

# WSU-Wide Summary, 2015

## Undergraduate Degree Programs Assessment Reports

### Sections

1. Executive Summary
2. Key Assessment Elements
  - 2.1 Student Learning Outcomes and Curriculum Maps
  - 2.2 Measures of Student Learning
  - 2.3 Measures at the Senior-Level
3. Using Assessment Results
  - 3.1 Assessment Cycle Aligned with Student Learning Outcomes
4. Assessment Related Activities
5. Multi-Campus Degrees
  - 5.1 Online Degrees
6. Assessment Communication and Infrastructure
7. Overall System Self-Assessment
8. Appendices
  - A. NWCCU Standards and Recommendations (Selected)
  - B. Undergraduate Programs Reporting in 2015
  - C. Purpose and Scope of Annual Assessment Reports and Summary
  - D. ATL's Framework and 2014-15 Program Support/Assessment Work
  - E. Direct and Indirect Measures of Student Learning
  - F. Glossary

Prepared by the Office of Assessment of Teaching and Learning  
Washington State University

9/18/2015

## 1. Executive Summary

WSU's undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. Systematic assessment can contribute information to guide decisions and initiatives that support Theme 2 of WSU's Strategic Plan, Goal 1 (excellent teaching and learning) and Goal 3 (quality curricula). This report summarizes 2015 data from undergraduate program reports.

The university's comprehensive accreditation review by the Northwest Commission on Colleges and Universities (NWCCU) is scheduled for Fall 2017. In preparation, ATL continues to work with programs to ensure that assessment is in place and provides useful, quality data to help faculty and departments maintain effective curricula. One goal of annual assessment reporting is to document how the university meets accreditation standards to have an "effective, regular, and comprehensive system of assessment of student achievement" and to use results for decisions intended to improve student learning. (See Appendix A for a selected list of accreditation Standards and Recommendations.)

**Strengths/Accomplishments.** Overall, WSU undergraduate programs demonstrate a positive profile assessment.

- a. **Key assessment elements.** Substantially all programs ( $\geq 90\%$ ) have had student learning outcomes, a curriculum map for their degree, an assessment plan, and at least one direct measure and one indirect measure of student learning in place for the past three years. (Table 1, p. 4)
- b. **Using data.** All programs report using assessment data in decision-making (100%, up from 92% in 2014) and most programs used assessment results in a decision about curriculum or instruction (82%, up from 78%). (Table 1, p. 4, Figure 5, p. 9)
- c. **Leadership and faculty involvement.** Substantially all programs reported that program leadership (98%, up from 83%) and a committee (93%, up from 82%) discussed assessment last year. In most programs (87% in 2015 and 2014), the majority of faculty who teach also discussed assessment in the past year. (Figure 8, p. 14)
- d. **Faculty engagement.** All programs were involved in one or more assessment-related activities last year (Figure 7, p. 11). The activities further program assessment and help deepen the faculty's collective understanding of teaching and student learning in their curriculum.

**Areas for Attention.** For 2015-16, ATL recommends continued attention in the areas below in order to strengthen assessment and keep WSU on track to meet the next accreditation standards by 2017 and resolve NWCCU recommendations.

- a. **Measures, including senior-level assessment, provide results that contribute to decisions about curriculum and instruction.** Ensure that all programs have effective measures of student learning outcomes, especially near the end of each degree, which provide results that contribute to decisions about curriculum and instruction. ATL is working with programs to self-assess their measures and make needed improvements, especially regarding sample size, representation, and data analysis. (p. 6-7, p. 9-10)
- b. **Online degrees and multi-campus degrees are systematically included in program assessment.** Additional attention by leadership is needed to involve all campuses and locations offering degrees. Ensure that online students, courses, and teaching faculty are included in assessment activities for degrees offered online, and that results are used to support student learning in online offerings. (p. 12-13)
- c. **Programs have sustainable assessment infrastructure and archives.** Continued attention is needed related to infrastructure and assessment archives in the coming year. A well-established infrastructure makes evidence of student learning readily available for faculty and departments to use in decision-making, and reduces the logistical burden on faculty. Archives will be important for the accreditation review in

2017, and ATL is communicating with programs and colleges on this topic. (p. 14)

- d. **WSU reapproves or updates the EPPM policy on assessment (updated in 2014).** By spring 2016, Faculty Senate must review and reapprove the updated EPPM policies on assessment, which include roles and responsibilities for assessment, and recognizing assessment in annual review at all levels. This policy helps communicate the value leadership places on sustainable assessment. Attention by the Provost and Faculty Senate will be useful in reviewing this policy and situating it in university practices.

## 2. Key Assessment Elements

Undergraduate degree programs<sup>1</sup> reported on their *Key Assessment Elements*<sup>2</sup> for systematic, effective assessment, as identified by ATL in 2011, and developed by programs to fit their unique context and needs.

Table 1

Key Assessment Elements: Undergraduate Degree Programs, 2013-2015				
Key Elements in Place	2013 Percentage of Programs (55)	2014 Percentage of Programs (60)	2015 Percentage of Programs (60)	2015 Number of Programs
Student Learning Outcomes	100%	100%	100%	60
Curriculum Map	100%	92%	93%	56
Direct Measure	100%	97%	100%	60
Indirect Measure	98%	98%	100%	60
Assessment Plan	98%	98%	93%	56
Use of Assessment Data*	96%	92%	100%	60

\*Use of Assessment Data includes use of any program-level assessment data; Section 3 of this report distinguishes uses of data aligned with specific student learning outcomes achievement for decisions about curriculum and instruction.

### Key Assessment Elements: On Track

Overall, WSU programs have had the key assessment elements in place for the past three years, which represents a strong foundation institution-wide.

WSU expects substantially all programs ( $\geq 90\%$ ) to continuously have their assessment elements in place and updated, recognizing that in any given year a few programs are new or the program's context has fundamentally changed, prompting faculty to overhaul basic assessment elements, such as their curriculum map or assessment plan.

Since frequency data alone do not indicate the quality or utility of these key elements, ATL has been working with programs to systematically assess the quality of each assessment element over five years, and has also requested additional information about quality in this year's annual reports. In 2014-2016, these efforts are focusing on quality measures, sampling, and data analysis. (See Appendix D for ATL's framework.)

### WSU Accreditation

To maintain its institutional accreditation, WSU must:

- Document, through an effective, regular, and comprehensive system of assessment of student achievement, that students achieve course, program and degree learning outcomes. (4.A.3)
- Use results of assessment of student learning to inform academic and learning-support planning and practices intended to improve student learning. (4.B.2)

