

2011

WSU Undergraduate Academic Program Assessment

Compiled Results from 56 Undergraduate Programs

Institution-Wide Report

Contents

1. Purpose and Scope
2. Executive Summary
3. Outcomes, Plans, and Measures (Foundational Elements)
4. Using Assessment Data
5. Communication
6. Assessment Capacity and Capacity-Building
7. Goals for 2012
8. Appendices (Include Additional Assessment Data and Analysis)

1. Purpose and Scope

Purpose and Scope of Annual Program Assessment Reports and Institutional Summary

Purpose: Focus for 2011-12

- Present a snapshot of undergraduate program assessment at WSU
- Provide data for decision-making and to support systematic assessment throughout the institution, in ways that are useful to widely different programs
- Clarify existing assessment systems at WSU in order to build assessment capacity (NWCCU Standard 2)
- Pilot and refine a new streamlined undergraduate report template, with input from programs / colleges
- Align annual reports with new [NWCCU standards](#) and [seven year cycle](#)

Scope

This report compiles assessment information provided by undergraduate programs through their annual reports and an institution-wide program assessment inventory.

- **Annual Assessment Reports, Fall 2011, from 56 undergraduate academic programs¹**, focused on mission, purpose, resources and capacity-building for educational assessment (NWCCU Standards 1 and 2) and six foundational elements of effective program assessment.
- **Complementary Measure: Program Assessment Inventory Survey, 2011** from undergraduate programs² including options and areas within a degree; programs in transition; programs at branch campuses; and non-degree academic programs. To enrich the snapshot of assessment activities at WSU, the inventory invited broad participation and many kinds of information about the data that programs collect and some aspects of their practice and communication.

¹ 56 reports: In 2011, 54 degree-granting undergraduate programs, UCORE, and Honors College participated. See Appendix for a complete list of program reports.

² See Appendix for a complete list of 82 undergraduate programs, options, and areas participating in the 2011 Program Assessment Inventory Survey.

2. Executive Summary

Summary of 2011 Undergraduate Program Assessment Reports

Outcomes, Plans, and Measures

- Most programs (88%) have student learning outcomes (SLOs) and an assessment plan. Almost half of all programs have identified a need to review and revise their SLOs and/or their assessment plan in 2012; this is part of healthy assessment cycles, particularly in an environment of change.
- A majority of programs (63%) have all the foundational elements of assessment practice in place (student learning outcomes (SLOs), an assessment plan, a curriculum map, and direct measures and indirect measures).

Using Assessment Data

- 77% programs have closed the loop at least once, using assessment results to inform decision-making.
 - Over half of those programs self-assessed that they are in the *beginning* or *developing* stages of using data.

Communication about Assessment

- In 2011, few programs explicitly stated that their assessment report included multiple campuses.
- Communication about assessment between campuses is often unclear. How information is communicated and who is responsible differs from program to program.

Building and Sustaining Assessment Capacity

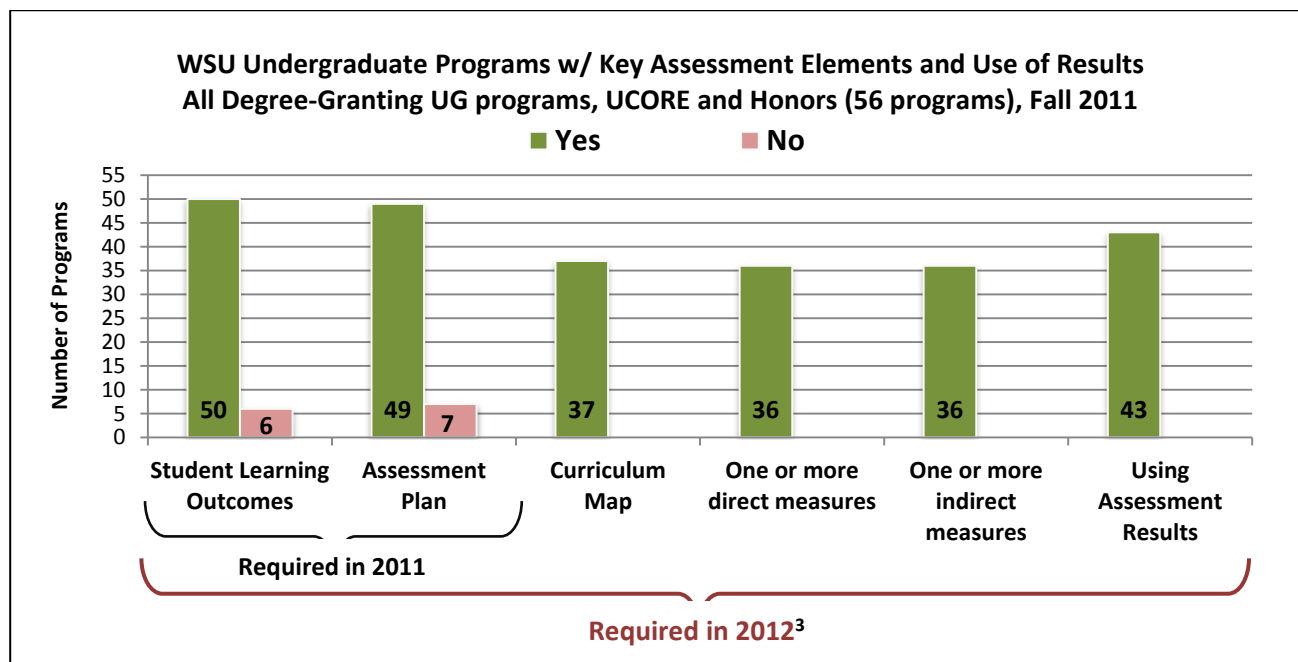
Programs are building and sustaining capacity in a wide range of ways, from faculty participating in informal brownbag discussions to faculty publishing research on assessment. While assessment capacity-building is not necessarily happening consistently in all programs, there are clearly good practices to build on.

- Two of the most frequent ways that programs report they are building capacity are 1) participation in workshops or brownbags on assessment and teaching, and 2) peer evaluation of teaching.

3. Outcomes, Plans, and Measures (Foundational Elements)

Framework

The elements below form the foundation for systematic, effective assessment in academic programs. The 2011 annual reports focused on this foundation, accommodating a wide range of approaches suited to different programs.



See Appendix for Glossary of Assessment Elements

2011 Observations

- 88% of the programs have SLOs and an assessment plan 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.
- A majority of programs also report having a curriculum map, and direct and indirect measures. These patterns hold true for both professionally-accredited programs and those not separately accredited.
- Nearly half the programs indicated to ATL that they needed to update at least one existing element.

Section 4 of this report breaks down “Using Assessment Results,” providing observations and recommendations.

