

# WSU-Wide Summary, 2016

## Undergraduate Degree Program Assessment Reports

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Prepared by the Office of Assessment of Teaching and Learning  
Washington State University  
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## 1. Executive Summary

WSU’s undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. This document summarizes 2016 data from undergraduate program assessment reports; the 60 reports submitted represent 61 undergraduate degrees, over 90 majors, 80 minors, 100 in-major specializations and Honors College (see Appendix A, Degree Programs Reporting). This summary, like the annual program reports themselves, looks at key or representative activities and uses, and is not intended to be exhaustive or show all assessment undertaken by WSU programs.

**Systematic Assessment.** Systematic program-level assessment at WSU contributes 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). In this way, *program-level assessment at WSU enhances student learning.*

All WSU programs use assessment of student learning outcomes to improve the program in various ways, including curriculum and instruction. Programs regularly engage in assessment activities and discuss assessment, involving both faculty who teach and program leadership. Substantially all WSU undergraduate degree programs demonstrate an “effective, regular, and comprehensive system of assessment of student achievement,” as expected by the Northwest Commission on Colleges and Universities (NWCCU), WSU’s regional accreditor.

**Targets for Meaningful Assessment.** WSU aims to have **substantially all (≥ 90%) programs** reporting that indicators of quality assessment are in place. The university’s overarching goal is for assessment to be meaningful and useful to faculty and students. Thus, in any given year, a number of programs may experience a change in their program context, prompting faculty to revisit basic assessment processes or tools. Faculty might decide to adjust a particular measure or process to increase the quality of their data or a program might pilot a new assessment measure which needs several iterations to produce meaningful data. WSU’s approach encourages deeper involvement in assessment and increases in quality over time as programs work out changes and improvements to meet evolving assessment needs (see Appendix B, Quality Indicators and Targets).

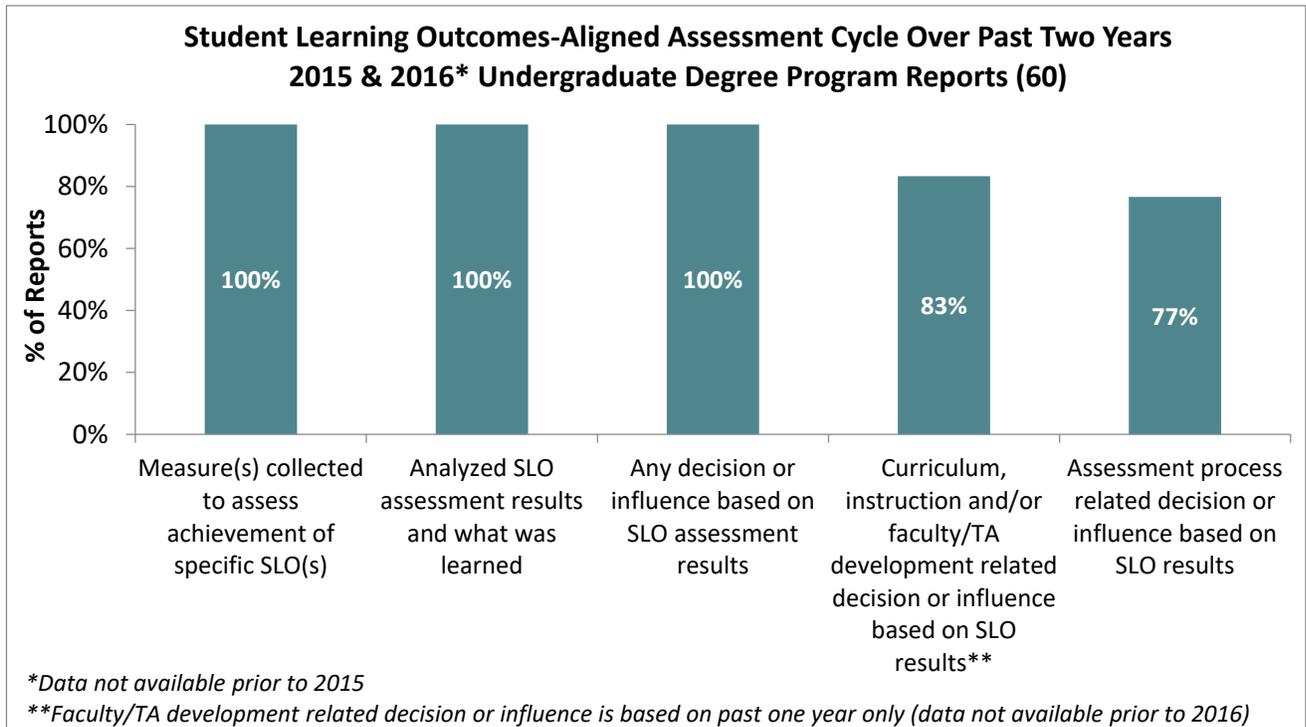
### 1. WSU Assessment System Strengths

- A. **Assessment helps WSU meet its Strategic Plan Goal Theme 2, Transformative Student Experience, Sub-goal 2.a, *Enhance student engagement and achievement in academics and co-curricular activities.***

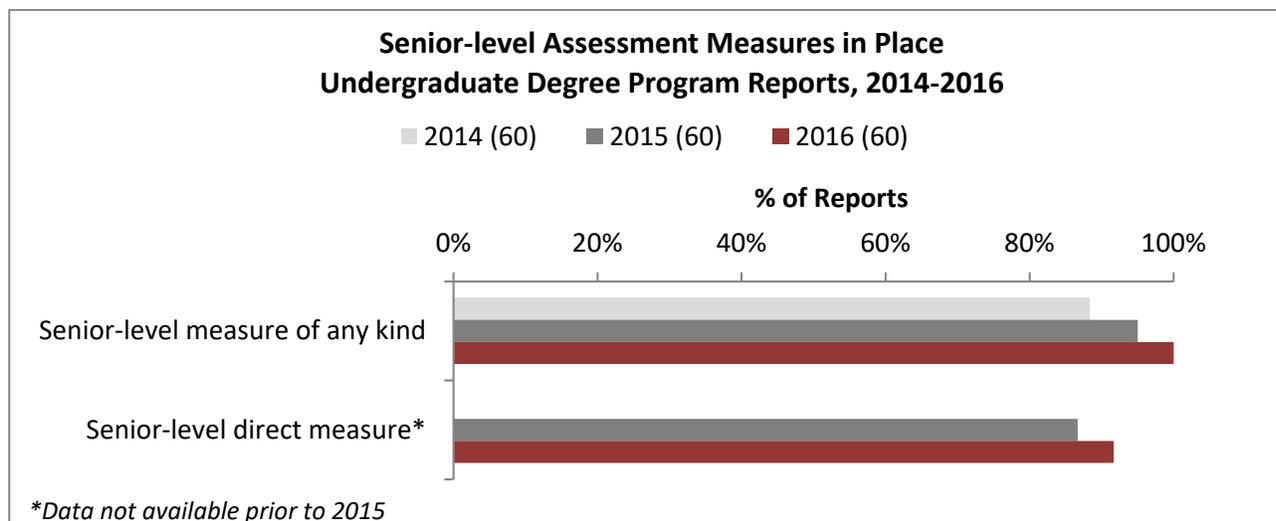
**Quantitative Metric 16** associated with this WSU goal is the percent of undergraduate degrees with all six program assessment elements in place. Substantially all (≥ 90%) programs have all key assessment elements in place in 2016, continuing an upward trend over the past three years. (See below and page 6.)

Key Assessment Elements Undergraduate Degree Program Reports, 2014-2016						
Key Elements in Place	2014		2015		2016	
	# of Reports	% of Reports	# of Reports	% of Reports	# of Reports	% of Reports
Student Learning Outcomes	60	100%	60	100%	<b>60</b>	<b>100%</b>
Curriculum Map	55	92%	56	93%	<b>58</b>	<b>97%</b>
Direct Measure	58	97%	60	100%	<b>58</b>	<b>97%</b>
Indirect Measure	59	98%	60	100%	<b>60</b>	<b>100%</b>
Assessment Plan	59	98%	56	93%	<b>59</b>	<b>98%</b>
Use of Assessment	55	92%	60	100%	<b>60</b>	<b>100%</b>
All Six Elements	51	85%	53	88%	<b>57</b>	<b>95%</b>
Total Number of Reports	60	100%	60	100%	<b>60</b>	<b>100%</b>

B. **WSU undergraduate degree programs regularly use assessment of student learning to improve their program.** All programs completed an assessment cycle for at least one program-level student learning outcome and used results to inform program decisions over the last two years (100%). *Eighty-three percent categorized the decisions/change as being about curriculum, instruction or faculty development—the sorts of decisions that contribute most directly to improving student learning.* Assessment results also contribute to decisions and policies in advising, scheduling, and facilities, intended to support student learning. WSU’s goal is to see substantially all ( $\geq 90\%$ ) programs use SLO-aligned results to inform program decisions about curriculum, instruction or faculty development within a given three year period. (See below and pages 11-12.)