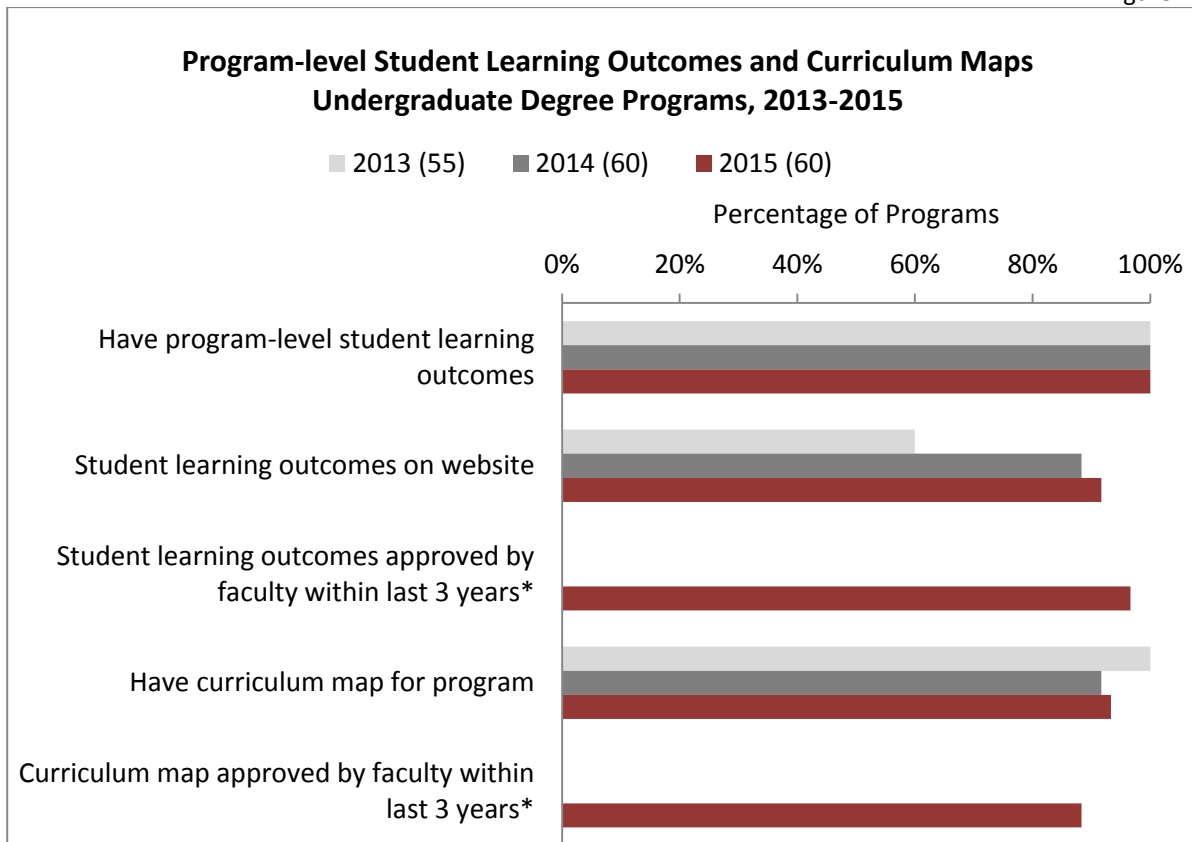
<sup>1</sup> The 60 undergraduate programs that reported on assessment in 2015 are listed in Appendix B. (Several reports include more than one degree and several degrees provide multiple reports, based on program context.) About one-third of WSU's undergraduate degrees are professionally accredited. See Appendix C for scope of annual assessment reports.

<sup>2</sup> See Glossary for a definition of each key element.

## 2.1. Student Learning Outcomes and Curriculum Maps

Programs reported on the student learning outcomes for their degree or major and related curriculum maps, which align core courses and learning outcomes for each degree.

Figure 1



\*Data not available prior to 2015.

### Learning Outcomes and Curriculum Maps: On Track

Overall, undergraduate programs are on track to meet accreditation requirements regarding student learning outcomes and coherent curricular design.

Student learning outcomes for undergraduate degrees are published on department websites and in the university catalog. WSU's Syllabus Guidelines require that all WSU syllabi provide SLOs for the course.

### WSU Accreditation

To maintain its institutional accreditation, WSU must:

- Publish course, program, and degree learning outcomes and provide students in writing with the learning outcomes for courses. (2.C.2)
- Ensure that curricula demonstrate a coherent design, with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)

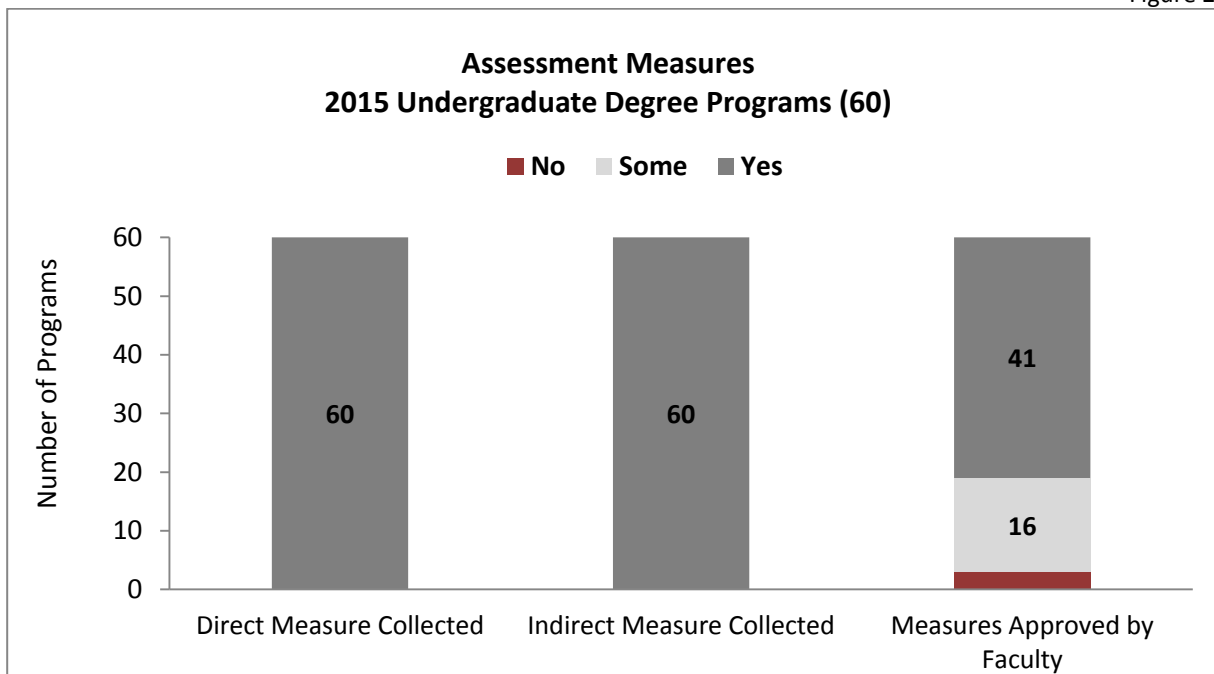
## 2.2 Measures of Student Learning

All programs report having program-level measures of student learning in place, with a wide range of direct and indirect measures being collected.

**Direct measures** include projects, portfolio, pre-post tests, course-embedded assessments, licensure exams, internship supervisor evaluations, junior writing portfolio, concept inventories, and others.

**Indirect measures** include student surveys or focus groups, course evaluations, institutional data, alumni or employer surveys, advisory board input, and others.

Figure 2



### Measures: Continued Attention

Programs are collecting a wide range of direct and indirect measures, with most measures approved by faculty. (See Appendix E for a list of measures collected last year.) Periodic review and approval of measures by faculty help ensure that measures are meaningful and credible to faculty and appropriate for the curriculum. Reviewing measures also gets faculty collectively involved in program assessment.

Undergraduate programs are self-assessing the quality and utility of their measures and identifying areas for improvement, using rubrics developed by ATL and taking into account each program's context and needs. Many programs have already invested time into collecting or improving their measures, for example, improving sample size and representation or data analysis, so that results will be more reliable and valid, and thus more useful.

ATL will continue working with programs in 2015-2016 to develop new measures and increase the quality and efficiency of existing measures and data analysis, as needed.

### WSU Accreditation

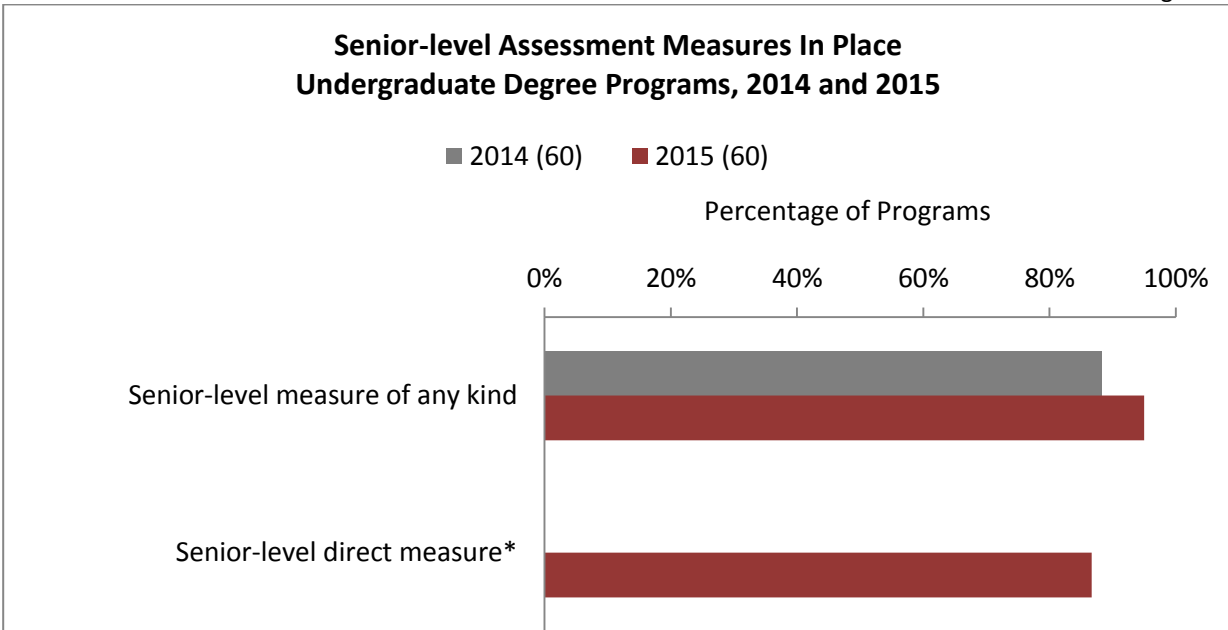
To maintain its institutional accreditation, WSU must:

- Ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcomes. (4.A.3)

## 2.3 Measures at the Senior Level

An effective system of assessing student achievement includes measures at the senior level, near graduation. Most programs are assessing at the senior-level (95%), including direct measures of student learning outcomes (SLO) achievement (87%).

