

WSU-Wide Summary, 2018

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 2018 data from undergraduate program assessment reports; the 72 reports submitted represent 68 undergraduate degrees, with over 90 majors, 80 minors, and 100 in-major specializations (see Appendix A, Undergraduate Degrees Reporting in 2018). This summary, like the annual program reports themselves, looks at key or representative activities and uses in order to provide a useful snapshot for leadership; it is not intended to be exhaustive or show all assessment undertaken by WSU programs (see Appendix B, Purpose and Scope of Annual Assessment Reports and Summary). Because effective assessment takes time, this summary provides information on the most recent year and on the past three years.

WSU Context. Overall, the university's undergraduate degree offerings are expanding. This reporting period saw six new degrees (three new BA degrees in the Murrow College of Communication replacing the BA in Communication, two new BS degrees in the Voiland College of Engineering and Architecture, and a new bi-college BS in Data Analytics) and several degrees extended to another campus, location, or online, with more degrees approved to do so in the next academic year. WSU's undergraduate environment is experiencing other changes, including substantial increases in student enrollment, new deans named in several colleges, and new associate deans taking on assessment oversight. Spring 2018 included a comprehensive review and site visit by the university's accreditor, with particular emphasis on assessment of student learning.

Targets for Meaningful Assessment. WSU aims to have *substantially all ($\geq 90\%$) programs* reporting that assessment elements and other indicators of quality assessment are in place. The university's overarching goal is for assessment to be meaningful and useful to faculty and students. WSU is a dynamic university and, 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 to pilot a new measure which needs several iterations to produce meaningful data. New programs – or programs extending to a new campus – may actively develop and refine assessment elements over several years. WSU's approach encourages deeper involvement in assessment and increases in quality over time as programs make improvements to meet evolving needs (see Appendix C, Quality Indicators and Targets).

Overall. 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. WSU programs use assessment of student learning outcomes to improve the degree program in various ways, including decisions about curriculum, instruction, faculty development, or improving assessment processes. *Program-level assessment enhances student learning.*

WSU Undergraduate Assessment Areas of Strength

- A. **Faculty Engage in Assessment Activities and Discuss Assessment Measures, Results, or Findings.** All programs reported engaging in assessment and assessment-related activities over the past three years (100%), with 96% of programs engaging in assessment and related activities in 2018 alone. Substantially all programs also reported that in the past year assessment was discussed by program leadership (96%), a faculty committee (90%), and the majority of faculty who teach (91%). (See pages [13](#) and [17](#).)
- B. **Undergraduate Degree Programs Use Assessment Results to Inform Decision Making.** In 2018, substantially all programs reported making decisions based on assessment results (97%), which included decisions about curriculum, instruction, advising, scheduling, facilities, policy, or other changes. In 88% of programs, assessment influenced curriculum, instruction, or faculty/TA development decisions, specifically. (See page [11](#)).
- C. **Assessment Contributes to Meeting WSU's Strategic Plan Goal Theme 2, Transformative Student Experience.** Program-level assessment contributes information to guide decisions and initiatives that support Theme 2 of WSU's Strategic Plan, in particular for excellent teaching and learning opportunities for a larger and more diverse student population and for student success in quality curricula. **Metric 16** associated with this WSU

Strategic Plan Goal is the percent of undergraduate degrees with all six program assessment elements in place. Substantially all programs reported having all key assessment elements in 2018 (90%), as in past years. (See page [6](#).)

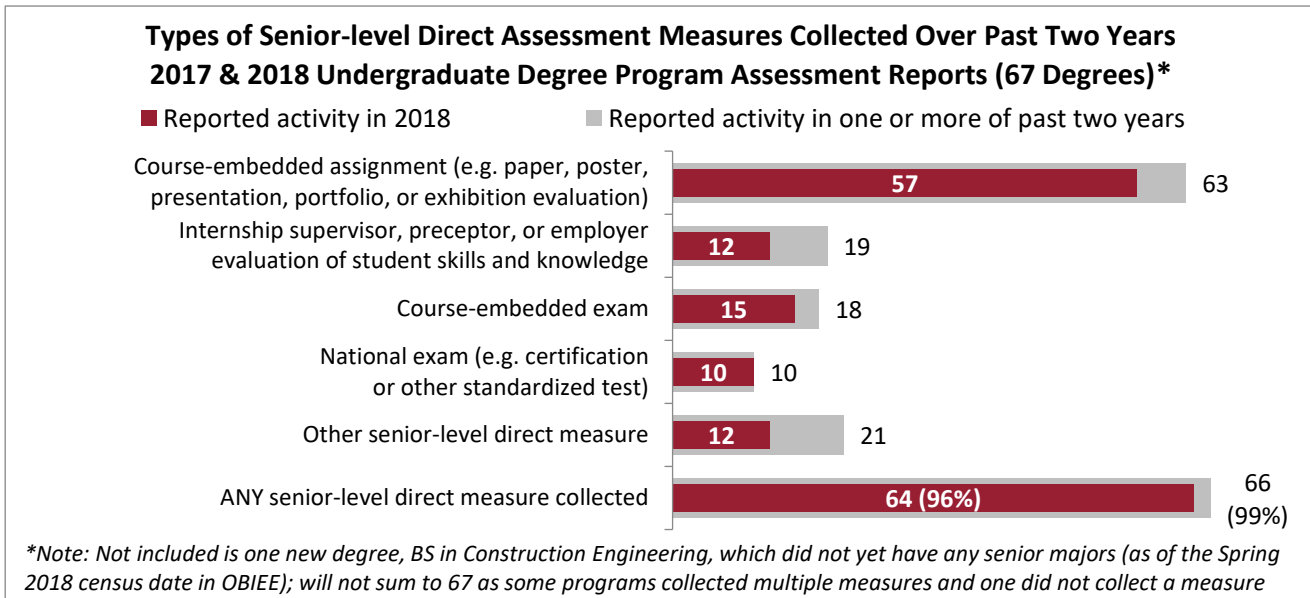
- D. **Programs Have Assessment Plans and Archives in Place.** Substantially all programs reported that they had an assessment plan (99%) and archive (96%) in place. Together, this infrastructure helps make evidence of student learning readily available for faculty and departments to use in decision-making, and reduces the logistical burden on faculty conducting assessment. (See page [17](#).)