C. **Substantially all ( $\geq 90\%$ ) programs have a direct measure of student learning near the end of their degree.** Ninety-two percent of programs reported in 2016 that they collected a senior-level direct measure in the past year. An effective system of assessing student achievement includes measures at the senior level, near graduation, providing information about what students are able to achieve at the end of the program. (See below and pages 9-10.) ATL works with programs to continually improve measures and meet evolving program needs.



## 2. WSU Areas for Attention

- A. Assessment in Degrees Offered Online.** Seven WSU undergraduate degrees are offered fully online. Program-level assessment data are collected for six online degrees, with three programs collecting data from a *direct* measure of student learning. Additional attention by leadership is needed to ensure that online students, courses, and teaching faculty are included in assessment activities for all degrees offered online, which will help resolve NWCCU recommendations (see Appendix C). Programs considering expanding online offerings should ensure they include online courses and students in program-level assessment. (See below and page 15.)

Degrees Offered Online: Assessment Data Collected in Past Year Undergraduate Degree Program Reports, 2015 & 2016*				
	2015		2016	
	# of Degrees	% of Degrees	# of Degrees	% of Degrees
Assessment data of any kind collected for online degree	4	67%	6	86%
Assessment data from a direct measure collected for online degree**	N/A	N/A	3	43%
<b>Total Number of Degrees</b>	<b>6</b>	<b>100%</b>	<b>7</b>	<b>100%</b>

\*Data not available prior to 2015; \*\*Data not available prior to 2016

- B. Multi-campus Assessment.** Substantially all 20 programs with degrees offered on more than one campus shared annual assessment reports with all campuses that offer the degree (95%). However, these programs do not as consistently engage faculty on all campuses that offer the degree in discussion about assessment (80% in 2016) or collect assessment data on all campuses with the degree (75% in 2016). (See below and page 16.)

Chairs, college and campus leadership should continue to review assessment capacity, communication pathways and related infrastructure to ensure that assessment is prioritized in multi-campus degrees and resourced to include students, courses, and faculty from all campuses offering the degree. WSU's goal is to raise percentages for these multi-campus assessment quality indicators to over 90%.

Multi-Campus Degree Assessment Practices Undergraduate Degree Program Reports, 2014-2016						
	2014		2015		2016	
	# of Reports	% of Reports	# of Reports	% of Reports	# of Reports	% of Reports
Annual Assessment Report shared with all campuses with degree	19	95%	19	95%	19	95%
Assessment discussed with faculty on all campuses with degree	17	85%	14	70%	16	80%
Assessment data of any kind collected on all campuses with degree	16	80%	17	85%	15	75%
<b>Total Number of Reports</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

### C. Other Preparation for WSU's 2017 Accreditation Review by the NWCCU

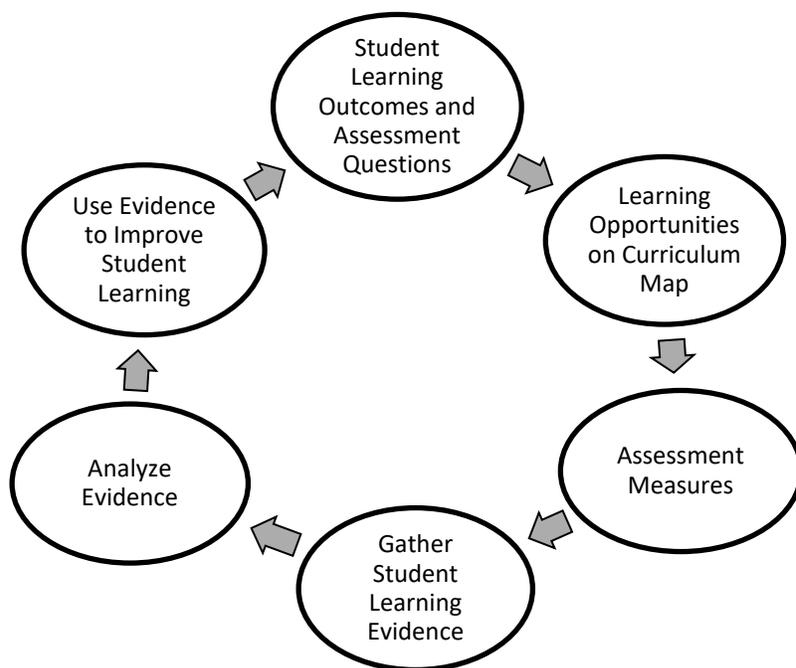
- **WSU EPPM on assessment.** WSU policies communicate the value leadership places on sustainable assessment. In spring 2016, Faculty Senate reapproved the updated EPPM policies on assessment, which include roles and responsibilities for assessment, and recognizing assessment work in annual review at all levels. Attention by the Provost and Faculty Senate will be useful in operationalizing this policy in university practices.
- **Assessment Infrastructure and Archives.** Archives will be important for the accreditation review in 2017. 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. Continued attention is advised (page 17).

## 2. Introduction

### Assessment Cycle

Good assessment follows an intentional and reflective process of design, implementation, evaluation, and revision.

The Assessment Cycle (see graphic below) begins with student learning outcomes (SLOs) and questions about student learning in the curriculum. After reviewing the program's SLOs and a curriculum map indicating where particular SLOs are highlighted, faculty select assessment measures to gather evidence of student learning. The evidence is analyzed and discussed by the faculty. Then the evidence is used to inform program decisions, including those about instruction, the curriculum, the assessment, and dialog about teaching and learning.



### Assessment of Student Learning at WSU

At WSU, departments and degree programs are responsible for identifying their own assessment measures and processes within frameworks of good practice. The Office of Assessment of Teaching and Learning supports the development of effective assessment systems in which faculty collaboratively develop, maintain and improve a curriculum that promotes student learning.

In an effective system, faculty regularly complete the assessment cycle by using assessment results to inform and influence program decisions; they weave assessment throughout their programs so that it complements and enhances the work faculty are already doing and supports collective efforts to improve teaching and learning.

### Annual Reporting and WSU Accreditation

WSU's next regional accreditation review and visit are scheduled for Fall 2017. In preparation, ATL continues to work with programs to ensure that all assessment elements are in place and effective. One of the goals of annual assessment reporting is to document programs' regular assessment efforts and uses of assessment to meet regional accreditation standards. (See Appendix C for a selected list of accreditation Standards and Recommendations relevant to academic programs.)

### 3. Key Elements for Effective Program-Level Assessment

All WSU 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 as developed by programs to fit their unique context and needs.

Substantially all programs have all key assessment elements in place in 2016 (95%), continuing an upward trend over the past three years (Table 1).

Table 1

Key Assessment Elements Undergraduate Degree Program Reports, 2014-2016						
Key Elements in Place	2014		2015		2016	
	# of Reports	% of Reports	# of Reports	% of Reports	# of Reports	% of Reports
Student Learning Outcomes	60	100%	60	100%	<b>60</b>	<b>100%</b>
Curriculum Map	55	92%	56	93%	<b>58</b>	<b>97%</b>
Direct Measure	58	97%	60	100%	<b>58</b>	<b>97%</b>
Indirect Measure	59	98%	60	100%	<b>60</b>	<b>100%</b>
Assessment Plan	59	98%	56	93%	<b>59</b>	<b>98%</b>
Use of Assessment*	55	92%	60	100%	<b>60</b>	<b>100%</b>
All Six Elements	51	85%	53	88%	<b>57</b>	<b>95%</b>
Total Number of Reports	60	100%	60	100%	<b>60</b>	<b>100%</b>

\*Use of Assessment includes use of any program-level assessment; Section 4 of this report distinguish uses of assessment aligned with specific learning outcomes for decisions about curriculum, instruction, or faculty development.

**Targets for Meaningful Assessment.** WSU expects substantially all programs ( $\geq 90\%$ ) to continuously have their assessment elements in place and updated. The university's overarching goal is for assessment to be meaningful and useful to faculty and students. Thus, in any given year, a number of programs may experience a change in their program context, prompting faculty to revisit basic processes or tools. Faculty might decide to adjust a particular measure or process to increase the quality of their data or a program might pilot a new measure which needs several iterations to produce meaningful data. WSU's approach encourages deeper involvement in assessment and increases quality over time as programs work out changes and improvements to meet evolving assessment needs. ATL has worked with programs over five years to systematically self-assess and improve the usefulness of their Key Assessment Elements, and to collect other quality indicators via annual reports.

Tracking the Key Elements helps WSU meet Strategic Plan Goal Theme 2, Transformative Student Experience, Sub-goal 2.a, *Enhance student engagement and achievement in academics and co-curricular activities*. Quantitative Metric 16 is the percent of undergraduate degrees with all six assessment elements in place.

