-Data Informed Decision-Making Consult with College, ATL and Grad School as needed		Update annual assessment reports For Undergraduate and Graduate Programs	9/1/2012: Annual Reports are due.		
	Conduct Assessment Activities, Consider Results, & Modify Program as Needed					

VI. Program Assessment Roles

3/6/2012: DRAFT for discussion and adaptation in colleges or programs

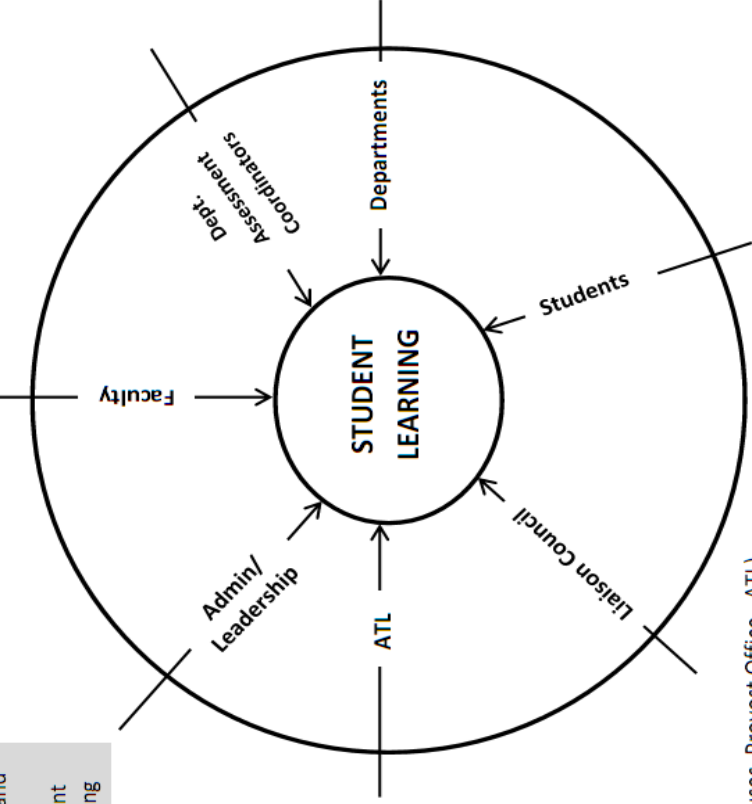
THE WHEEL OF PROGRAM ASSESSMENT ROLES (DRAFT) Undergraduate Program Assessment at WSU

Faculty Members

- Own and are responsible for assessment of student learning in their program
- Participate in assessment activities (e.g., develop learning outcomes, collect student work, score student work for program outcomes, interpret assessment results)
- Communicate learning outcomes and expectations to students
- Act on assessment results

Administration/Leadership (Colleges, Campuses, Depts., WSU)

- Implement effective assessment of student learning college-wide
- Identify and allocate resources to build and sustain assessment (and WSU accreditation); explicitly value assessment
- Use assessment results in decision-making



Office of Assessment of Teaching and Learning (ATL)

- Support undergraduate programs, consulting with programs and identifying good practices and resources; help programs, colleges, and WSU build assessment capacity
- Facilitate program- and institutional-level assessment planning; help programs implement and analyze results and make evidence-based decisions
- Aggregate and report program assessment to support WSU accreditation

Liaison Council (All Colleges & Campuses, Provost Office, ATL)

- Associate Deans and Vice Chancellors participate in an institution-wide system for planning and managing assessment; give input on support by ATL
- Share best practices in assessment and ways to address common bottlenecks
- Give input on the development of key processes for undergraduate assessment and accreditation reporting at WSU; ensure that processes work well from the college and campus perspectives (useful, scalable); and help address rough spots as systems, processes, and tools are refined

Students

- Engage in assessment-related activities (e.g., complete assessment-related assignments and surveys, participate in focus groups or interviews)
- Serve on committees
- Provide feedback on assessment activities

Department Assessment Coordinators

- Coordinate program assessment efforts, with faculty participation
- Liaise with administration, ATL, and faculty groups

Departments/Programs

- Develop and carry out meaningful, manageable, and sustainable assessment plans
- Develop and distribute student learning outcomes
- Systematically align courses with program outcomes and WSU goals (e.g., curriculum maps)
- Regularly collect, assess, and reflect on assessment results
- Act on assessment results
- Use best practices for faculty professional development in instruction and assessment
- Report assessment to support WSU accreditation

Adapted by WSU's Office of Assessment of Teaching and Learning, from University of Hawaii, Manoa