2012 Recommendations

- Expand requirements for key elements of assessment.
- Prioritize efforts to ensure all programs have all key elements in place – current or updated as necessary. Programs may work with ATL to meet 2012 deadlines.
- Support discussion and documentation of ways that programs, colleges, and the institution use assessment results to inform decision-making.
- Leadership in departments, colleges, and institution can take steps to explicitly value and support assessment (see Appendix Resources: *Wheel of Program Assessment Roles – WSU Draft*).
- Take stock again in the 2012 annual reports.

Appendix: See Appendix for breakdown of professionally-accredited programs and those not separately accredited; charts of the direct and indirect measures that programs are collecting; and Resources.

³ For Year One of the new NWCCU standards, the 2011 reports focused on foundational elements of undergraduate program assessment. Consequently, all programs were required to report on their student learning outcomes and assessment plan. In 2012, all programs will also report on their curriculum map, measures, faculty participation, findings, and use of assessment results.

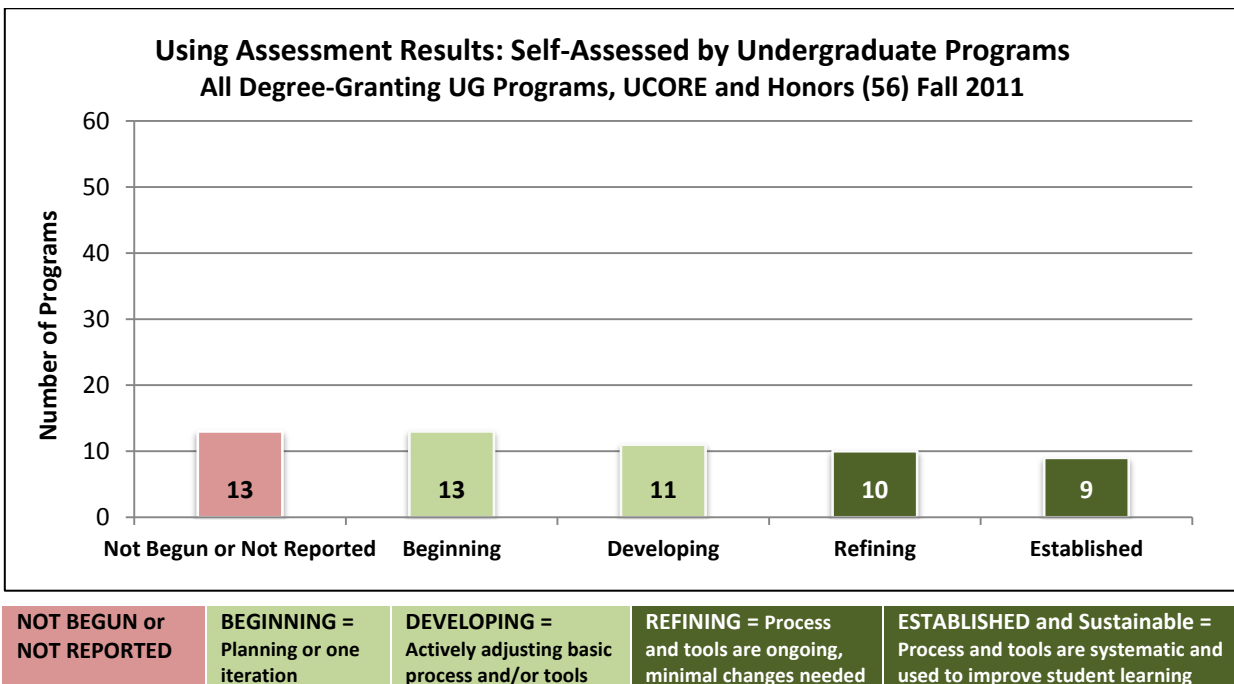
4. Using Assessment Data

Framework

Nationwide, a common challenge for undergraduate assessment is not gathering data but interpreting and using it⁴. Some common barriers to systematic discussion and interpretation of assessment data include:

- Data: too much data; not enough data; pilot data; overlooked data
- Limitations of data: taking into account the technical and contextual limitations of assessment data
- Infrastructure: may include leadership (committee structure; turnover in department leadership or committee); logistics; communication about assessment; and resources.

The 2012 reports will require all WSU programs to report examples of using assessment results in decision-making and/or procedures and participation for using assessment results in decision-making.



Observations

- 77% of programs have closed the loop at least once, using assessment results to inform decision-making; over half of those programs are in the *beginning* or *developing* stages, as self-assessed.
- This area may be under-reported in 2011, as data may contributing to decision-making in ways that programs did not report, including informal use.

Recommendations

- Share successful practices for regularly discussing and interpreting data.
- Address common barriers to using assessment for decision-making; involve leadership in these discussions.
- Support discussion and documentation of ways that programs, colleges, and the institution use assessment results to inform decision-making.

⁴ National Institute of Learning Outcomes Assessment (NILOA) – *From Gathering to Using Assessment Results: Lessons from the Wabash National Study Wabash Study* (longitudinal research and assessment project including 49 institutions) by Blaich and Wise.

5. Communication

Framework

Clarifying communication channels is part of the process to enhance systematic assessment in programs, colleges, and across WSU.

Reporting Program Assessment among Campuses

Assessing and Reporting, 2011 Single-Campus or Multi-Campus Assessment Reports from 56 UG Programs			
Single-campus report in 2011	No. of programs	Multi-campus report in 2011	No. of programs
Pullman*	43	Pullman + Vancouver	1
Spokane only	3	Pullman + Tri-Cities	0
Tri-Cities only	1	Pullman + WSU-V + WSU-TC	3
Vancouver only	5	Spokane + VC and TC Spokane + Yakima	
Vancouver + Tri-Cities		Spokane + Vancouver Spokane + Tri-Cities	
*If a report was submitted from Pullman and did not specify another campus, it was considered Pullman for this count. Thus the Pullman-only count may be overstated; this will be clarified in 2012 reports.			

Observations

- In 2011, few programs explicitly stated that their assessment report included multiple campuses.
- Communication about assessment between campuses is often unclear. How information is communicated and who is responsible differs from program to program.
- The changing environment among WSU programs and colleges complicates communication.

Recommendations

- Support and sustain communication channels system-wide. Help programs and colleges determine if their communications systems are effective.
- Encourage programs to review and revise their assessment plans to explicitly consider multi-campus context and participation.
- Support coordinated assessment for programs operating on more than one campus. This may include determining when it is useful to disaggregate data and when to include campus-specific measures.

Appendix: See Appendix for additional data on how programs discuss and interpret assessment data; how they store and share data; how they organize assessment.

