

# ***2017 Celebration of Assessment Excellence***

**Honoring WSU Undergraduate Programs  
with Exemplary Assessment Practices**

**November 1, 2017**

**Sponsored by  
the Vice Provost for Undergraduate Education and  
the Office of Assessment of Teaching & Learning**



## **Exemplary Program Assessment Systems**

**Mature assessment systems regularly collect meaningful measures of learning and involve faculty in interpreting and using the results to refine curriculum and instruction.**

*The following undergraduate programs are recognized for their Exemplary Assessment Systems:*

- Apparel, Merchandising, Design & Textiles
- Bioengineering
- Civil Engineering
- Computer Science
- Economic Sciences
- Human Development
- Molecular Biosciences
- Neuroscience
- Teacher Education
- UCORE Partnership: Roots of Contemporary Issues and WSU Libraries - Instruction

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***Effective assessment contributes  
to WSU's educational quality***



## Apparel, Merchandising, Design & Textiles

### *Assessment Leadership by Carol Salusso & Vicki McCracken*

AMDT demonstrates a sustainable assessment system that includes faculty and industry representative evaluation of senior capstone projects using a juried process, complemented by focus groups and surveys bringing in student perspectives. Faculty monitor student achievement and regularly make adjustments to curriculum and instruction, and regularly review learning outcomes and update assessment as needed.



## Bioengineering

### *Assessment Leadership by David Lin & James Petersen*

Bioengineering brings a longstanding practice of using assessment results to inform changes to curriculum and instruction. Faculty score course-embedded assessments in capstone and other courses using rubrics. Other assessments include advisory board input, student exit surveys, and a professional skills assessment. Leadership, assessment committee, and faculty discuss assessment multiple times throughout the academic year.



## Civil Engineering

### ***Assessment Leadership by William Cofer & Balasingam Muhunthan***

Civil Engineering has a strong record of using assessment results to improve courses and curriculum. Well-established assessments includes a national professional exam, senior capstone projects evaluated by faculty and advisory board members, a professional skills assessment, and assessments by faculty and lab instructors. Regular advisory board discussions and mentor surveys provide additional key feedback.



## Computer Science

### ***Assessment Leadership by Chris Hundhausen & Partha Pratim Pande***

Computer Science applies thorough and systematic assessment planning and decision-making processes, and regularly uses results to improve curriculum. The program collects a suite of assessments, which include faculty evaluation of senior design projects and reports, a professional skills assessment, and a required senior exit survey. An advisory board also provides professional input to the program each semester.



## Economic Sciences

### *Assessment Leadership by Vicki McCracken & H. Alan Love*

Economic Sciences demonstrates a 360-degree assessment system of sustainable practices using multiple, complementary methods: faculty assess capstone projects, internship mentors evaluate student skills, and students self-assess. Faculty regularly engage in assessment, use results, and implement innovations to improve learning, such as redesigning capstone course and incorporating new course modules.



## Human Development

### *Assessment Leadership by Deborah Handy & Laura Hill*

Human Development demonstrates a well-established multi-campus assessment system that includes its fully online degree. Learning outcomes-aligned complementary measures are collected at all campuses, including evaluations by faculty and internship mentors. Results are regularly shared with faculty and data are used to guide changes to courses and instruction. Faculty address performance differentials among students on different campuses.



## Molecular Biosciences

### *Assessment Leadership by William B. Davis & Jonathan Jones*

SMB demonstrates an active, responsive assessment system where faculty use multiple assessment measures, including adapting several national instruments to assess students at entry and exit points. The program gathers input from students, and correlates student achievement results with student demographic data. Faculty use results to improve curriculum and pilot transformative instructional approaches.



## Neuroscience

### *Assessment Leadership by Samantha Gizerian & Steve Simasko*

Neuroscience uses a suite of measures to inform continuous improvement efforts. Well-established assessments, including senior capstone and focus groups, provide data used to improve student learning. Faculty regularly use results to make curriculum changes, including more intentionally scaffolding concepts throughout program. The program also implemented a research mentorship program based on assessment results.