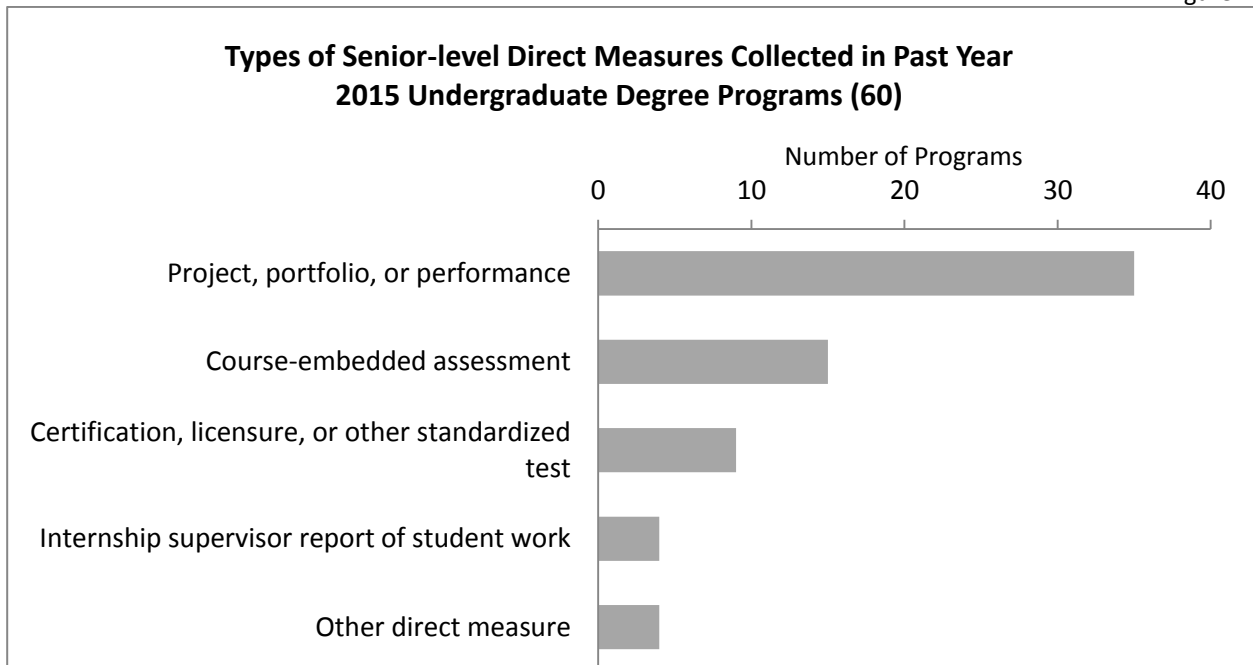
Figure 3



\*Data not available prior to 2015

University-wide, 52 out of 60 programs collected a direct measure at the senior level.

Figure 4



Note: Will not sum to 52, as some programs collected multiple types of measures.

## 2.3 Measures, cont.

### Measures, including Senior-Level: Continued Attention

For 2015-16, ATL recommends continued attention in these areas:

1. **Direct Measures, including Senior-Level:** Ensure that programs have a direct measure of student learning near the end of each degree which is providing useful data, with appropriate sample size, representation, and analysis.
2. **Indirect Measures:** Ensure that indirect measures are providing useful information about student learning and academic experience.
3. **Analyzing Data for Timely Use:** Ensure chair/director, faculty committee, and faculty have timely access to assessment results for discussion and use in decision-making (see also Section 6, regarding communication and infrastructure).

As noted, ATL is focusing support on measures and data analysis, with particular attention to senior-level measures, and is actively communicating with programs and colleges.

### Other Data

WSU has invested in new software and systems that may assist faculty in assessment activities and offer opportunities to enhance measures, including the new course evaluation system, the new LMS, and increased access to central data through OBIEE and SSC/EAB. ATL will continue working to leverage assessment in the new systems over time, and increase the availability of complementary data for programs. It will require an investment of time and professional development for faculty and staff for these tools to contribute to program assessment.

### WSU Accreditation

To maintain its institutional accreditation, WSU must:

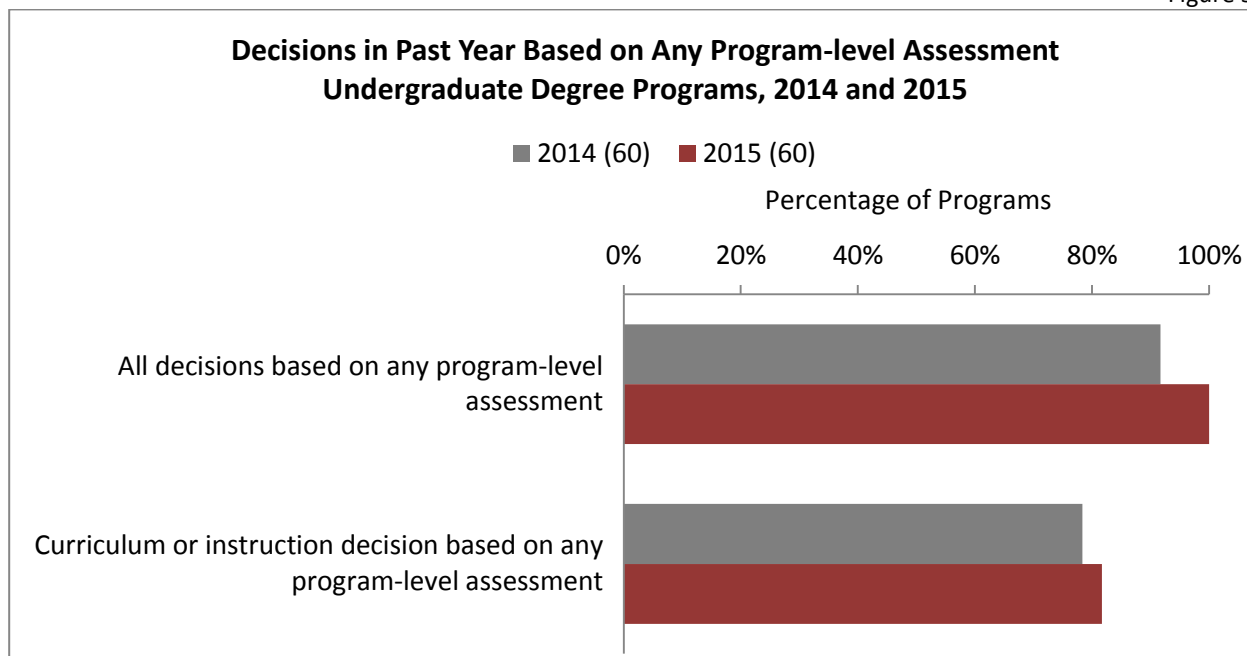
- Document, through an effective, regular, and comprehensive system of assessment of student achievement, that students achieve course, program, and degree learning outcomes. (4.A.3)
- Ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcomes. (4.A.3)
- Ensure that faculty have a primary role in evaluating educational programs and services. (4.A.2)
- Incorporate student learning outcomes summary information as part of evaluating the university's mission fulfillment. (Standard 1.B.2; and 2013 Recommendation)



### 3. Using Assessment Results

All programs reported making decisions in the past year based on assessment results, which included decisions about curriculum or instruction as well as other decisions to support students, or improve the program or its assessment process.