#### WSU Accreditation Standards Related to Key Assessment Elements

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> 61 undergraduate degrees and Honors College reported on assessment in 2016, including over 90 majors, 80 minors, and 100 in-major specializations, and are listed in Appendix A. See Appendix E for scope of annual assessment reports.

<sup>2</sup> See Glossary (Appendix G) for a definition of each key element.

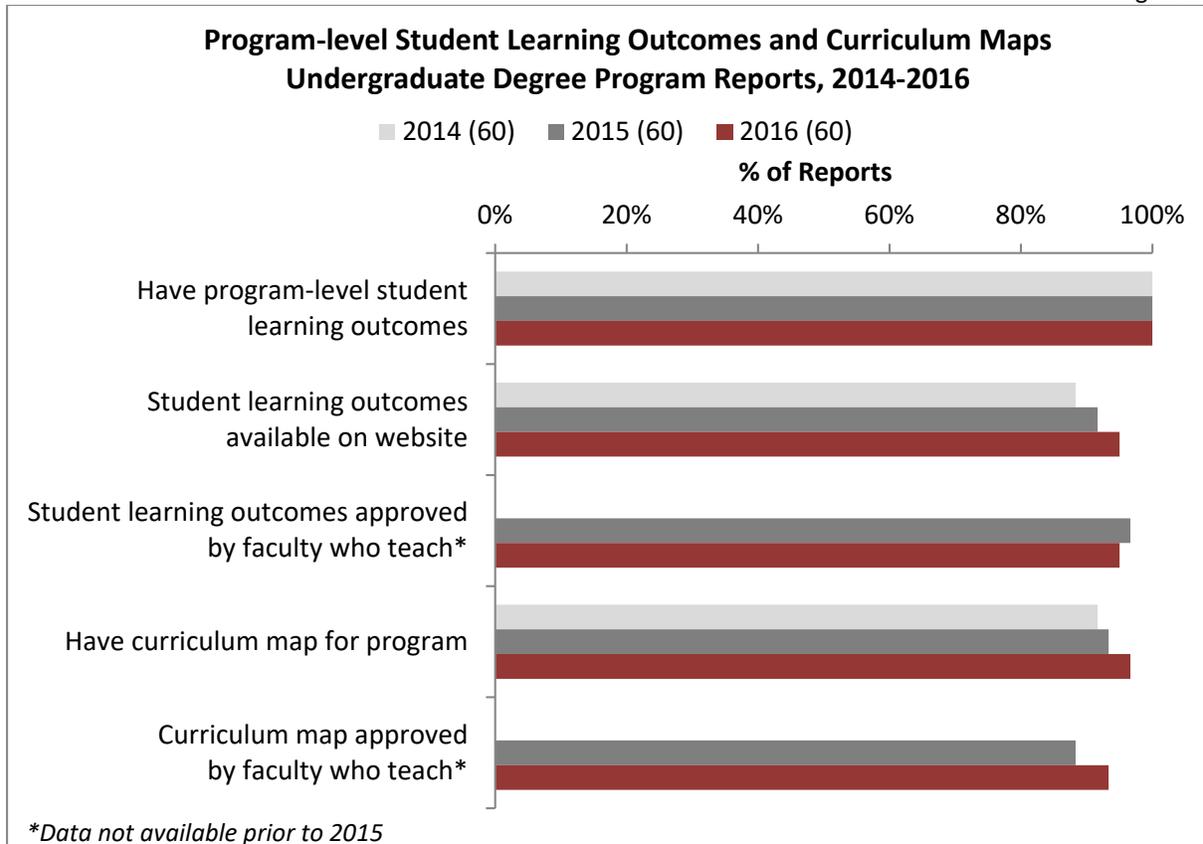
### 3.1 Student Learning Outcomes and Curriculum Maps

Substantially all WSU undergraduate degree programs meet the quality indicators below for student learning outcomes and curriculum maps.

**Student Learning Outcomes (SLOs).** Substantially all programs have program-level SLOs which have been approved by faculty (95%), posted on the program/department website (95%), and published in the university catalog (100%), allowing for quick access for students, faculty, staff, regional accreditors, and other stakeholders (Figure 1).

**Curriculum Maps.** Substantially all programs report having a curriculum map approved by faculty (93%) (Figure 1). Curriculum maps show the alignment of core courses and learning outcomes for the degree.

Figure 1



Faculty-developed curriculum maps help each instructor understand how his/her course is situated in the curriculum, and the essential contributions that course makes toward student learning outcomes for the degree. An important aspect of curriculum mapping is the faculty discussion which occurs in the process of creating and refining the map – a forum to consider strengths and weaknesses of the curriculum, inviting dialog and the chance to deepen connections among assignments, learning activities, and departmental approaches to teaching.

#### WSU Accreditation Standards Related to Student Learning Outcomes and Curriculum Maps

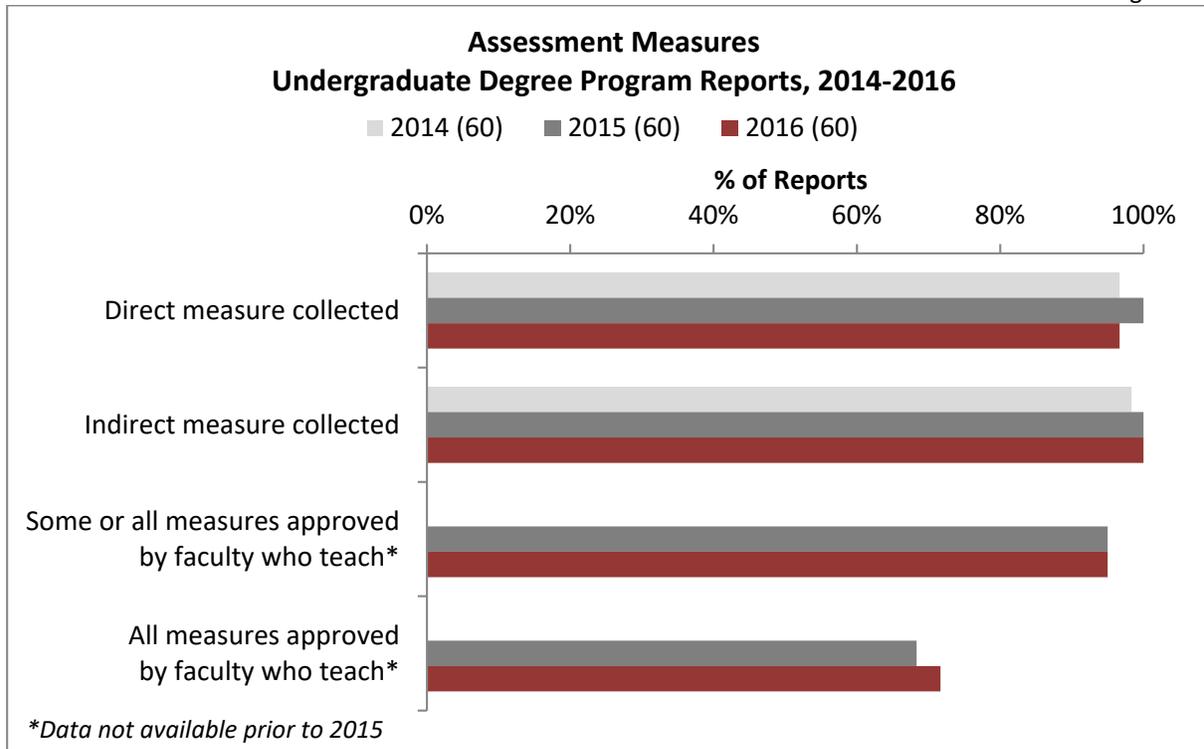
To maintain its institutional accreditation, WSU must:

- 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)

## 3.2 Measures of Student Learning

Substantially all programs regularly collect measures of student learning and report that some or all measures have been approved by faculty who teach (95%) (Figure 2). Periodic review and approval of measures by faculty help ensure that measures are meaningful and credible to faculty and are useful in relation to the curriculum. Reviewing measures also gets faculty collectively involved in program assessment.

Figure 2



A **direct measure** is a measure of students' performances or work products that demonstrate skills and knowledge, and typically includes projects, portfolio, pre-post tests, course-embedded assessments, licensure exams, internship supervisor evaluations, junior writing portfolio, concept inventories or others.

An **indirect measure** is information associated with learning, motivation, perceived success, or satisfaction, and typically includes student surveys or focus groups, course evaluations, institutional data, alumni or employer surveys, advisory board input or others. (See Appendix D for kinds of measures collected at WSU.)

**Continued Attention: Meaningful, Quality Measures.** In the past two years, many programs have invested time into improving their measures, for example, improving sample size and representation or data analysis, so that results will be more reliable, valid, and useful. ATL will continue consulting with programs to increase the quality and utility of measures and data analysis.