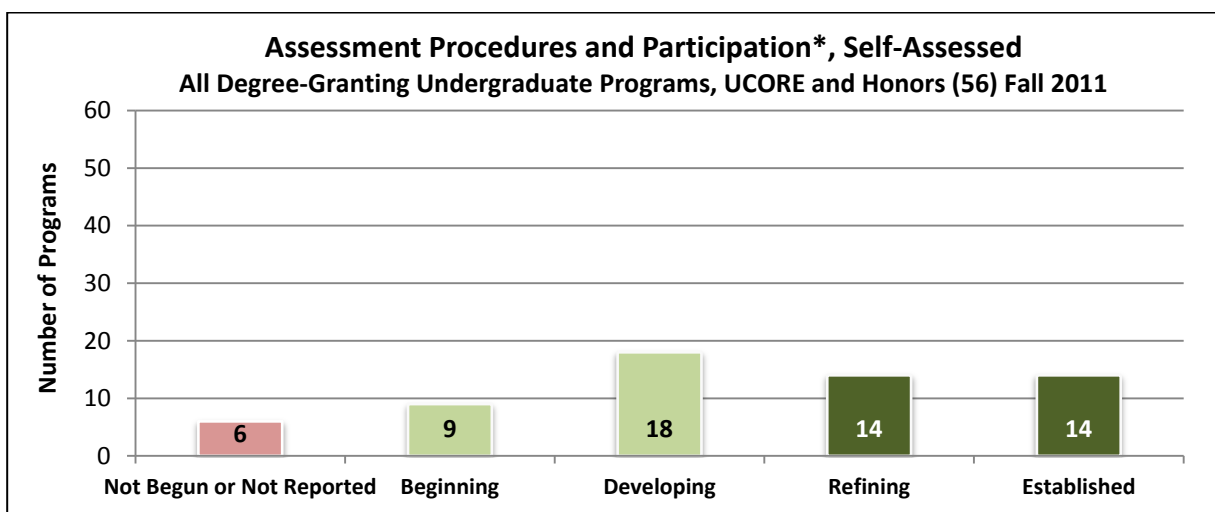
6. Assessment Capacity and Capacity-Building

Framework

Programs that engage in effective assessment:

- Routinely provide opportunities for faculty to build assessment skills, knowledge, and organizational capacity.
- Sustain capacity over time (maintain a system that accounts for changes in the program and faculty, including turnover in leadership; build and use resources effectively).

Programs with mature assessment capacity have woven assessment throughout their programs. Ideally, assessment complements and enhances the work faculty are already doing.



***PROCEDURES and PARTICIPATION:** Assessment procedures, participants, and administrative structures; chart of events, processes, participation for data sharing and discussion.

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
----------------------------------	--	---	---	--

Building Assessment Capacity

Capacity-building practices for assessment and instruction reported by WSU programs include:

- Capacity-building is acknowledged and supported by leadership at the program and college levels
- Faculty meetings include a regular time devoted to assessment
- Assessment is integrated into other committees (i.e. undergraduate studies; curriculum)
- Assessment work is rotated judiciously among faculty so all members gradually build familiarity with key components of program assessment and weigh in
- Assessment leadership has continuity in some way; may be led by a senior faculty or administrator
- In-house professional development occurs: faculty share ideas, practices or questions about teaching, learning, and assessment at informal activities (idea-shares, brownbags, etc.).
- As funding permits, faculty attend workshops or conference sessions on assessment.

Observations and recommendations

- Programs provided a wide range of responses to this section of the annual report. Many programs are actively building assessment capacity or sustaining assessment capacity. Capacity can be built formally and informally.
- It may be useful to clarify roles in assessment systems, including leadership roles at each level.

7. Goals for 2012

Goals for 2012: WSU's Undergraduate Program Assessment and Reporting

1. Support undergraduate programs so that all programs have the following elements in place and up-to-date by 9/1/2012:
 - Student learning outcomes
 - Assessment plan
 - Curriculum map of key learning outcomes
 - Direct and indirect measures
 - Documentation of how assessment results contribute to decision-making in the program
2. Improve multi-campus communications; and coordinate program, college and campus assessment planning, activities, and data-analysis and sharing. Support coordinated assessment for programs operating on more than one campus. This may include determining when it is useful to disaggregate data and when to include campus-specific measures.
3. Clarify and 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, departments, colleges, and institution. Clarify roles in assessment systems, including leadership roles at each level (See Appendix Resources for *Wheel of Program Assessment Roles – WSU Draft*). Share strong practices.

8. Appendices

A. WSU's Accreditation -- see [Provost Office Webpage](#)

- Seven Year Cycle and Standards / 2011-13: Standard Two (Resources and Capacity-Building)
- Recent Reports to NWCCU and Responses; Progress Reports, December 2011 and February 2012

B. Undergraduate Academic Programs -- Annual Reports, 2011

C. Undergraduate Academic Programs, Options, and Areas -- Assessment Inventory Survey, 2011

D. Glossary of Assessment (Key Elements)

E. Additional Data Analysis

- Outcomes, Plans, and Measures by Professionally-accredited Programs and by Programs not Separately-Accredited
- Direct Measures Programs Collected by WSU Programs
- Indirect Measures Programs Collected by WSU Programs
- Communication: Sharing and Documenting Assessment / Discussing and Interpreting Results
- Using Best Practices in Teaching, Learning, and Assessment
- Purposes for Program Assessment
- Purposes for Program Assessment Identified by Professionally-accredited Programs and Programs not Separately-Accredited

F. Resources to Support Recommendations

- Developing Effective Assessment Over Time
- Wheel of Program Assessment Roles – WSU Draft

G. Selected Bibliography

Appendix A: WSU Accreditation and Recent Reports: Transition from 10 year to 7 year cycle*

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. 	

*More information at websites for the [Provost's Office](#) and the [Office of Assessment of Teaching and Learning](#).