Figure 5



\*Data not available prior to 2015

#### Using Assessment Results: Continued Attention

In 2015, all programs reported one or more uses of assessment results, and, for each of the past three years, substantially all undergraduate programs have reported using assessment (see Table 1, p. 4).

Use of results can involve changes to teaching and learning but also can include the choice to continue effective practices or build on strengths. Decisions may also involve facilities, instructor or TA training, scheduling, advising or other things intended to support student learning, including faculty professional development in teaching or assessment.

The size, import, and frequency of data-informed decisions may vary from year to year; in a strong assessment system, we would expect to see a general trend of consistent use of assessment over the course of several years.

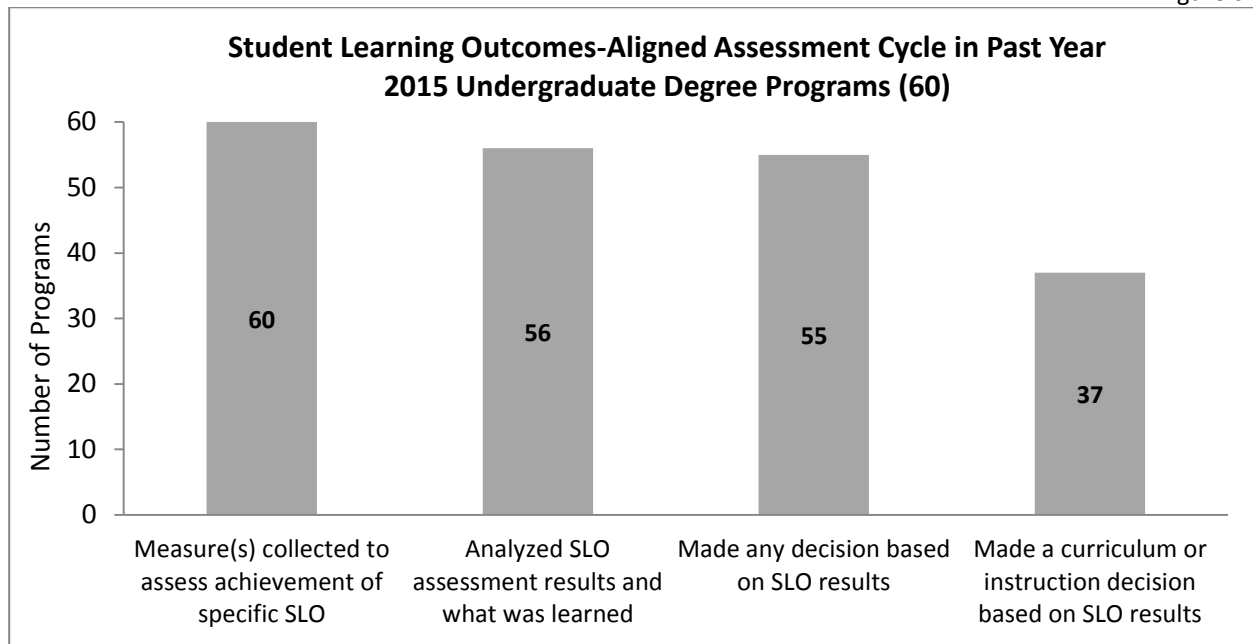
**WSU Accreditation.** To maintain its institutional accreditation, WSU must:

- Use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning. (4.B.2 )

### 3.1 Assessment Cycle Aligned with Student Learning Outcomes

In the 2015 annual reports, programs were asked to indicate when they used assessment results from measures aligned with specific student learning outcomes.

Figure 6



#### Focus on SLO-aligned Assessment and Use

Some program assessment is aligned with achievement of specific learning outcomes (e.g., skills and knowledge students demonstrate in their work or student focus group input about specific learning outcomes) while other assessment relates more broadly to the program (e.g., student experience in courses, curriculum, or advising; internship placements; patterns of course grades in the curriculum).

While all forms of assessment can provide useful information for program improvement, assessment aligned with specific student learning outcomes is crucial to supporting quality undergraduate curricula and student achievement. Most programs reported that in the past year they completed an assessment cycle for at least one learning outcome and used the results to inform program decisions.

#### SLO-Aligned Assessment Cycle: Continued Attention

Continued attention is needed by programs in this aspect of assessment data collection and use. While there is no expectation that every program would make a decision about curriculum or instruction based on SLO-aligned assessment every year, in a strong assessment system, we would expect to see a general trend over the course of several years to use SLO-aligned assessment results to inform decisions about curriculum and instruction. ATL will be communicating with programs and colleges on this topic in the coming year.

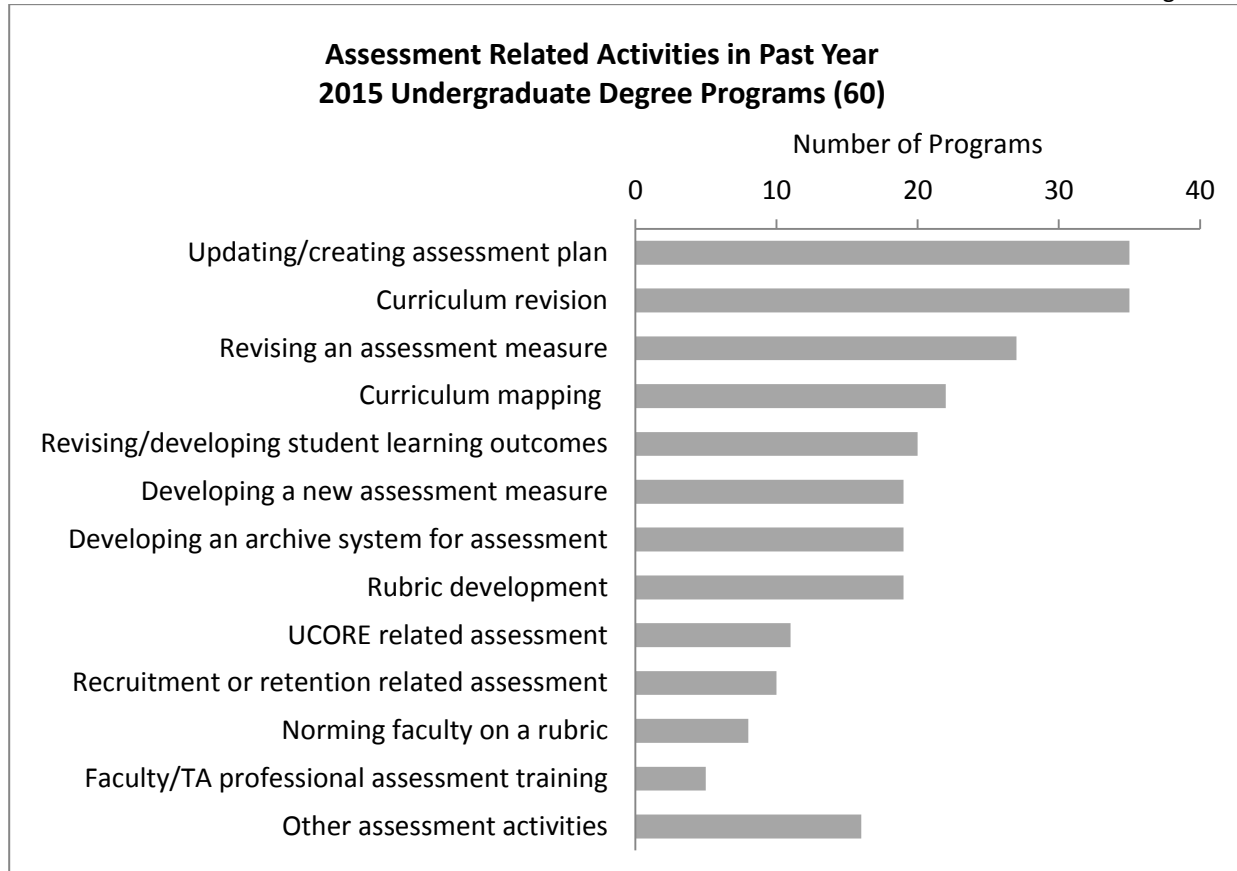
**WSU Accreditation.** To maintain its institutional accreditation, WSU must:

- Demonstrate it has a system to assess the extent to which students achieve course, program, and degree learning outcomes. (4.A.3)
- Ensure assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Use results of assessment to inform academic and learning-support planning and practices intended improve student learning. (4.B.2 )
- Use assessment results as part of determining the university's quality, effectiveness, and mission fulfillment. (5.A.2)

## 4. Assessment-Related Activities

WSU programs conduct significant work toward continuous improvement of curriculum, instruction, and assessment that does not necessarily show up in the specific task of measuring student achievement of learning outcomes. Various types of assessment-related activities reported in the past year support program improvement and help develop meaningful assessment.