### WSU Accreditation Standards Related to Measures of Student Learning

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 outcome achievement (2.C.5 and 4.A.3) and educational programs (4.A.2)
- Ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Strengthen collective faculty responsibility for assessing student achievement of learning outcomes. (NWCCU Recommendation)

### 3.3 Measuring Learning at the Senior Level

All programs are assessing students at the senior-level, while 92% of programs collected a senior-level *direct* measure of student learning outcomes (SLO) achievement in the past year (Figures 3 and 4).

An effective system of assessing student achievement includes measures at the senior level, near graduation, providing information about what students are able to achieve at the end of the program. This quality indicator has steadily increased in WSU’s undergraduate programs over the past three years.

Figure 3

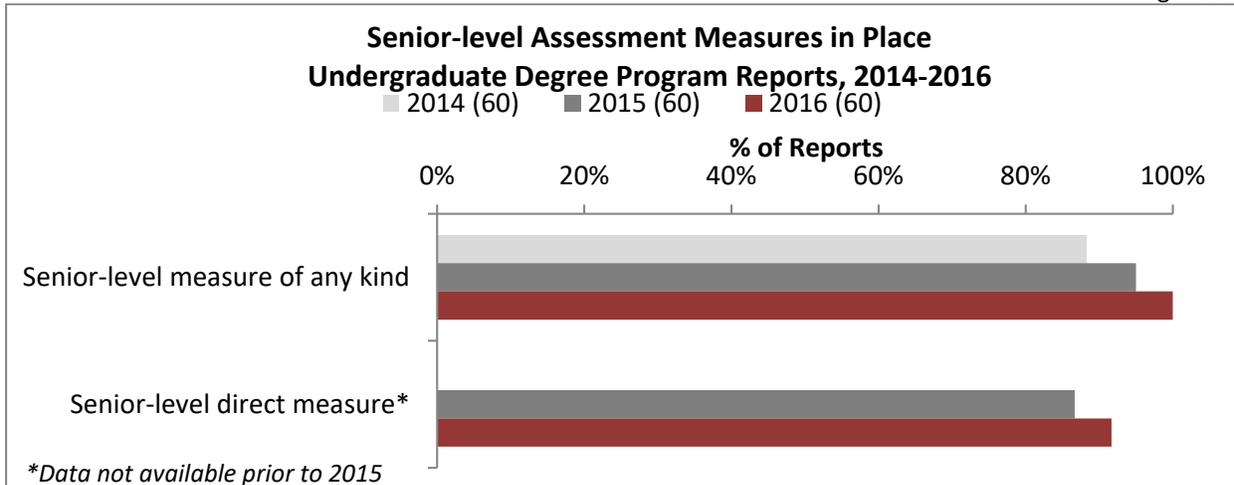
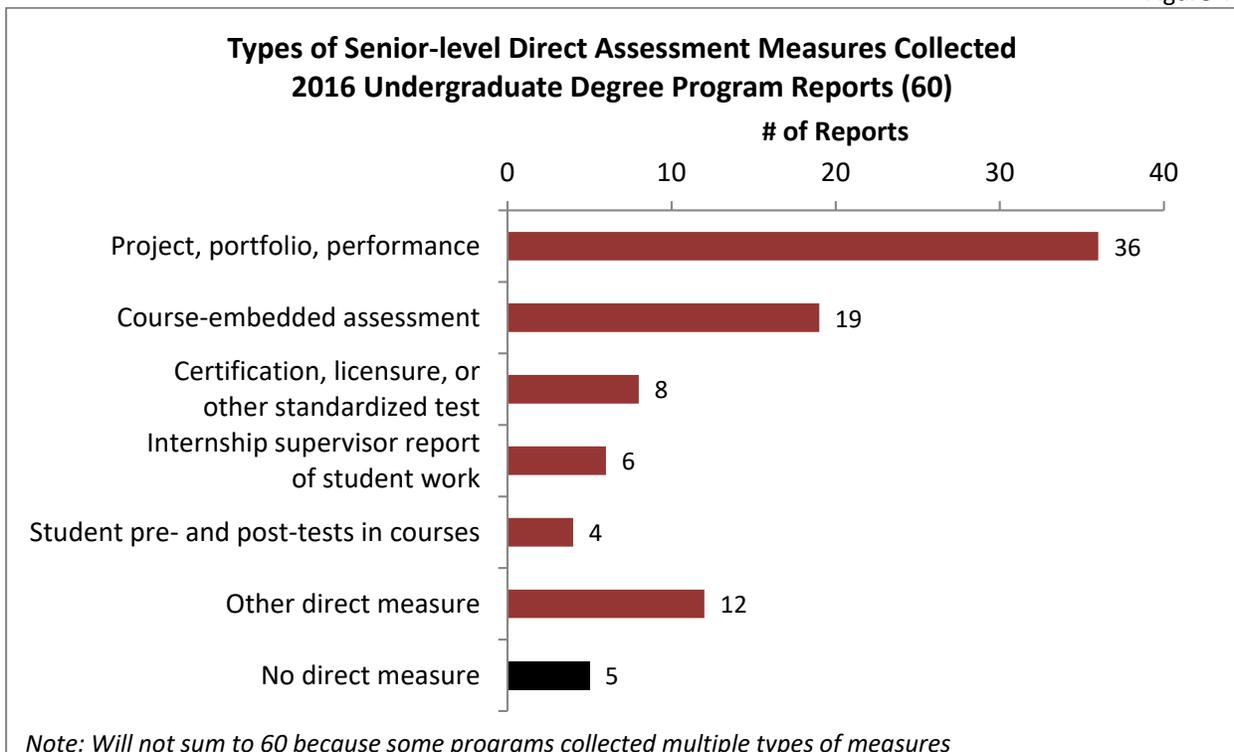


Figure 4



**Continued Attention: Assessment of Seniors.** Many programs have invested time into collecting or improving their measures at the senior level, 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 consulting with programs to increase the quality and utility of senior-level measures and data analysis.

### **WSU Accreditation Related to Assessment Measures**

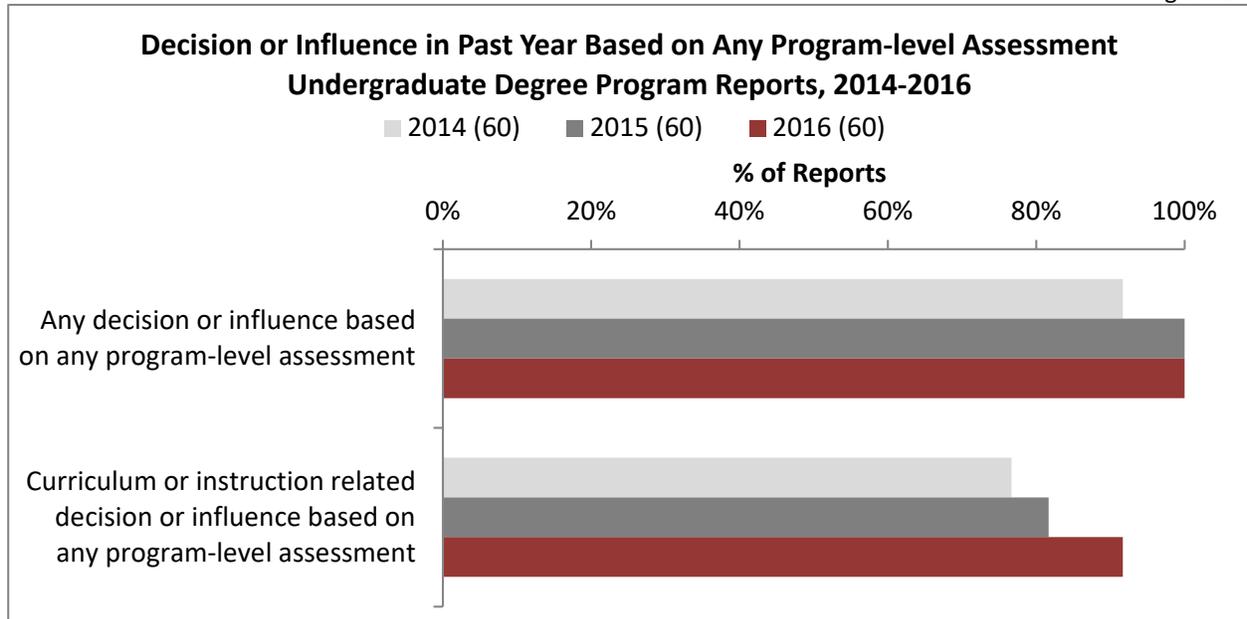
To maintain its institutional accreditation, WSU must:

- 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 outcome achievement (2.C.5 and 4.A.3) and educational programs (4.A.2)
- Ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Incorporate student learning outcomes summary information as part of evaluating the university's mission fulfillment. (Standard 1.B.2; and 2013 Recommendation)

## 4. Using Assessment Results

All programs reported making decisions in the past two years based on assessment results (100%), which included decisions about curriculum and instruction as well as areas such as advising, scheduling, facilities, policy and other changes (Figure 5).