Appendix B

Undergraduate Academic Programs – Annual Reports, 2011 (56)			
Undergraduate Degree Programs (54)			General Education (1)
College or campus	Professionally Accredited (21 reports)	Not separately-accredited (33 reports)	UCORE
Business	Hospitality Business Mgmt Business Administration		Honors College (1)
CAHNRS	Interior Design Landscape Architecture	Agricultural and Food Systems AMDT Animal Sciences Economic Sciences Food Science Human Development Integrated Plant Sciences Natural Resource Sciences	Honors
CEA	Architecture and Construction Mgmt Bioengineering Chemical Engineering Civil Engineering Computer Engineering Computer Science Electrical Engineering Materials Science and Eng Mechanical Engineering		Special Programs (10) (not compiled)
CLA	Music	Anthropology Asia Program CCGRS Criminal Justice English Fine Arts Foreign Languages and Cultures General Studies: Humanities & Social Sciences History Politics, Philosophy, and Public Affairs Psychology Sociology	Libraries
COE	Teaching and Learning	Movement Studies Sport Management	University College: separate reports from:
COS	Chemistry	Biological Science Earth and Environmental Science Mathematics Physics and Astronomy	<ul style="list-style-type: none"> • Center for Advising and Career Development hosted sessions: UColl 100/101, UColl 301, UColl 497 (experiential/ internship course section) • Small Group Tutorials • UColl 104 • UColl 300 • UColl 303 • UColl 304 • UColl 497 Peer Leadership • UColl 497 Peer Tutoring • Undergraduate Research
CVM		Neuroscience Molecular Bioscience	<div style="border: 1px solid black; padding: 5px;"> <p>NOTE: For this report, “Professionally-accredited” refers to programs that are accredited by an agency or association, and does not include accredited options (e.g., education option in a particular program).</p> </div>
Murrow		Communication	
Nursing	Nursing		
Spokane	Nutrition and Exercise Physiology	Speech and Hearing Sciences	
Vancouver	Computer Science Electrical Engineering Mechanical Engineering	Public Affairs Creative Media & Digital Culture	
Tri-Cities		General Studies: Science	

Appendix C

Undergraduate Academic Programs, Options, and Areas – Assessment Inventory Survey, 2011 (82)		
Undergraduate Programs		Honors
College	Programs, Options, and Areas	Honors
Business	Hospitality Business Mgmt Business Administration	Special Programs (10) Not Compiled Libraries University College: <ul style="list-style-type: none"> • Academic Skills Course • CACD Tutoring • Career Counseling • Common Reading • Distinguished Scholarships • Explore • Freshmen Focus • New Student Programs • Pass • Peer Leadership • Pre-Health Advising • Small group writing tutorials • Undergraduate Research • Writing Center • Writing Faculty Development
CAHNRS	Agricultural & Food Systems AMDT Animal Sciences Economic Sciences (2x) Entomology Food Science Horticulture	
CEA	Architecture Bioengineering Chemical Engineering Civil Engineering Computer Engineering Computer Science CS-Vancouver	
CLA	Anthropology Asia Program Comparative Ethnic Studies Criminal Justice English Fine Arts Fine Arts Art History Fine Arts Studio Foreign Languages and Cultures General Studies: Humanities General Studies Social Sciences	
COE	Movement Studies/Kinesiology Sport Management Teaching and Learning	
COS	School of Biological Science Chemistry Environmental Science	
CVM	Molecular Bioscience	
Murrow	Broadcast Org Communication	
Nursing	Nursing	
Vancouver	Public Affairs	
Tri-Cities	Business Admin Computer Sci DTC Education Electrical Engineering English Environmental Sci	
	Interior Design Landscape Architecture Human Development Integrated Plant Sciences Natural Resource Sciences Plant Pathology	
	Construction Mgmt Electrical Engineering Electrical Engineering - Vancouver Materials Science and Eng Mechanical Engineering Mechanical Engineering - Van	
	History Music Philosophy Political Science Psychology Sociology Social Studies Speech and Hearing Women's' Studies World Civ	
	Geology Mathematics Physics	
	Print Public Relations	
	*Engineering programs inventoried with CEA	
	History Humanities Mechanical Engineering Nursing Psychology General Studies: Science Social Sciences	