Figure 7



Note: Will not sum to 60 because some programs completed multiple types of assessment-related activities.

### Assessment-Related Activities: On Track

Developing meaningful and effective program-level assessment is a complex, iterative process. All programs reported engaging in one or more assessment activities in the past year. Assessment activities offer ways for faculty to think about student learning in the curriculum and how to support it most effectively in their own classes and department. Many assessment activities can increase shared faculty understanding of the curriculum. For example, rubric development and norming sessions can deepen a common understanding of program SLOs among faculty, and, over time, can help focus instruction and feedback to students. While difficult to capture, these impacts also contribute to curricular effectiveness. Faculty who participate will also be better able to discuss assessment as part of the accreditation visit in 2017.

In 2014-2015, ATL met with most programs to support assessment activities, faculty development or sustainable assessment infrastructure. (See Appendix D for a summary of ATL's framework for assessment support.)

**WSU Accreditation.** To maintain its institutional accreditation, WSU must:

- Ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcomes. (4.A.3). Faculty have a primary role in evaluating educational programs and services. (4.A.2)
- Ensure that degree programs have a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)

## 5. Multi-Campus Degrees

Twenty undergraduate degrees are offered on more than one campus, and these multi-campus programs reported on how they communicate about assessment.

Table 2

<b>Multi-Campus Assessment Practices Multi-Campus Undergraduate Degree Programs, 2014 and 2015</b>				
<b>Multi-Campus Practices</b>	<b>2014 Number of Programs (20)</b>	<b>2014 Percentage of Programs</b>	<b>2015 Number of Programs (20)</b>	<b>2015 Percentage of Programs</b>
Annual Assessment Report shared with all campuses with degree	19	95%	19	95%
Assessment data collected on all campuses with degree	16	80%	17	85%
Assessment discussed with faculty on all campuses with degree	17	85%	14	70%

### **Multi-Campus Assessment: Additional Attention Needed**

Work remains in terms of multi-campus communication, including consistent collection of assessment data and faculty involvement in assessment. Areas of concern include:

- Faculty discussion of assessment decreased in the past year, with six programs not meeting this expectation.
- The number of programs collecting assessment data from all campuses with the degree also lags behind, with three programs reporting they did not do so in the past year.

Chairs and college and campus leadership should review assessment capacity, communication pathways and related infrastructure to ensure that assessment is prioritized in multi-campus degrees and is resourced to include students, courses, and faculty from all campuses offering the degree.

**WSU Accreditation:** To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessment of student learning, which includes teaching faculty on all campuses of a program. (2013 Recommendation and Standard 4.A.3)
- Share results of student learning assessments with appropriate constituencies in a timely manner. (Standard 4.B.2)

## 5.1 Online Degrees

Six undergraduate programs offer fully online degrees and reported on whether they include online courses and students in program assessment.

Table 3

<b>Online Degrees: Assessment Data Collected in Past Year 2015 Undergraduate Degree Programs</b>		
<b>College</b>	<b>Degree (6)</b>	<b>Assessment data collected for online degree</b>
Business	BA in Business Administration	Yes
CAHNRS	BA in Human Development	Yes
CAS	BA in Criminal Justice	Yes
CAS	BA in Humanities	No
CAS	BS in Psychology	Yes
CAS	BA in Social Sciences	No

### Online Degrees: Additional Attention Needed

Assessment of student learning in online programs is an area for continued attention, to:

- Ensure that online students, courses, and teaching faculty are included in assessment activities for degrees offered online – with sufficient sample size and representation – and that results are used to support student learning in online offerings.
- Similarly ensure that programs offering a substantial number of courses online or with a large number of online students include those courses and students in assessment activities, with sufficient sample size and representation.
- Determine if online assessment is meeting data needs for the program.

Chairs and college leadership should also:

- Review assessment capacity and ensure that assessment is prioritized and resourced to include online courses, students, and instructors.
- Review the Provost’s 2014 *Task Force Report on Assessment in Online Degrees* and make improvements as needed in their context.

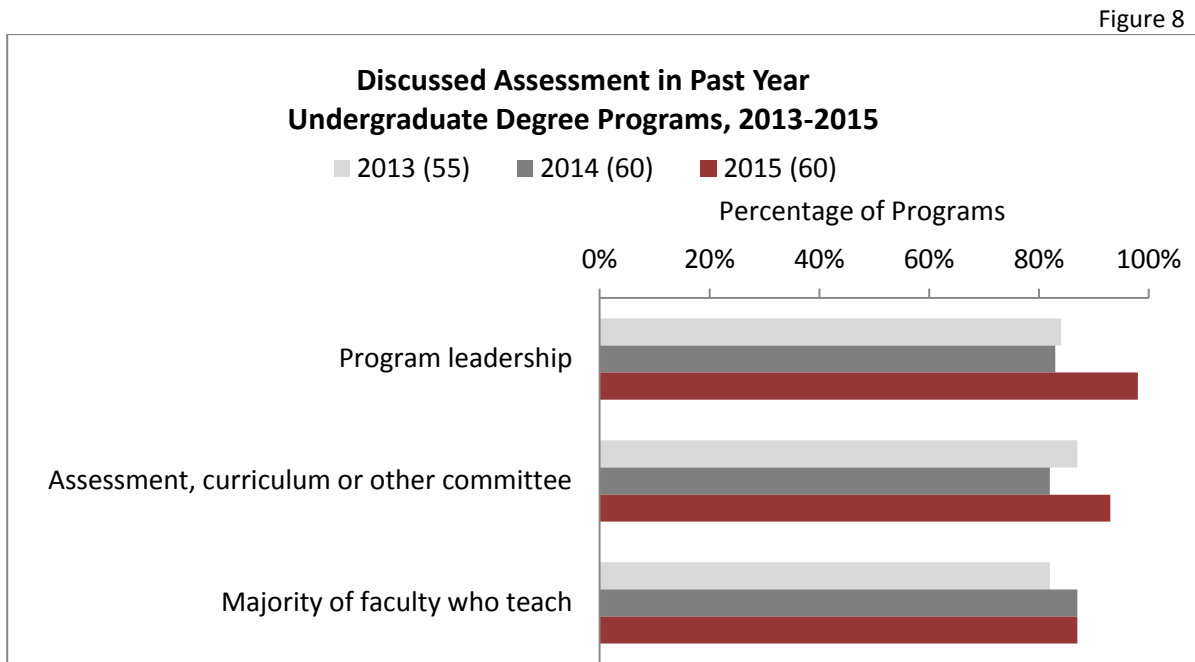
### WSU Accreditation

Nationwide, accrediting bodies are asking universities to demonstrate the quality of student learning in their online programs. In 2013, the NWCCU gave the following recommendations to WSU, which the university must resolve in its 2017 report:

- Ensure that student learning outcome information from online programs and courses are consistently included in assessment processes, and used in decisions to support student learning. (Recommendation in 2013, Standard 2.C.5)
- Strengthen collective faculty responsibility for assessment of student learning, which includes teaching faculty on all campuses of a program. (Recommendation in 2013, Standard 4.A.3)

## 6. Communication and Infrastructure

WSU programs reported on their communication and infrastructure to support systematic and sustainable assessment, including how they archive their assessment reports and materials.



### Communication: On Track

WSU expects that substantially all faculty who teach, chairs or other program leadership, and/or a faculty committee to discuss assessment results at least annually. In the past year, the majority of faculty discussed assessment in most programs (87%), and nearly all chairs or other leadership did so (98%). Assessment discussion also took place in committees, suggesting that assessment has a place in the organizational infrastructure of most departments (93%). Clarifying and supporting communication about assessment within programs, colleges, and campuses has been a focus of ATL since 2011. Regular communication will help prepare faculty and program leadership to discuss assessment during the accreditation visit in 2017.