Figure 5



Substantially all programs (92%) reported one or more instances when assessment results influenced curriculum or instruction in the past year (Figure 5). Use of results can include changes to teaching and learning, but also can include the choice to continue effective practices or build on strengths.

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

### WSU Accreditation Standards Related to Using Assessment Results

To maintain its institutional accreditation, WSU must:

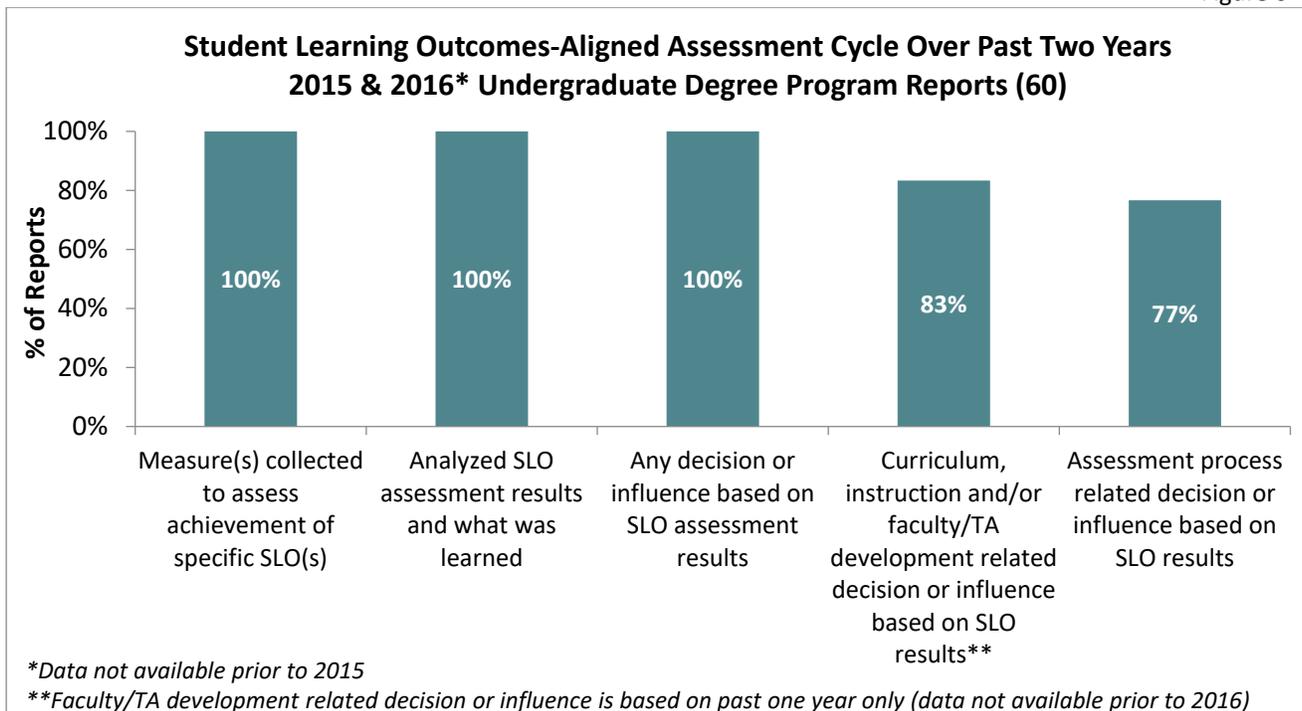
- Use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning. (4.B.2 )
- Use assessment results as part of determining the university's quality, effectiveness, and mission fulfillment. (5.A.2)

## 4.1 Using Assessment Results Aligned with Specific SLOs

Some program-level assessment is aligned with achievement of specific learning outcomes, while other assessment relates more broadly to student success in the program (e.g., student experience in courses, curriculum, or advising; scheduling; facilities; internship placements).

**Using Assessment Data from Measures Aligned with Specific Learning Outcomes.** All programs reported that in the past two years they completed an assessment cycle for at least one learning outcome and used results to inform program decisions (100%). *Eighty-three percent categorized the decisions/change as being about curriculum, instruction or faculty development—the sorts of decisions that contribute most directly to improving student learning* (Figure 6).

Figure 6



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. WSU does not expect that every program would make a decision about curriculum, instruction, or faculty development 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.

**Continued Attention.** WSU's goal is to see substantially all ( $\geq 90\%$ ) programs use SLO-aligned results to inform program decisions about curriculum, instruction or faculty development within a given three-year period. With only two years of annual reporting on this indicator, data is incomplete to determine whether WSU is meeting this goal. This continues to be an area of focus in ATL's work with programs, as assessment and data collection mature.

### WSU Accreditation Standards Related to Using Student Learning Assessment Data

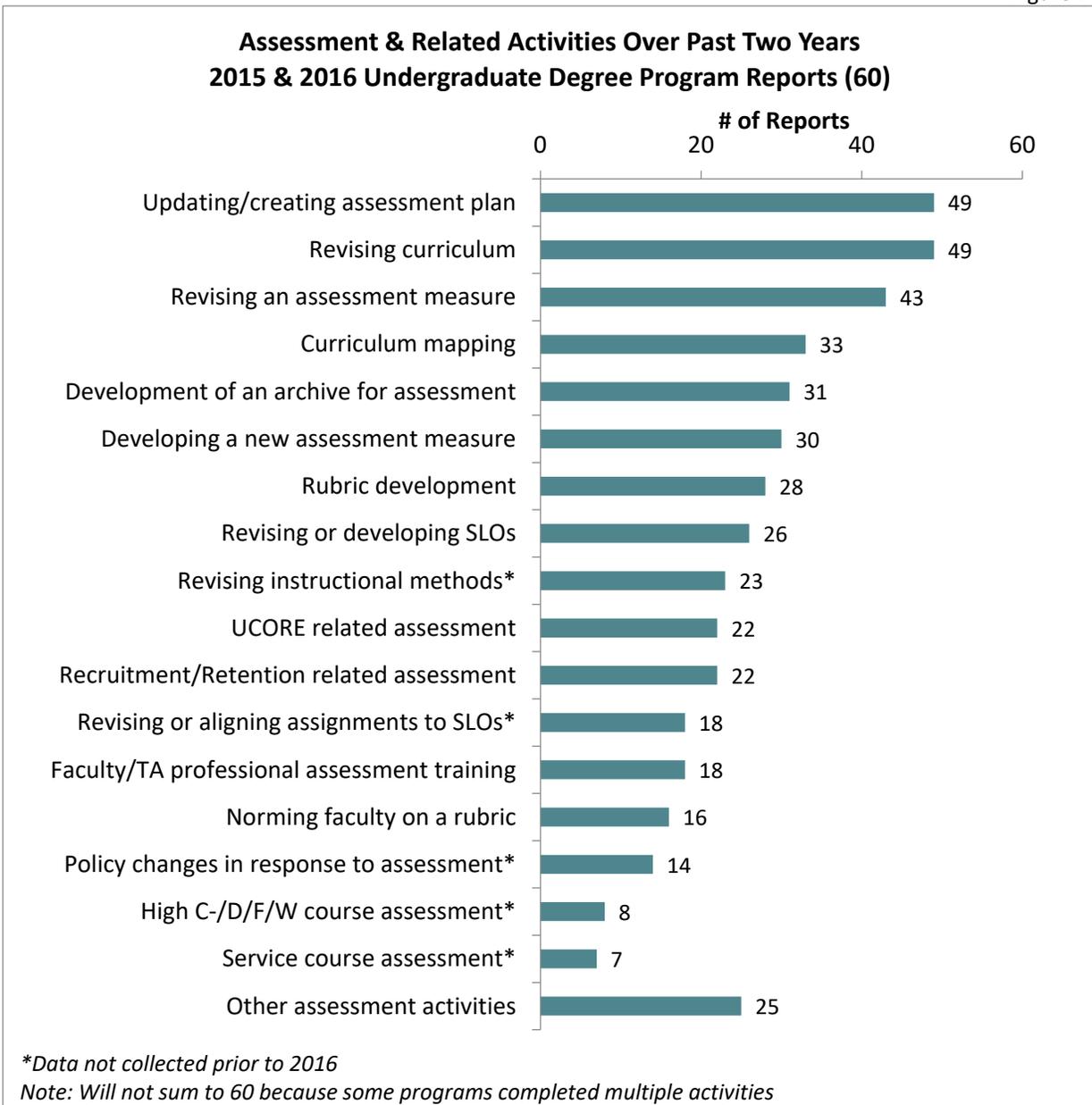
To maintain its institutional accreditation, WSU must:

- 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 of student learning 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)

## 5. Assessment and Related Activities

All programs reported engaging in multiple assessment and assessment-related activities in the past two years (100%)(Figure 7). Faculty 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. Various types of assessment-related activities reported in the past two years support teaching and program improvement and help develop meaningful assessment.