Glossary

Student Learning Outcomes: Core skills and knowledge students should develop

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

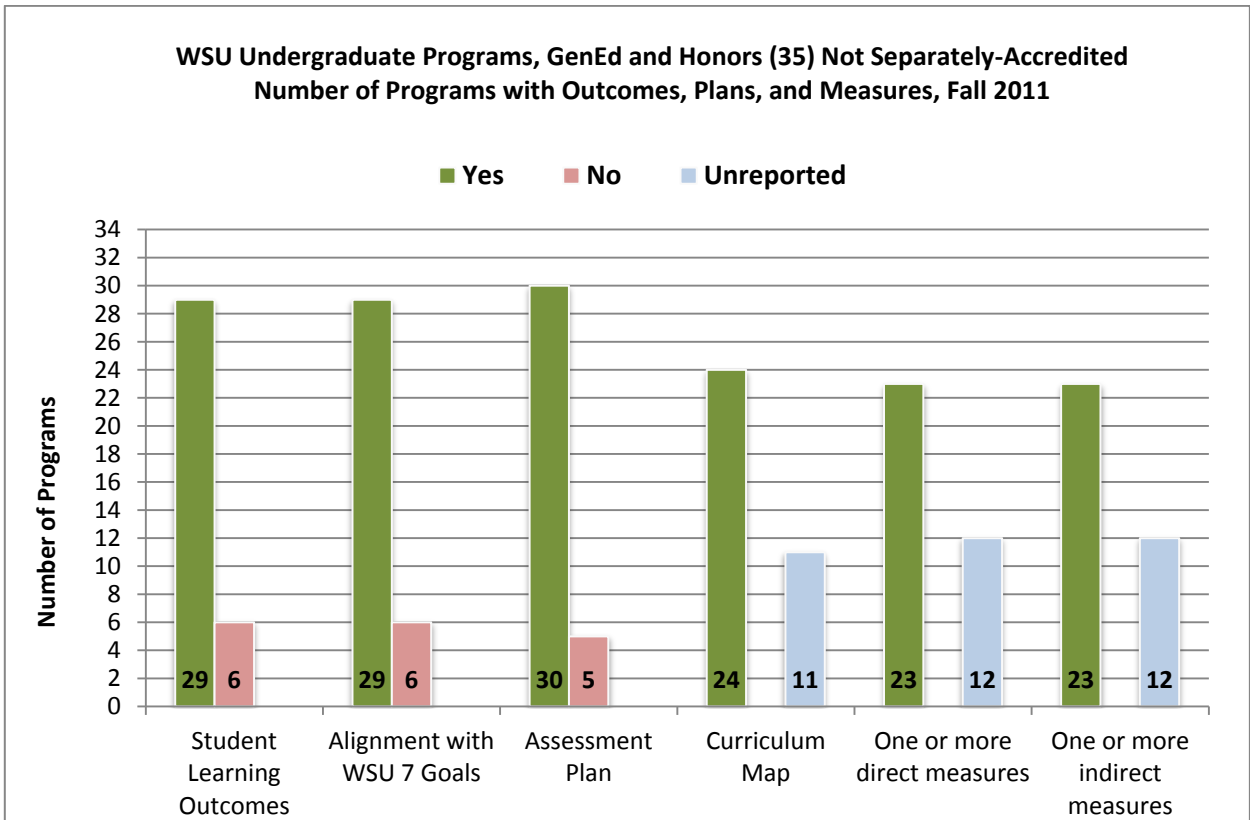
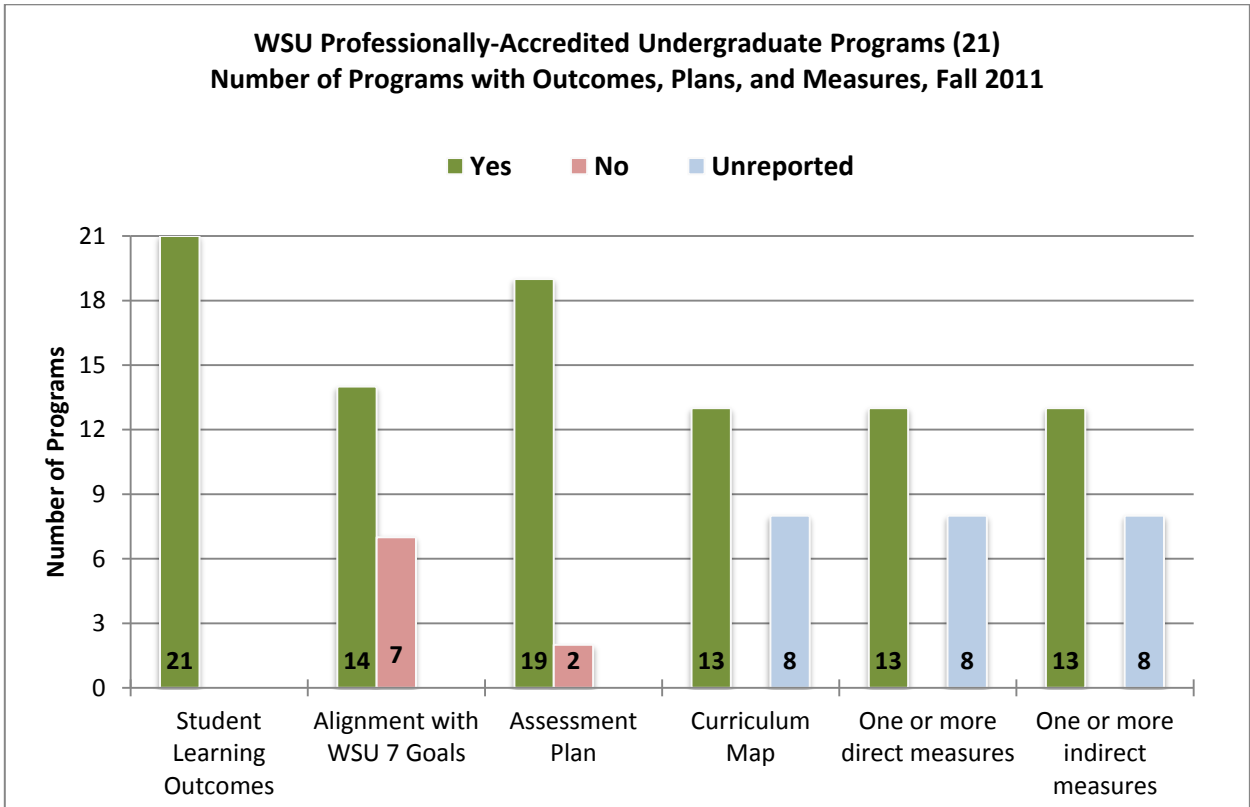
Curriculum Map: A matrix aligning student learning outcomes with the courses in a program of study

Direct Measure: A measure of student performances or work products that demonstrate 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; findings contribute to decision-making to ensure effective teaching and learning

Appendix E1: Outcomes, Plans, and Measures by Professionally-Accredited Programs and by Programs not Separately-Accredited



Appendix E2: Direct Measures Collected by WSU Programs

Direct Measures: Which of these kinds of data does your program collect, and to what extent?

(Check all that apply) (Inventory Survey 2011, 82 WSU programs, options, areas)

Direct Measures	Each term or year	2 – 3 Years	Piloting, Informally, Or Periodically
Assessment of capstone experience (project, thesis, exhibition, performance, etc.)	42	0	10
Assessment of student work from core courses	41	2	12
Review of undergraduate research projects (posters, presentations, etc.)	23	0	10
Performance on standardized national exams or state/national certification or licensure exam	22	0	4
Assessment of professional skills	20	1	7
Review of M course papers	18	1	7
Portfolios of student work	17	1	1
Reviewed internship performances	15	0	11
Pre- and post-tests	10	0	4
Writing Portfolio data	14	1	3
Comprehensive examinations	12	0	2
Case study analysis by seniors	10	1	3
Results of concept inventories	6	0	7
Senior oral exam	5	0	1
Reviewed study abroad projects	3	0	6

*82 UG degree granting programs, options, areas and other academic programs across 4 campuses (listed in Appendix C). Note: A number of programs provided a separate inventory for options and areas within a degree; programs in transition; programs at their home and branch campuses; some programs involved in interdisciplinary degrees; and some non-degree academic programs, such as Libraries and World Civilizations.

Observations about this data:

- Many programs are collecting data about capstone experiences or student work in other core courses, every term or year, or piloting this or doing it informally or periodically.
- There are a range of other kinds of direct measures collected.
- Few programs are collecting any of these measures on a schedule every 2 – 3 years

Appendix E3: Indirect Measures Collected by WSU Programs

Which of these kinds of data does your program collect, and to what extent? (Check all that apply.)
(Inventory Survey 2011, 82 WSU programs, options, areas)

Indirect Measures	Each term or year	2 – 3 Years	Piloting, Informally, Or Periodically
Course evaluations	74	0	1
Senior exit interviews or surveys	49	1	9
Advising survey	30	1	6
Review syllabi for including and implementing learning outcomes	26	7	16
Feedback from internships or student practica supervisors	21	1	13
Alumni/professional focus groups (e.g. Advisory Boards)	20	4	8
Student self-assessment or other surveys (other than course evaluations or exit surveys)	15	0	11
Midterm feedback from students	14	0	22
Rates of undergraduate participation in research, conferences, publication	12	0	10
Assessment of key assignment prompts	11	2	13
Student focus groups or student advisory council	11	1	8
Alumni survey	8	13	12
Results of classroom assessment techniques (e.g., clickers, one-minute writes)	7	0	16

*82 UG degree granting programs, options, areas and other academic programs across 4 campuses (listed in Appendix C)

Note: A number of programs provided a separate inventory survey for options and areas within a degree; programs in transition; programs at their home and branch campuses; some programs involved in interdisciplinary degrees; and some non-degree academic programs, such as Libraries and World Civilizations.

Observations about this data

- Most programs collect course evaluations
- Many programs are doing surveys of exiting seniors or alumni, or advising; could programs share successful approaches or development of surveys?
- Are good practice resources available?