Table 4

Archive Types 2015 Undergraduate Degree Programs (60)			
Archive	Number of Programs	Archive	Number of Programs
File in central office	30	Single office storage or limited access	4
SharePoint, Dropbox or similar	23	No archive	4
Shared drive	13		

Note: Will not sum to 60 because some programs have multiple types of archives.

### Archive for Assessment: Continued Attention

Assessment data and materials are a program asset, and should be updated, secure and accessible to appropriate department faculty or committees on all campuses offering the degree. This infrastructure makes evidence of student learning readily available for faculty and departments to use in decision-making; reduces the logistical burden on faculty; and supports continuity when there are transitions in personnel or roles. Because program

context, size, and needs vary considerably - and one third of the undergraduate programs are also meeting requirements for professional accreditation - the university has not prescribed what departments should archive or how they should maintain archives. ATL is discussing archives with programs this year as part of its ongoing support. In addition to serving the needs of faculty and departments, assessment archives will help demonstrate for university accreditation that each degree program has systematic assessment in place, in a way that fits its own needs and discipline.

**Note: Updated EPPM on Assessment.** In 2016, Faculty Senate must review and reapprove the updated EPPM policies on assessment, which include roles and responsibilities for assessment and for its infrastructure and archives. This policy helps communicate the value leadership places on sustainable assessment. Attention by the Provost and Faculty Senate will be useful in reviewing this policy and situating it in university practices.

### **WSU Accreditation**

To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessment of student learning, which includes teaching faculty on all campuses of a program. (NWCCU Recommendation)
- Document, though an effective, regular, and comprehensive system of assessment of student achievement, that students achieve course, program, and degree learning outcomes. (4.A.3)
- Use the results of assessment of student learning to inform academic and learning-support planning and practices that enhance student learning. (4.B.2)
- Make results of student learning assessments available to appropriate constituencies in a timely manner. (Standard 4.B.2)
- Regularly review its assessment processes to ensure they evaluate authentic achievement and provide meaningful results that lead to improvement. (4.A.6)

## 7. Overall System Self-Assessment

Programs also provided a holistic self-assessment of their assessment systems and practices.

Figure 9

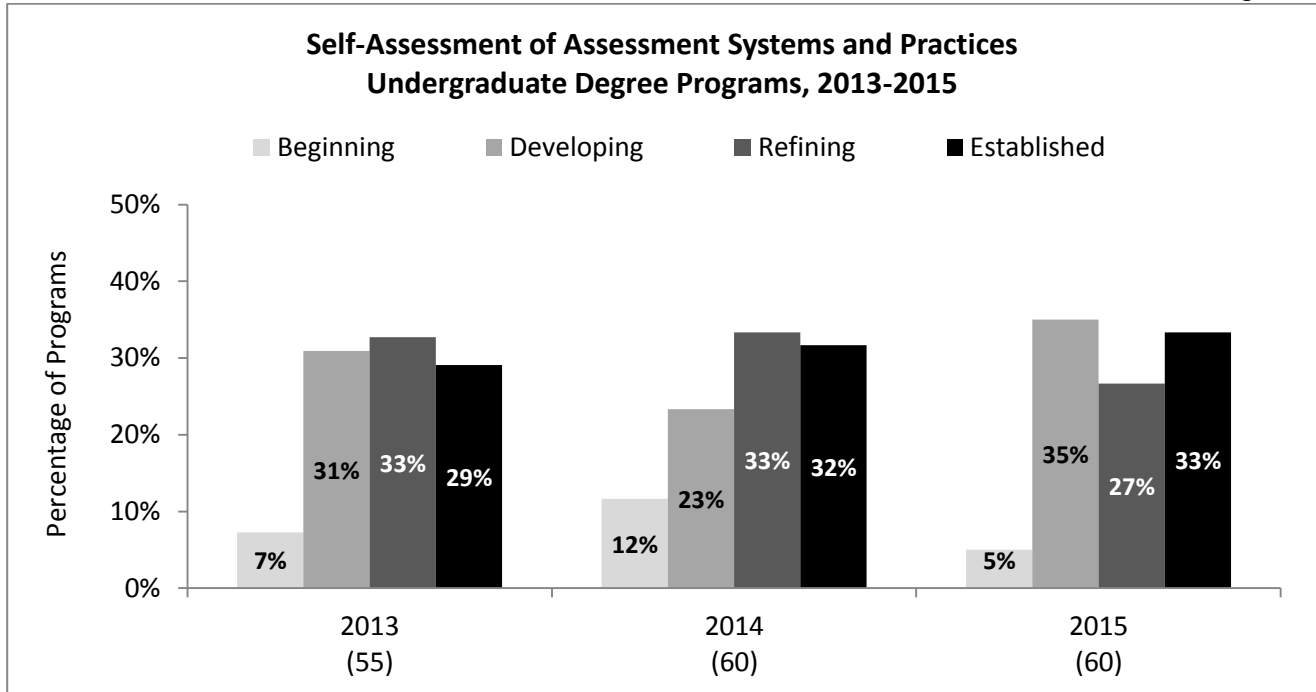


Table 5

Self-Assessment: Assessment Systems and Practices 2015 Undergraduate Degree Programs (60)				
Number (60) Percent	3 5%	21 35%	16 27%	20 33%
Development of Assessment System and Practices	<b>BEGINNING</b> One iteration of assessment process begun; may be in pilot stage; may not yet have data or data may not yet be shared or discussed	<b>DEVELOPING</b> Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	<b>REFINING</b> Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate student learning; use of results is being regularly documented	<b>ESTABLISHED</b> Several iterations of assessment cycle; process is structurally driven with wide participation; process and tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate student learning

### Holistic Assessment of Systems and Practices

WSU undergraduate programs showed a slight decrease in their holistic self-assessments compared to 2014, as 60% of programs rated themselves as *Refining* or *Established* this year (compared to 65% of programs in 2014). Six programs felt that they had moved down from *Refining* in 2014 to *Developing* this year, while three programs moved up from *Developing* to *Refining*. On the other hand, fewer programs saw themselves as *Beginning* in 2015, as five programs felt that they had improved from *Beginning* to *Developing*.

In some cases, an aspect of program context changed, prompting faculty to revisit basic processes or tools. In addition, as faculty have continued to engage in assessment, and to work with ATL to assess the quality of their



assessment elements, they may have gained a better understanding of the complex, iterative process of creating an effective assessment system -- and some may have perceived their systems as less mature than previously thought. Others, for example, may have decided to adjust a particular measure or process to increase the quality of their data. Thus, in terms of long term development, a temporary slight shift down in the self-assessment rating can indicate deeper involvement in assessment.

Over time ATL expects most WSU programs to end up in *Refining* or *Established*, with some movement back and forth between these two categories as a natural part of the evolution of practices and infrastructure. It is expected to take time for programs to move from *Developing* to *Refining*, and also expected that in any given year a few programs will self-assess as *Beginning*, whether they are new programs or have experienced such a fundamental reorganization as to decide to start assessment from the beginning.

### **WSU Accreditation**

To maintain its institutional accreditation, WSU must:

- Regularly review its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6)
- Use the results of its assessment of student learning to inform academic and learning-support planning and practices to enhance student learning, and shares results of student learning assessments with appropriate constituencies. (4.B.2)
- Use assessment results as part of evaluating the university's quality, effectiveness, and mission fulfillment. (5.A.2)

## 8. Appendices

- A. NWCCU standards (selected) and recommendations
- B. List of undergraduate degree programs reporting in 2015
- C. Scope and purpose of annual reports and summaries
- D. ATL framework and 2015 assessment work
- E. Direct and Indirect Measures of Student Learning
- F. Glossary

## Appendix A: Northwest Commission on Colleges and Universities

### NWCCU Standards, Selected

The standards for WSU's continuing accreditation include requirements that WSU:

- Document an “effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.” (4.A.3)
- Identify and publish expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. (2.C.2) Identify and publish the expected learning outcomes for each of its degree and certificate programs. (Eligibility Requirement 22)
- [Ensure that] degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)
- Use the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner. (4.B.2 )
- Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public. (5.A.2)
- Regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6 )
- Faculty Roles: Faculty with teaching responsibilities are responsible for evaluating student achievement of learning outcomes (4.A.3), and Faculty have a primary role in the evaluation of educational programs and services. (4.A.2)

### NWCCU Recommendations for WSU, 2013

Excerpt from WSU's accreditation reaffirmation letter, July 18, 2013:

1. The evaluation committee recommends that Washington State University's academic programs continue to strengthen collective faculty responsibility for fostering and assessing student achievement of learning outcomes and ensure that student learning outcome information from online programs and courses are consistently included in assessment processes (Standard 2.C.5).
2. The evaluation committee recommends that the University incorporate student learning outcomes summary information into the evaluation of overall mission fulfillment (Standard 1.B.2).