Figure 7



**Value of Assessment Activities Related to Teaching & Learning.** Developing meaningful and effective program-level assessment is a complex, iterative process. 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 improve communication and feedback to students. Although not immediately visible, influences of assessment may include: changed thinking about a particular aspect of teaching

or learning or how learning occurs; changes to faculty motivation or attitudes; disruptions to conventional wisdom which cause faculty to re-examine an issue in the future; or building communities of practice within a department.<sup>3</sup> While difficult to capture, these impacts also cumulate and contribute over time to promoting student learning in an effective curriculum.

### **WSU Accreditation Standards Related to Assessment Activities**

To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessing student achievement of learning outcomes. (NWCCU Recommendation)
- Ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement. (2.C.5 and 4.A.3)
- Ensure that degree programs have a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)
- Ensure assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning. (4.B.2 )

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<sup>3</sup> Jonson, J., Guetterman, T., Thompson Jr, R. *An Integrated Model of Influence: Use of Assessment Data in Higher Education*. Research & Practice in Assessment, Volume Nine, Summer 2014.

## 6. Degrees Offered Online

Seven WSU undergraduate degrees are offered fully online. Although six of these programs (86%) conducted some assessment in the past year, just three programs collected data from a *direct* measure of student learning (43%) (Table 2).

Table 2

Degrees Offered Online: Assessment Data Collected in Past Year 2016 Undergraduate Degree Program Reports			
College	Degree (7)	Any Data Collected for Online Degree	Direct Measure Data Collected for Online Degree
Business	BA in Business Administration	Yes	Yes
Business	BA in Hospitality Business Management*	No	No
CAHNRS	BA in Human Development	Yes	Yes
CAS	BA in Criminal Justice	Yes	No
CAS	BA in Humanities	Yes	No
CAS	BS in Psychology	Yes	Yes
CAS	BA in Social Sciences	Yes	No

\*First year degree offered fully online

**WSU Area for Attention.** Additional attention by leadership is needed to ensure that online students, courses, and teaching faculty are included – with sufficient sample size and representation – in assessment activities for degrees offered online.

Chairs should review related assessment capacity, communication pathways and related infrastructure to ensure that assessment is appropriately prioritized and resourced. As programs consider expanding course offerings online, they should keep in mind the requirement that online courses and students should be included in program-level assessment.

WSU's goal is to raise percentages for these assessment quality indicators to over 90%. An increase will raise assessment quality overall at WSU and also help address recommendations from the NWCCU (see below).

### WSU Accreditation Standards and Recommendations Related to Assessment in Online Degrees

Nationwide, accrediting bodies are asking universities to demonstrate the quality of student learning in their online programs. To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessment of student learning and ensure that student learning outcomes information from online programs and courses are consistently included in assessment processes. (NWCCU Recommendation and 2.C.5)
- Demonstrate it has a system to assess the extent to which students achieve course, program, and degree learning outcomes, including online students. (4.A.3)

## 7. Multi-Campus Degrees

While substantially all ( $\geq 90\%$ ) of the 20 programs with degrees offered on more than one campus consistently share annual reports with all campuses that offer the degree (95%), these multi-campus programs do not as consistently engage faculty on all campuses offering the degree in discussion about assessment (80% in 2016) or collect assessment data on all campuses with the degree (75% in 2016) (Table 3).

Table 3

Multi-Campus Assessment Practices Undergraduate Degree Program Reports, 2014-2016						
	2014		2015		2016	
	# of Reports	% of Reports	# of Reports	% of Reports	# of Reports	% of Reports
Annual Assessment Report shared with all campuses with degree	19	95%	19	95%	19	95%
Assessment discussed with faculty on all campuses with degree	17	85%	14	70%	16	80%
Assessment data of any kind collected on all campuses with degree	16	80%	17	85%	15	75%
<b>Total Number of Reports</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

**WSU Area for Attention.** Chairs, college and campus leadership should continue to review assessment capacity, communication pathways and related infrastructure to ensure that assessment is prioritized on all campuses in multi-campus degrees and is resourced to include students, courses, and faculty from all campuses offering the degree. As programs consider expanding degree offerings to other campuses, they should keep in mind the need to involve all campuses in the program's assessment of student learning.

WSU's goal is to raise percentages for these multi-campus assessment quality indicators to over 90%. An increase will raise assessment quality overall at WSU and also help address outstanding recommendations from the NWCCU.

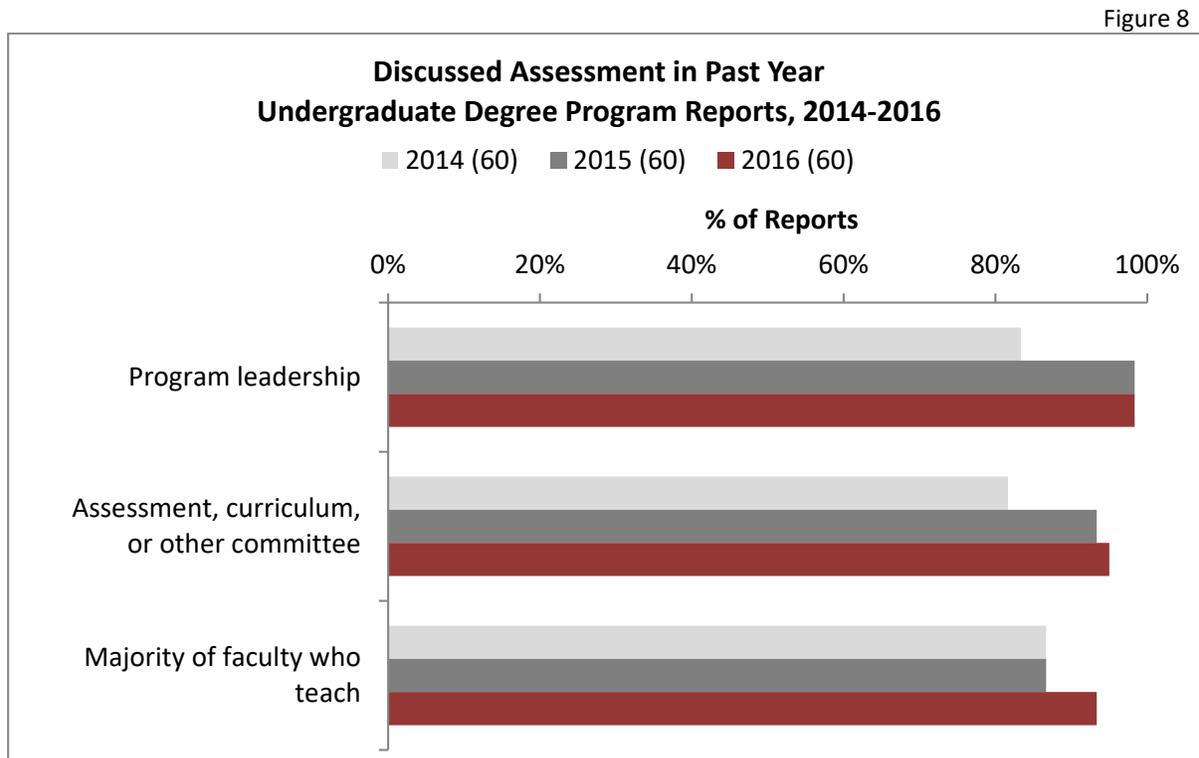
### WSU Accreditation Standards Related to Multi-Campus Assessment

To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessment of student learning. (2013 Recommendation and Standard 2.C.5)
- Demonstrate it has a system to assess the extent to which students achieve course, program, and degree learning outcomes, on all campuses. (4.A.3)

## 8. Communication, Assessment Plans and Archives

Substantially all programs reported that assessment was discussed by the majority of faculty who teach (93%), by program leadership (98%), and by an assessment-related committee in the past year (95%) (Figure 8). Ideally, teaching faculty, chairs or other program leadership, and/or a faculty committee should discuss assessment results at least annually.



**Assessment Communication.** Supporting communication about assessment within undergraduate programs, colleges, and campuses, continues to be a focus of ATL, including ways to prepare data for meaningful discussion by faculty. Regular communication will also help prepare faculty and program leadership to discuss assessment during the accreditation visit in 2017.

**Assessment Plans and Archives.** Assessment plans and assessment data are program assets and should be stewarded. 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. Programs should ensure that the chair/director, faculty committee and/or teaching faculty have access to assessment plans and are maintaining assessment archives. Archives will be important for the accreditation review in 2017.