Recommendations based on this data

Programs should consider what data they are collecting and how useful it is, in order to focus time and effort on the most useful data collection.

- Are there places to partner programs or efforts, share practices, resources or training? There may be opportunities to team up and pool time, efforts, samples and resources; to identify redundant efforts; to provide targeted resources.
- Where are key bottlenecks? What would help address them?
- Consider whether some measures that could be collected every 2-3 years, instead of annually.
- How can WSU make use – or better use -- of existing data and share data more efficiently, including aggregate data and disaggregate data?

Appendix E4: Communication

A) Sharing and Documenting Assessment

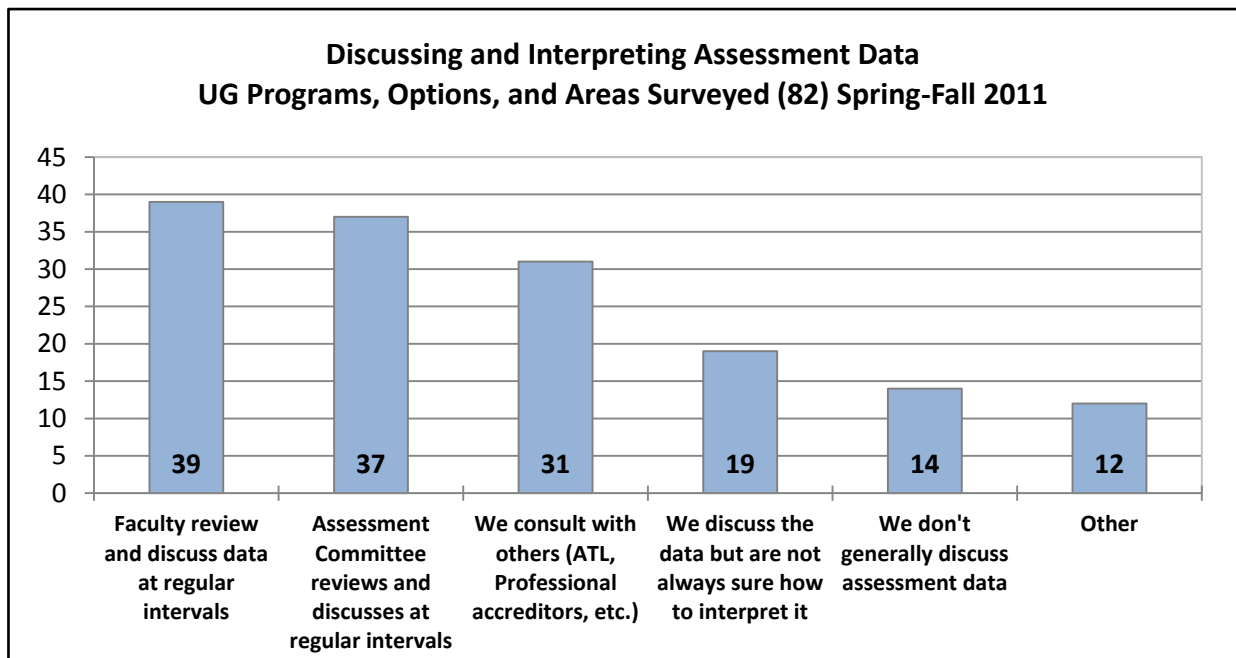
How do you store and share documentation of program assessment activities, materials, and data? (Check all that apply.)
(Inventory Survey 2011, 82 WSU programs, options, and areas*)

Program mostly shares assessment information via ...	No. of programs*
Email (with or without attached documents)	42
Hard copy	33
Web-based system (site in SharePoint, Moodle, etc.)	29

*82 UG degree granting programs, options, and areas and other academic programs across 4 campuses (listed in Appendix C). A number of programs provided a separate inventory survey for options and areas within a degree; programs in transition; programs at their home and branch campuses; some programs involved in interdisciplinary degrees; and non-degree programs, such as Libraries and World Civilizations.

B) Discussing and Interpreting Assessment Data

How does the program interpret its assessment data? (Check all that apply) (Inventory 2011)



*82 UG degree granting programs, options, and areas and other academic programs across 4 campuses (listed in Appendix C). A number of programs provided a separate inventory survey for options and areas within a degree; programs in transition; programs at their home and branch campuses; some programs involved in interdisciplinary degrees; and non-degree programs, such as Libraries and World Civilizations.

Appendix E5: Using Best Practices in Teaching, Learning, and Assessment

Which of these take place in your program?

(Inventory Survey 2011, 82 WSU programs, options, and areas*)

Using Best Practices for Teaching & Learning*	Each term or year	2 – 3 Years	Piloting, Informally, or periodically
Faculty have easy access to syllabi and/or core assignments developed by others in the program.	65	0	7
TAs receive orientation to teaching in the major/discipline.	41	0	17
Program assessment enables faculty to make changes to their courses or assignments based on assessment experiences and outcomes.	42	3	25
Faculty attend or participate in panels or conferences related to teaching in this program.	39	6	19
TAs are mentored on their teaching.	37	0	19
Resources are readily available to faculty (teaching journals, sample teaching materials, professional accreditation guidelines, etc.).	37	1	22
Faculty participate in in-house professional development (ie, brownbags to discuss articles on teaching, learning, or assessment; "idea-shares" on strong teaching techniques or assessment, etc).	26	2	25
Research grants include dissemination of literature reviews, or development of tools or practices connected to teaching, learning or assessment.	24	5	6
Faculty participate in peer mentoring (formal or informal) related to teaching or assessment.	26	2	34
Faculty receive training in best practices for academic advising.	18	6	11
Faculty research and publish on teaching or learning.	21	9	22
TAs take a course on teaching in the major/discipline.	15	2	7
Faculty give peer feedback on teaching (such as classroom observation).	13	8	31

*82 UG degree granting programs, options, and areas and other academic programs across 4 campuses (listed in Appendix C).