## Teacher Education

### *Assessment Leadership by Tariq Akmal*

The Teacher Education program has adapted external assessments to a local context on multiple campuses. Faculty use results from high-stakes external performance evaluation, and a suite of aligned measures across the curriculum, to guide changes to curriculum and instruction, and academic support services. The assessment team includes all faculty, advisory board, and a teacher education committee with student representatives.



## Roots of Contemporary Issues and WSU Libraries

### *Assessment Leadership by Jesse Spohnholz, Clif Stratton, & Corey Johnson*

RCI & WSU Libraries partner to assess students for UCORE and to provide useful results to RCI faculty. This sustained collaboration assesses learning outcomes achievement and faculty use results to adjust instruction, assignments, and course design. This mature system of norming and rating student work has scaled up to include representative samples from all campuses, accounting for nearly 5000 students a year system-wide.



## High-Quality Assessment Practices

**The development of strong assessment practices engages faculty in assessing student learning and in using assessment results to inform decision-making.**

*The following undergraduate programs are recognized for their High-Quality Assessment Practices:*

- Agricultural and Food Systems / Integrated Plant Sciences
  - Chemistry
  - History
  - Landscape Architecture
  - Psychology
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## Agricultural and Food Systems / Integrated Plant Sciences

### ***Assessment Leadership by Desmond Layne***

AFS and IPS interdisciplinary faculty collaborate to create and assess effective capstone courses with industry partners. Both programs are creating rubrics to track and measure learning development throughout the curriculum. Faculty also combine effective assessment and professional development by improving assignment design.

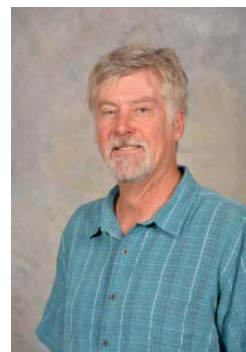




## Chemistry

### ***Assessment Leadership by Paul Buckley & Kirk Peterson***

The Department of Chemistry collects American Chemical Society standardized exam data, allowing faculty to assess student performance at the beginning and end of the program, and faculty also assess senior poster presentations. Additionally, the program has a strong record of using results to inform decision-making to augment instruction and courses.



## History

### ***Assessment Leadership by Theresa Jordan & Steven Kale***

History faculty provide assessment data from all courses and campuses as part of their teaching, giving the program a comprehensive view of student achievement. History target one learning outcome each year, for a sustainable practice. Faculty regularly discuss performance expectations for student success, which helps faculty provide more consistent feedback to students.



## Landscape Architecture

***Assessment Leadership by  
Jolie Kaytes, Steve Austin, &  
Gregory Kessler***

Landscape Architecture faculty use several quality assessments, including junior design projects assessed by faculty and senior design projects evaluated by both faculty and an outside professional panel of jurors. In addition, assessment rubrics are modified for students to self-assess themselves – engaging them in critical reflection.



## Psychology

***Assessment Leadership by Dee Posey  
& David Marcus***

Psychology faculty at all campuses regularly assess student performance in core courses using a faculty-developed program rubric with strong participation by instructors. Assessment results show student development at key points in the curriculum, and faculty use these results to inform curriculum changes.



“WSU faculty and programs are finding more value in assessment as a tool for improvement, helping us see student strengths – areas where the pieces of our curricula are working effectively – and areas where we can make adjustments to better advance student learning over four years.”



– **Mary F. Wack, Vice Provost for Undergraduate Education**

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***With appreciation to the dedicated faculty and leaders who we celebrate today***

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**The Office of Assessment of Teaching & Learning (ATL) celebrates faculty and leadership who have helped cultivate exemplary undergraduate assessment practices at WSU.**

### **ATL Support and Services**

ATL offers consultation and services to help undergraduate programs and faculty conduct meaningful and sustainable learning outcomes assessment activities. Let us help you focus your efforts and showcase your work to improve student learning.

Together, we support transformative education and promote student success.