### WSU Accreditation Standards Related to Assessment Communication, Planning, and Archives

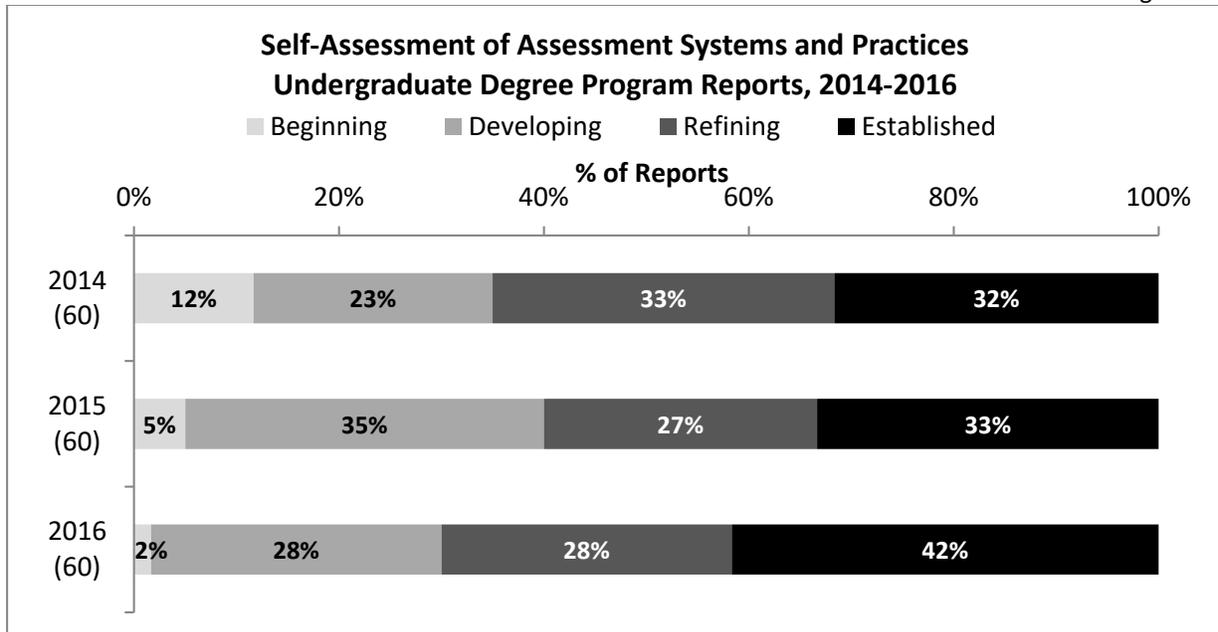
To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessment of student learning. (NWCCU Recommendation)
- Make results of student learning assessments available to appropriate constituencies in a timely manner. (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)

## 9. Overall System Self-Assessment by Degree Programs

Each year, ATL asks undergraduate degree programs to holistically self-assess their assessment systems and practices. The percentage of programs self-assessing at the *Beginning* level decreased steadily from 2014 to 2016 and increased in the *Refining* or *Established* categories, with 70% of programs reporting in *Refining* or *Established* in 2016 (Figure 9).

Figure 9



Self-Assessment: Assessment Systems and Practices Undergraduate Degree Programs				
	BEGINNING	DEVELOPING	REFINING	ESTABLISHED
Maturity of Assessment System and Practices	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	Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	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	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

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, as assessment matures. 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 may 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.

As faculty and leadership engage in assessment over time, and work with ATL to improve the quality and utility of their assessment elements, they are gaining a better understanding of the complex, iterative process needed to develop mature, meaningful systems that meet the evolving needs of students, faculty and disciplines.

## **WSU Accreditation Standards Related to Overall Assessment Systems**

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 assessment of student learning to inform academic and learning-support planning and practices to enhance student learning, and share 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)

## 10. Appendices

- A. Undergraduate Degree Programs Reporting in 2016
- B. Quality Indicators and Targets
- C. NWCCU Standards (selected) and Recommendations
- D. Direct and Indirect Measures of Student Learning
- E. Purpose and Scope of Annual Reports and Summary
- F. ATL's Framework, Support and Services
- G. ATL Mini-Grants for Assessment
- H. Glossary

## Appendix A: Undergraduate Degree Programs Reporting in 2016

The table below lists the 60 Undergraduate Program Assessment Reports submitted in 2016.

The 2016 reports represent 61 degrees, over 90 majors, over 80 minors, more than 100 in-major specializations, and Honors College. As appropriate for the program's structure, some reports represent more than one degree and some degrees submit more than one report.<sup>1</sup>

Undergraduate Academic Assessment Reports in 2016 (60 Reports) Representing 61 Degrees, 95 Majors, 86 Minors, and Honors College		
College	Undergraduate Academic Assessment Reports in 2016	
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Interior Design <sup>2</sup> Landscape Architecture <sup>2</sup> Agricultural & Food Systems Apparel, Merchandising, and Textiles Animal Sciences	Economic Sciences Food Science Human Development Integrated Plant Sciences
Arts and Sciences (CAS)	Chemistry <sup>2</sup> Music <sup>1,2</sup> (BA, BMusic) Anthropology Asian Studies Comparative Ethnic Studies and Women's Studies <sup>1</sup> Creative Media & Digital Culture (Vancouver option of DTC degree) <sup>1</sup> Criminal Justice & Criminology Digital Technology & Culture <sup>1</sup> Earth & Environmental Science English	Fine Arts <sup>1</sup> (BA, BFA) Foreign Languages & Cultures General Studies – Science Humanities and Social Sciences <sup>1</sup> History Mathematics Physics Political Science and Philosophy <sup>1</sup> Psychology Public Affairs (Vancouver) Biology and Zoology <sup>1</sup> Sociology
Business (COB)	Hospitality Business Management <sup>2</sup>	Business Administration <sup>2</sup>
Education (COE)	Athletic Training <sup>2</sup> Teaching and Learning <sup>2</sup>	Sport Science Sport Management
Voiland College of Engineering and Architecture (VCEA)	Architecture <sup>2</sup> Construction Management <sup>2</sup> Bioengineering <sup>2</sup> Chemical Engineering <sup>2</sup> Civil Engineering <sup>2</sup> Computer Engineering <sup>2</sup> Computer Science <sup>1,2</sup> (BS, BA) Computer Science (Tri-Cities) <sup>1,2</sup> (BS, BA)	Computer Science (Vancouver) <sup>1,2</sup> Electrical Engineering <sup>1,2</sup> Electrical Engineering (Tri-Cities) <sup>1,2</sup> Electrical Engineering (Vancouver) <sup>1,2</sup> Materials Science and Engineering <sup>2</sup> Mechanical Engineering <sup>1,2</sup> Mechanical Engineering (Vancouver) <sup>1,2</sup> Mechanical Engineering (Tri-Cities) <sup>1,2</sup>
Murrow College of Communication	Communication	
Nursing (CON)	Nursing (Spokane) <sup>2</sup>	
WSU Spokane-Medical College	Speech and Hearing Sciences	Nutrition and Exercise Physiology
Veterinary Medicine (CVM - SMB)	Biochemistry, Microbiology, Genetics and Cell Biology <sup>1</sup>	Neuroscience
Honors College	(non-degree)	

<sup>1</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 Tri-Cities, reported separately.

<sup>2</sup> 21 undergraduate degrees are professionally accredited (25 assessment reports). 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).

## Appendix B: Quality Indicators and Targets

**Systematic Assessment.** Substantially all WSU undergraduate degree programs demonstrate an “effective, regular, and comprehensive system of assessment of student achievement,” as expected by the Northwest Commission on Colleges and Universities (NWCCU), WSU’s regional accreditor.

**Targets for Meaningful Assessment.** WSU aims to have **substantially all (≥ 90%) programs** reporting that indicators of quality assessment are in place. The university’s overarching goal is for assessment to be meaningful and useful to faculty and students. Thus, in any given year, a number of programs may experience a change in their program context, prompting faculty to revisit basic assessment processes or tools. Faculty might decide to adjust a particular measure or process to increase the quality of their data or a program might pilot a new assessment measure which needs several iterations to produce meaningful data. WSU’s approach encourages deeper involvement in assessment and increases in quality over time as programs work out changes and improvements to meet evolving assessment needs.