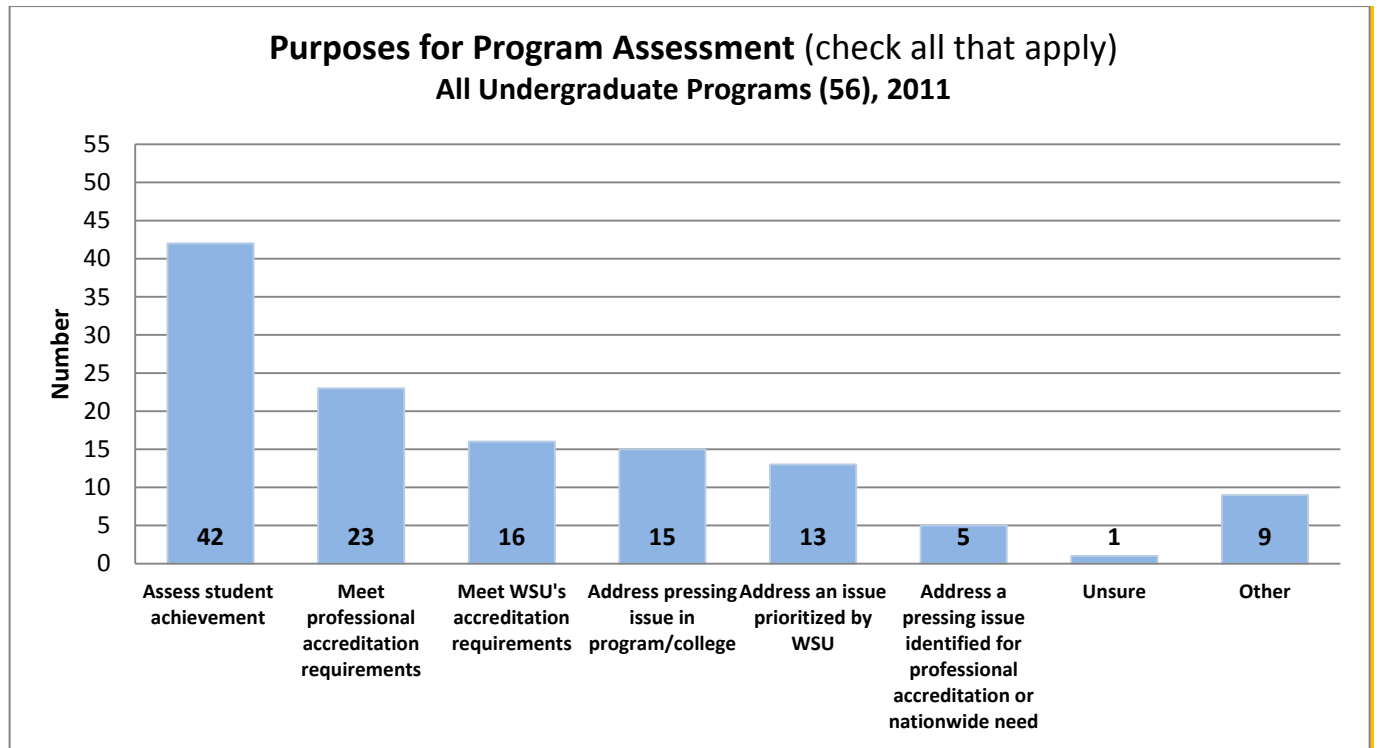
Note: A number of programs provided a separate [inventory survey](#) for options and areas within a degree; programs in transition; programs at their home and branch campuses; some programs involved in interdisciplinary degrees; and non-degree programs, such as Libraries and World Civilizations.

Appendix E6: Purposes for Program Assessment

Framework

Assessment is most effective and sustainable when it serves the needs of faculty and programs. Purposes may change as pressing issues arise and as a program's assessment system develops over time, so it is useful to periodically discuss and articulate the purposes for assessment.

Data: Purposes for Program Assessment



Observations about this data (see Appendix E7 for breakdown by professionally-accredited programs and those not separately-accredited)

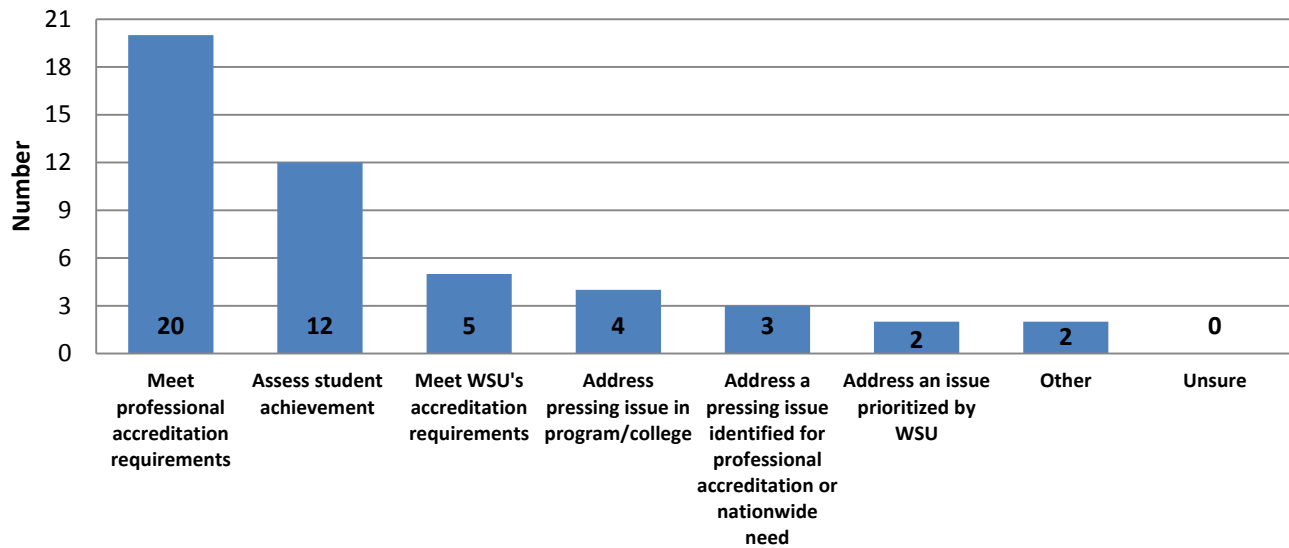
- Almost all programs identify one or more purposes for assessment. Only one program reported being “unsure.”
- Assessing student achievement is the most common purpose among programs (42 out of 56).
- Most professionally-accredited programs reported “meeting professional accreditation requirements” as an assessment purpose but the majority checked other purposes as well; the most common other response was “assess student achievement,” suggesting that assessment serves purposes beyond maintaining professional accreditation.
- Among programs that reported addressing pressing issues the most common issues identified were revision of curriculum or outcomes; large classes; national need for graduates.