## Appendix B: Programs Reporting in 2015

Undergraduate Academic Programs – Reporting in June 2015 (60) <sup>1</sup>		
Undergraduate Bachelor's Degree Programs and Honors (60)		
College	Professionally Accredited <sup>2</sup> (25 reports, 42% of programs)	Not Separately Accredited (35 reports, 58% of programs)
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Interior Design Landscape Architecture	Agricultural and Food Systems Apparel, Merchandising, Design, and Textiles Animal Sciences Economic Sciences Food Science Human Development Integrated Plant Sciences
Arts and Sciences (CAS)	Chemistry Music <sup>3</sup>	Anthropology Asian Studies Critical Culture, Gender, and Race Studies <sup>3</sup> Creative Media & Digital Culture (Vancouver option of DTC degree) Criminal Justice and Criminology Digital Technology and Culture Earth & Environmental Science English Fine Arts <sup>3</sup> Foreign Languages and Cultures General Studies – Science Humanities & Social Sciences <sup>3</sup> History Mathematics Physics and Astronomy Politics, Philosophy, and Public Affairs <sup>3</sup> Psychology Public Affairs (Vancouver) School of Biological Sciences <sup>3</sup> Sociology
Business (COB)	Hospitality Business Management Business Administration	
Education (COE)	Athletic Training Teaching and Learning	Sport Science Sport Management
Engineering and Architecture (VCEA)	Architecture Construction Management Bioengineering Chemical Engineering Civil Engineering Computer Engineering Computer Science <sup>3</sup> Computer Science (Tri-Cities) <sup>3</sup> Computer Science (Vancouver) Electrical Engineering Electrical Engineering (Tri-Cities) Electrical Engineering (Vancouver) Materials Science and Engineering Mechanical Engineering Mechanical Engineering (Vancouver) Mechanical Engineering (Tri-Cities)	
Murrow College of Communication		Communication
Nursing (CON)	Nursing (Spokane)	
WSU Spokane		Speech and Hearing Sciences Nutrition and Exercise Physiology
Veterinary Medicine (CVM - SMB)		Molecular Biosciences <sup>3</sup> Neuroscience
Honors College		(non-degree)

<sup>1</sup> 59 degree-granting programs plus Honors College reported in 2015. The total number of undergraduate programs can change from year to year when programs re-organize, merge, move, or when new programs emerge.

<sup>2</sup> For this report, “professionally-accredited” refers to programs or colleges that are accredited by an agency or association, in addition to the NWCCU accreditation of WSU, and does not include other accredited options (e.g., education option in a particular program).

<sup>3</sup> 8 reports included two degree-granting programs and 1 report included three degree granting programs. Two options reported separately, and six engineering degrees, those at Vancouver and TriCities, reported separately. (See list on next page)

College	Departments submitting one annual assessment report for multiple degrees	Degrees
CAS	Critical Culture, Gender, and Race Studies	BA in Comparative Ethnic Studies
		BA in Women's Studies
CAS	Humanities and Social Sciences	BA in Humanities
		BA in Social Sciences
CAS	School of Biological Sciences	BS in Biology
		BS in Zoology
CAS	School of Politics, Philosophy and Public Affairs	BA in Political Science
		BA in Philosophy
CAS	Fine Arts	BA and Bachelor of Fine Arts
CAS	Music	BA and Bachelor of Music
CEA	Computer Science	BS and BA in Computer Science
CVM	School of Molecular Biosciences	BS in Biochemistry
		BS Genetics and Cell Biology
		BS Microbiology

## Appendix C: Purpose and Scope of Annual Assessment Reports and Summary

**Annual Program Reports:** Each undergraduate degree program reports annually on assessment using a common template, developed at WSU. The Office of Assessment of Teaching Learning (ATL) collects the reports and analyzes that data to generate summaries for the colleges and institution. See [ATL's website](#) for more information and the template.

**Summary:** This summary compiles information from 2015 annual assessment reports from WSU's undergraduate programs in order to:

1. Provide a snapshot of undergraduate program-level assessment at WSU.
2. Track progress towards WSU-wide assessment goals for 2014-15.
3. Provide data for decision-making.
4. Support systematic assessment throughout the institution in ways that are useful to widely different programs.
5. Document assessment that supports institutional accreditation, by requiring all degree-granting undergraduate programs to regularly update the key elements of their program assessment.
6. Align annual assessment reporting with NWCCU standards and the seven year cycle for regional accreditation.

The summary, like the program reports themselves, is meant to show key or representative uses, and is not intended to be exhaustive or show all assessment activities undertaken by programs.

## Appendix D: Office of Assessment of Teaching and Learning (ATL) Framework and 2014-15 Program Support/Assessment Work

### 1. ATL Framework for Program Assessment

ATL's framework is intended to a) support useful, sustainable assessment systems in undergraduate programs, appropriate to their unique context and needs, b) ensure programs report on assessment annually, c) provide key services for assessment, d) help faculty and leadership build and deepen quality assessment over time, and e) position WSU to meet the NWCCU's new accreditation standards by 2017.

In 2011, ATL identified six key elements of assessment of student learning for all undergraduate programs, and between 2011 and 2013, ATL helped programs get these elements in place.

From 2013 to 2018, ATL is working with programs to self-assess each element, to ensure its quality and utility.

#### Self-Assessing Key Elements of Assessment

- |    |                    |               |
|----|--------------------|---------------|
| 1. | SLOs               | 2013-14       |
| 2. | Curriculum map     | 2013-14       |
| 3. | Direct measures    | 2014 and 2015 |
| 4. | Indirect measures  | 2014 and 2015 |
| 5. | Uses of assessment | 2016-17       |
| 6. | Assessment plan    | 2017-18       |

#### Approach supports quality and utility

- Programs self-assess quality using ATL developed rubric for good practices applicable in varied disciplines and contexts.
- Programs identify their own areas of strength, work in progress, and improvements needed to implement good practices.
- ATL gathers strong samples to share within the university and provides support as needed.

### 2. ATL Support and Services

ATL services and resources for program assessment include

1. Consultation on assessment planning; meeting facilitation; design of surveys, rubrics and other measures
2. Conduct focus groups, workshops; survey or rubric online set up and delivery; data collection and analysis
3. Focused literature reviews; guidelines for curriculum and assignments, activities, assessment; maintain website
4. Design of course evaluation instruments, and validation; implementing good practices in local context
5. Support for planning and deeper assessment projects or applications by individual programs/colleges