**Expectations @ 100%: SLOs, Curriculum Map, Asmt Plan & Archive, Asmt Coordinator, Chair/Dir oversight, Annual Reports**

	Quality Indicator for Undergraduate Program-level Assessment of Student Learning Outcomes	WSU Goal/Target*	2016
1	WSU’s 6 Key Assessment Elements are in place. <i>WSU Metric 16</i>	Substantially all (≥ 90%) programs have all key assessment elements, as defined by WSU, in place.	<b>Goal Met</b> (95%)
2	Faculty are regularly engaged in program assessment and assessment-related activities.	Substantially all (≥ 90%) programs engage in assessment activities.	<b>Goal Met</b> (100%)
3	Programs have a direct measure of student achievement of program-level student learning outcomes at the senior level.	Substantially all (≥ 90%) programs have a direct measure of student learning at the senior level.	<b>Goal Met</b> (92%)
4	Program-level assessment of student learning outcomes includes degrees offered online.	Substantially all (≥ 90%) degrees offered online collect <ul style="list-style-type: none"> <li>• program-level assessment data that includes online students / courses, and</li> <li>• direct measure of student learning from online students</li> </ul>	<b>Goal Partially Met</b> (86% collect) <b>Goal Substantially Unmet</b> (43% collect direct measure)
5	Program-level assessment of student learning outcomes includes all campuses that offer the degree.	Substantially all (≥ 90%) programs with degrees offered on more than one campus consistently: <ul style="list-style-type: none"> <li>• collect program-level assessment data on all campuses with the degree, and</li> <li>• engage in discussion with faculty on all campuses about assessment.</li> </ul>	<b>Goal Partially Met</b> (75% collected data; 80% discussed)
6	Faculty and leadership discuss program-level assessment of student learning outcomes.	Substantially all (≥ 90%) programs report that assessment is discussed by <ul style="list-style-type: none"> <li>• the majority of faculty who teach, and</li> <li>• program leadership</li> </ul>	<b>Goal Met</b> (93% majority of faculty; 98% program leadership)
7	All WSU programs use assessment of student learning to improve the program intended to support student success.	Substantially all (≥ 90%) programs report making decisions based on assessment results; includes decisions about curriculum & instruction as well as advising, scheduling, facilities, assessment and policy.	<b>Goal Met</b> (100%)
8	Programs use aligned assessment of program-level student learning outcomes to improve the program.	Substantially all (≥ 90%) programs complete an assessment cycle for at least one program-level student learning outcome and use results to inform program decisions <i>within a given three year period</i> .	<b>Goal Met</b> (100%, within past 2 years)
9	Programs use aligned assessment of program-level student learning outcomes to improve curriculum, instruction, or faculty development.	Substantially all (≥ 90%) programs use SLO-aligned results to inform program decisions about curriculum, instruction or faculty development <i>within a given three year period</i> .	<b>Data incomplete</b> Programs are on track within past 2 years (83%).

\*Goal Met = ≥ 90%; Goal Partially Met = 60% - 89%; Goal Substantially Unmet = < 60%

## Appendix C: Northwest Commission on Colleges and Universities Standards and Recommendations

**Selected NWCCU Standards regarding Academic Programs.** The standards for WSU's continuing accreditation include these requirements regarding academic programs:

- **Learning Outcomes.** Identify and publish expected course, program, and degree student learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. (Eligibility Requirement 22 and 2.C.2)
- **Curriculum.** Ensure that degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)
- **Faculty Roles.**
  - Faculty exercise a major role in the design, approval, implementation, and revision of the curriculum. (2.C.5)
  - Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process. (2.C.6)
  - Faculty with teaching responsibilities are responsible for evaluating student achievement of learning outcomes. (4.A.3)
  - Faculty have a primary role in the evaluation of educational programs and services. (4.A.2)
- **Assessment.** Document through 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)
- **Use of Assessment Results / Share with Constituencies.** Use the results of assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Make results of student learning assessments available to appropriate constituencies in a timely manner. (4.B.2)

### University-level

- **Assessment Results Contribute to Mission Fulfillment.** Based on the university's definition of mission fulfillment, use assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public. (5.A.2)
- **Review Assessment Processes.** Regularly review its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6 )

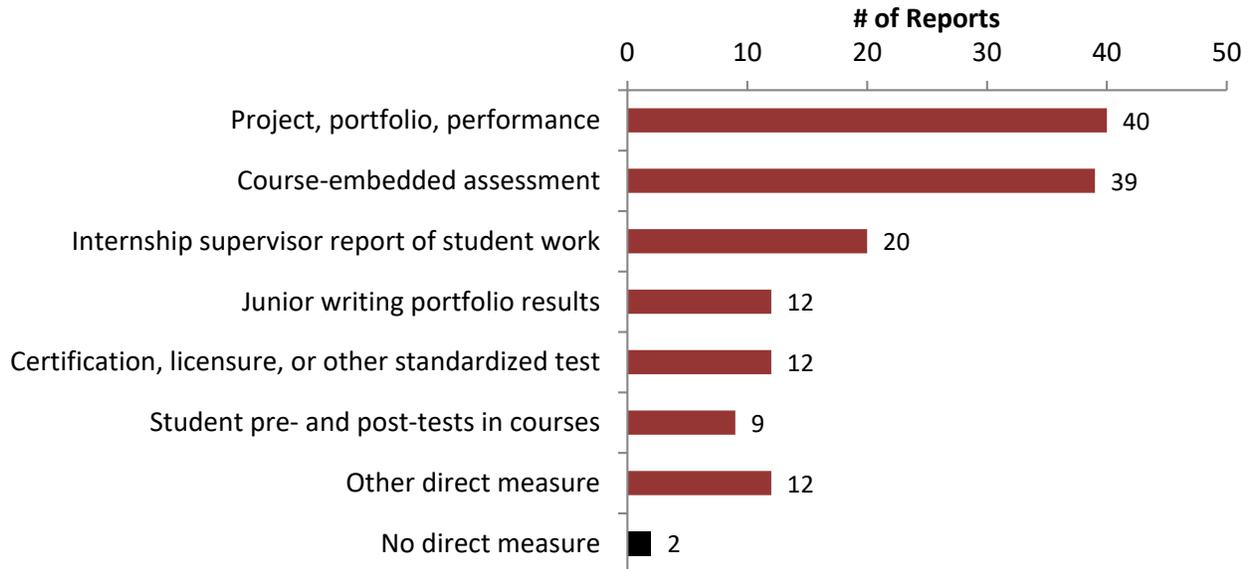
### NWCCU Recommendations for WSU, 2013

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

- **Faculty Responsibility / Online Programs.** 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).
- **Mission Fulfillment.** 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 D: Direct and Indirect Measures

**Types of Direct Measures Collected in Past Year  
2016 Undergraduate Degree Program Reports (60)**



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

**Types of Indirect Measures Collected in Past Year  
2016 Undergraduate Degree Program Reports (60)**



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

## Appendix E: 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 2016 annual assessment reports from WSU's undergraduate programs in order to:

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

**Note:** This 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 undertaken by programs.

## Appendix F: Office of Assessment of Teaching and Learning (ATL) Framework, Support and Services

### 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 key elements, to promote 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.

### 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. Develop good practice guidelines for assessment, curriculum and assignments; maintain website/resources
4. Consult on design of course evaluation instruments/reports, implementing good practices in local context
5. Support for planning and deeper assessment projects or applications by individual programs/colleges
6. ATL Mini-grants (\$500 max): 14 mini-grants awarded in 2015-16 for specific program-level asmt projects.

## 7. ATL Mini-grants for Assessment

The following programs received mini-grants of up to \$500 to support a specific program-level assessment project or activity in the 2015-16 academic year.

<u>Degree Program</u>	<u>Project Title</u>
Asia Program	<i>Student Engagement in Asia Program Assessment: Creating a Module on Disciplinary Approaches</i> (innovation, targeting SLOs)
Chemistry	<i>Direct Assessment of Chemistry Program Learning Goals</i> (direct measure)
DFLC	<i>Pilot an Entrance Placement Testing</i> (direct measure)
English	<i>Curriculum Development and Revision</i> – utilize a student worker to conduct and process interviews with undergraduates to assess student experiences, needs and perceptions; findings are intended to identify areas to target for program development and revision (indirect measure)
Math/Vancouver	<i>Middle Level Mathematics Endorsement Program Assessment Project</i> – utilize a research assistant to revise a student survey and analyze survey results as well as manage the collection and pilot analysis of student work samples from required courses (indirect measure and direct measure)
Psychology	<i>Dissemination of Program Assessment Outcomes to the Psychology Faculty</i> – utilize a student worker to assist in the compilation, analysis, and organization of assessment data into a comprehensive presentation for Psychology faculty (data analysis and assessment archives)
Public Affairs	<i>Case Conversations – collection of case study scenarios</i> (direct measure)
School of Biological Sciences	<i>Assessment Database Development: Aligning Data from Multiple Sources</i> (data base)
Sociology	<i>Pilot Senior Portfolio Rubric Assessment</i> – utilize a student worker to conduct analysis to test a rubric developed to assess student portfolios (direct measure)
Construction Management	<i>Construction Management Program - Assessment Analysis Phase 1</i> - utilize a student worker for data entry of results from senior exit surveys (data analysis)
Human Development	<i>Qualitative Analysis of Mentor Evaluations of Human Development Interns</i> - utilize a time-slip assistant to organize qualitative data from intern mentor surveys (direct measure)
School of Design & Construction	<i>SDC Assessment Archive</i> - utilize a student worker to help create an assessment archive (archive)
School of Molecular Biosciences	<i>Assessment of Student Learning Gains in the Microbiology Degree with Alignment to Vision &amp; Change</i> - develop and validate concept inventory (direct measure)

## Appendix G: 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 students' 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.

**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.