Recommendations

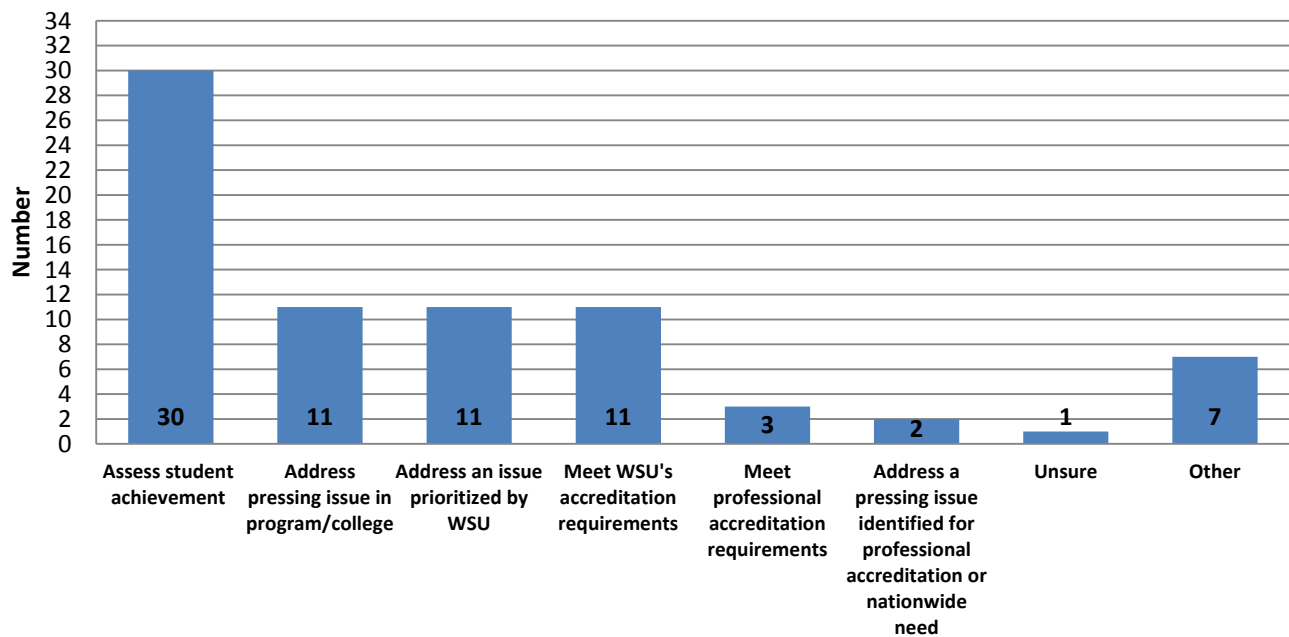
- Encourage programs to view assessment as a tool to address pressing needs or other purposes that are most useful to the program; share strong examples.

Appendix E7: Purposes for Program Assessment Identified by Professionally-Accredited Programs and Programs not Separately-Accredited

**Professionally-Accredited Undergraduate Programs (21)
Assessment Purposes 2011 (check all that apply)**



**Undergraduate Programs Not Separately-Accredited (35)
Assessment Purposes 2011 (check all that apply)**



Developing Effective Assessment over Time: Key Characteristics	
Beginning ← →	Developing ← → Mature
Assessment efforts driven by an individual	Structurally driven with wide participation
Work and/or results are isolated	Work and results are pervasive and systematic
Efforts are temporary or episodic	Efforts are ongoing or cyclic, supported by infrastructure
Occurs at the surface of the program; added on to the regular work	Embedded in program and makes use of regular work
Primarily for external accreditation or similar mandates (institutional or professional or other)	Used for improvement and validation; Aligns with institution and other purposes (such as professional accreditation)

Developing Effective Assessment over Time
<p><u>Overarching</u> Where are we now? What will help us move ahead?</p> <p><u>Capacity Building and Resources</u> How do we build the skills, knowledge and organizational capacity to develop assessment in our programs, colleges, campuses, and institution? How do we deploy resources effectively?</p> <p><u>Change Management:</u> Improving assessment means supporting and managing <i>change over time</i>. What principles of change management can faculty, administration, and leadership apply?</p> <p><u>Expectations:</u> How long does this process take, to be effective and efficient? What can help accelerate and strengthen this process?</p>

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

3/5/2012: DRAFT for revision and adaptation in your college or program

Faculty Members

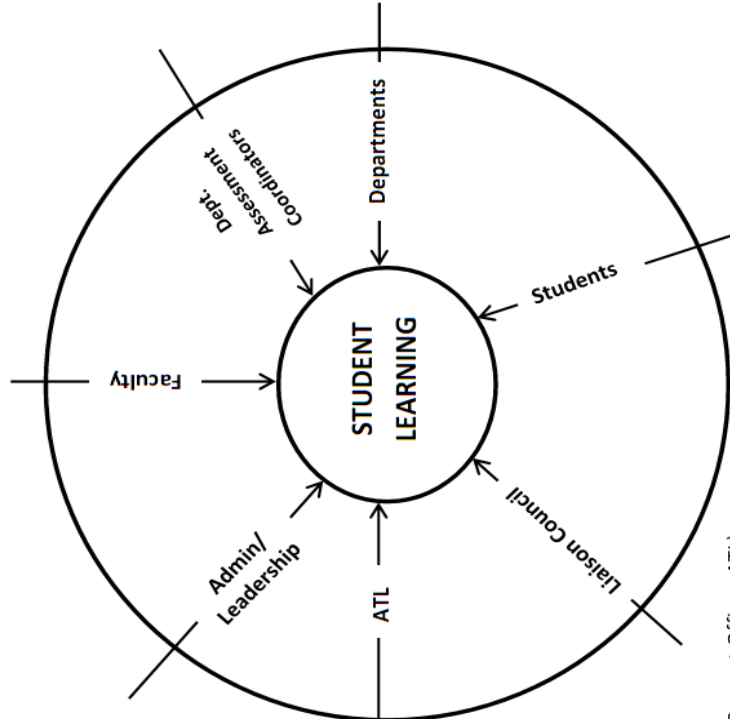
- Own and are responsible for assessment of student learning in their program
- Participate in assessment activities (e.g., develop learning outcomes, collect student work, score student work for program outcomes, interpret assessment results)
- Communicate learning outcomes and expectations to students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



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

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

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

Adapted from University of Hawaii, Manoa

Appendix G: Selected Bibliography

Blaich, C. and Wise, K. (2011). From gathering to using assessment results: Lessons from the Wabash National Study.

National Institute for Learning Outcomes Assessment, Occasional Paper #8. Retrieved from

http://learningoutcomesassessment.org/documents/Wabash_001.pdf.

Hutchings, P. (2010). Opening Doors to Faculty Involvement in Assessment. *National Institute for Learning Outcomes*

Assessment, Occasional Paper #4. Retrieved from

http://www.learningoutcomeassessment.org/documents/PatHutchings_000.pdf.

Upcraft, M. L. and Schuh, J.H. (2002). Assessment vs research: Why we should care about the difference. *About Campus*,

7(1), 16-20.

Walvoord, B.E. and Banta, T.W. (2010). *Assessment clear and simple: A practical guide for institutions, departments and general education*. San Francisco: Jossey Bass.