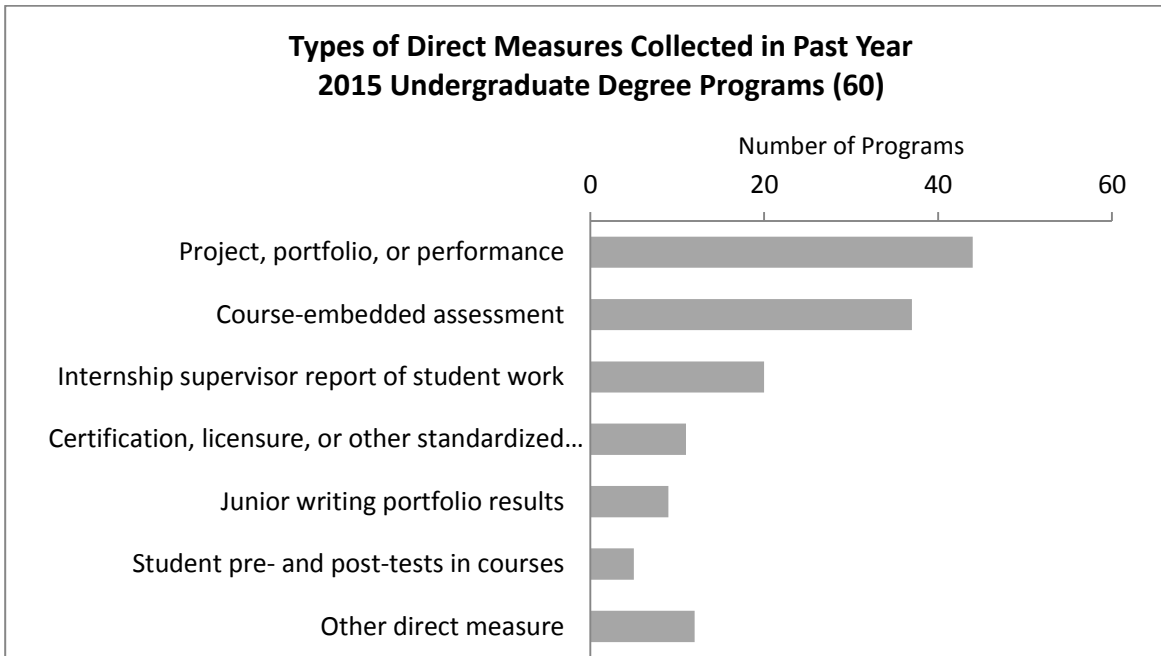
In 2014-15, ATL's work<sup>3</sup> included:

1. Meeting with 55 individual<sup>4</sup> programs to plan assessment, including 40 programs to self-assess their measures, identifying strengths, work in progress, and areas for improvement.
2. Meeting with college assessment committees in CAS, CAHNRS, VCEA (about 2/3s of the undergraduate programs)
3. Institutional leadership to facilitate conversations and collaborations. Efforts included leading the Liaison Council and building relationships across all colleges and campuses;
4. Support to UCORE committee regarding assessment; conduct science literacy assessment and data analysis.
5. Visits to all campuses.
6. Developing resources to help programs implement useful assessment as topics and needs arise.
7. In addition, ATL closely with individual programs or colleges to provide workshops, focus groups, design or redesign surveys, conduct data analysis, share samples or support faculty development.
8. ATL planned and coordinated the transition, training, implementation and support for six colleges moving into the university's new online course evaluation system in Blue and decommissioned Skylight, the university's in-house survey software. Also provided technical operations for servers and databases needed in conjunction with Blue and ATL computing needs.

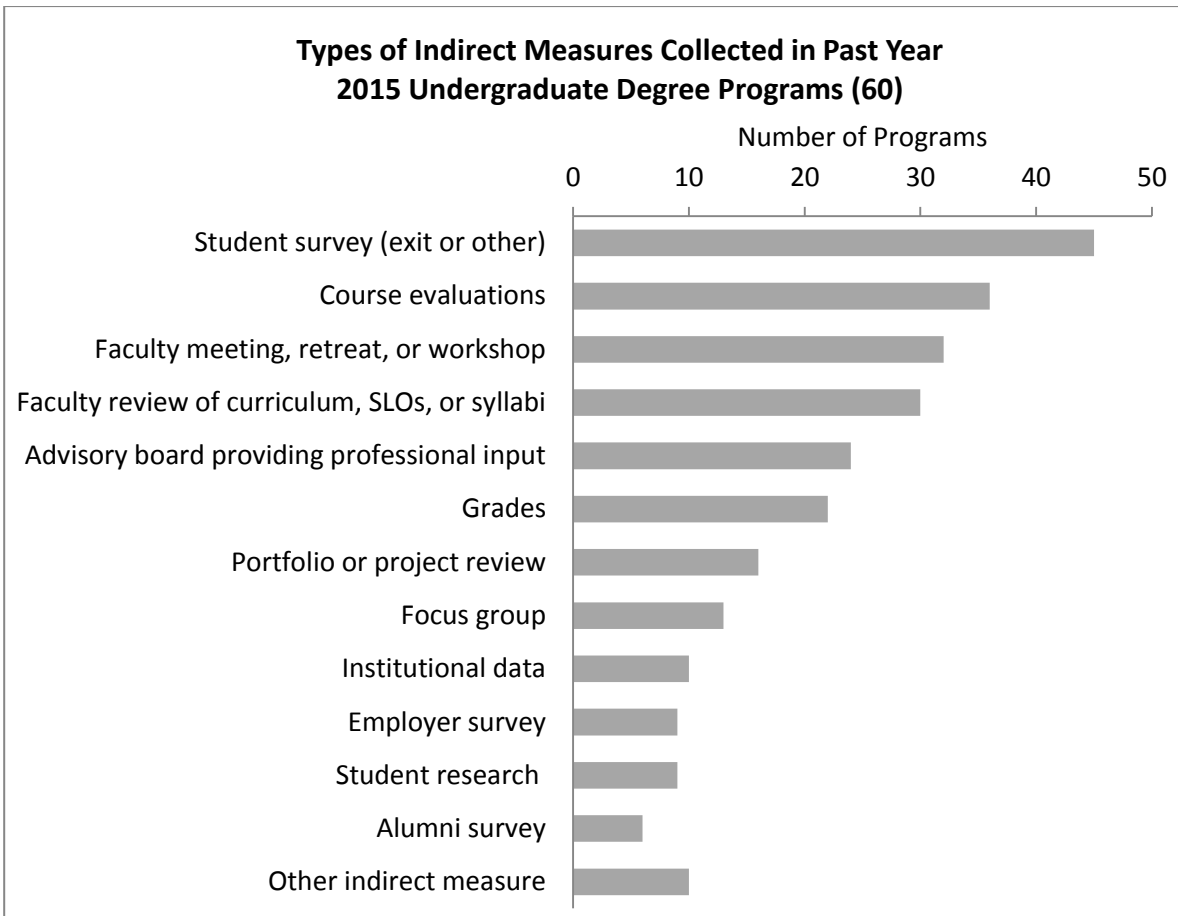
<sup>3</sup> See ATL's unit report for FY 2015 for more information about its goals, activities and services.

<sup>4</sup> Programs may also receive support through college or institutional level assessment work (see #2-6).

## Appendix E: Direct and Indirect Measures



Note: Will not sum to 60 because some programs collected multiple types of measures



Note: Will not sum to 60 because some programs collected multiple types of measures

## Appendix F: Glossary

The glossary below provides definitions for assessment terms, as used throughout this Summary.

**Aggregate Data:** Aggregate data is data that has been combined from separate sources or locations, such as data collected from multiple campuses. Disaggregate data is a whole set of data separated into parts and sorted by meaningful categories, such as campus or student demographic information.

**Assessment Cycle:** The process of planning, collecting, and analyzing assessment measures and data for the purpose of sustaining and improving teaching and learning. Typically the assessment cycle refers to the timing of the processes within an academic year, but timing may vary from program to program.

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

**Assessment Results:** Analyzed or summarized assessment data (data may be quantitative or qualitative) or other impacts of assessment activities; shared formally or informally.

**Complementary Measures:** multiple direct and/or indirect measures, whose results are analyzed, aligned, and shared on a timely basis for use by faculty and chairs/directors. Complementary measures are especially important for comprehensive or high stakes decisions intended to support student learning.

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

**Disaggregate Data:** A whole set of data separated into parts and sorted by meaningful categories, such as campus or student demographic information. Aggregate data is data that has been combined from separate sources or locations, such as data collected from multiple campuses.

**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.

**Key Assessment Elements:** For the purposes of this report, the principle elements of program assessment. Specifically, the student learning outcomes for the degree or major, assessment plan, curriculum map, direct measures, indirect measures, and use of assessment. All six of these are required by all WSU undergraduate programs.

**Program-level Assessment:** Measures and assessment tools that faculty use to collaboratively develop, maintain and improve an effective curriculum that promotes student learning through a program of study.

**Student Learning Outcomes (SLOs):** Core skills and knowledge students should develop through a program of study.

**SLO-aligned Assessment:** Assessment measures aligned with achievement of specific learning outcomes. SLO-aligned assessment may be direct measures (such as assessment of skills demonstrated in a senior project) or indirect measures (such as input from a senior focus group on their experience related to a specific SLO).

**Using Assessment Results:** Assessment results a) inform continual reflection and discussion of teaching and learning and b) contribute to decision-making to ensure effective teaching and learning. Decisions can include the choice to continue current effective practices or build on strengths.