WSU-wide Areas for Attention

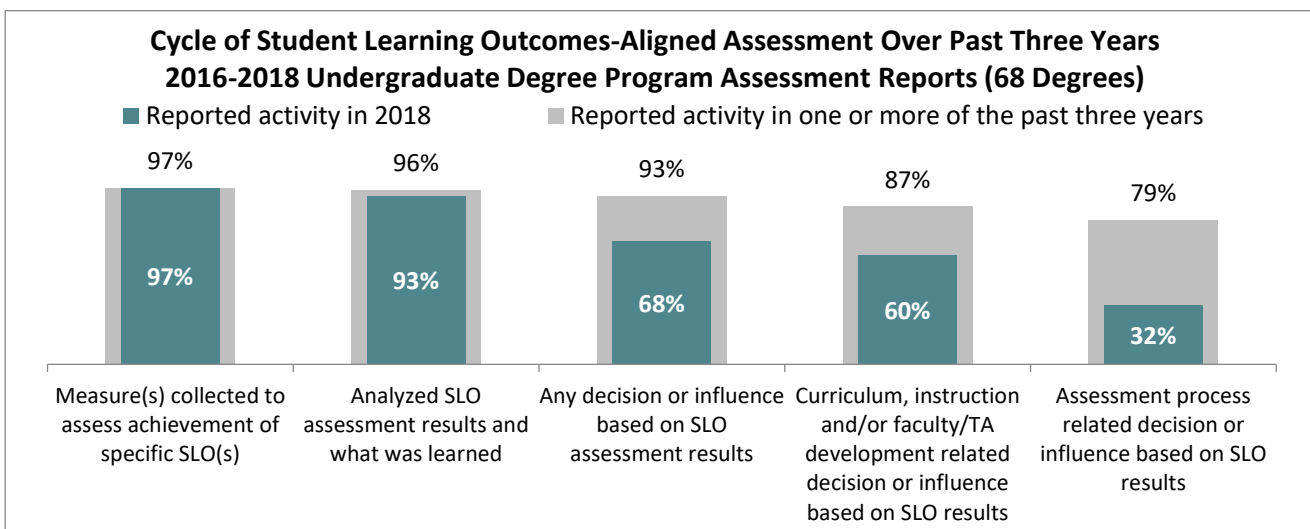
- A. **NWCCU Accreditation: Commendation and Recommendations.** This year the NWCCU commended WSU for its assessment practices. New recommendations that will impact undergraduate program assessment planning and priorities include the need to:
- Incorporate student learning outcomes assessment findings into the evaluation of university mission fulfillment (including summary information about student learning outcomes for degree programs)
 - Include student learning outcomes data (rather than the process of assessing student learning outcomes) in WSU's Strategic Plan metrics under Core Theme 2
 - Improve the availability and use of data which can be disaggregated to identify differences among campuses and learning modalities
- B. **Operationalizing WSU's Policies to Recognize Assessment in Faculty Annual Review.** WSU policies communicate the value leadership places on sustainable assessment. Updated in 2018, the faculty manual now provides a mechanism to recognize faculty participation in assessment in the annual review process. This update aligns with the university's new faculty annual review software and EPPM policies on assessment, which include recognizing assessment work in annual review at all levels. Attention by academic leadership at all levels is needed to operationalize these policies. ([Faculty Manual, 2018-19](#))
- C. **Assessment in Degrees Offered Online.** As an internal quality indicator, WSU expects substantially all programs offering a degree online ($\geq 90\%$) to collect a direct measure of student learning at the senior level, providing information about learning outcomes achievement of their Global Campus students. (See page [14](#).)
- In 2018, nine undergraduate degrees were offered fully online as well as on campus.
 - Seven programs collected direct assessment at the senior level for the online degree; two programs, newly extended to Global Campus, had few seniors online and did not collect a senior measure.
 - While this shows improvement in recent years, attention is needed to ensure that online students and courses are included in assessment, and with sufficient representation to allow meaningful disaggregation of student achievement in the online offering.
 - Assuring educational quality in degrees offered online remains a national concern.
- D. **Assessment in Multi-Campus Programs.** In 2018, 30 degrees were offered on more than one campus, including three new degrees and two newly-extended degrees. While many programs took steps to improve their multi-campus assessment practices in the past year, continued attention is needed. (See pages [15-16](#).)
- In 2018, four of these programs did not collect *any measures* for their seniors on each campus, and nine did not collect a senior *direct measure* for each campus. Two additional multi-campus programs were new and did not yet have any seniors on more than one campus.
 - Chairs, directors, college and campus leadership should review assessment capacity, communication pathways, and related infrastructure to ensure that assessment is prioritized and resourced to include students, courses, and faculty from all campuses and locations offering the degree.
- E. **Faculty Approval of SLOs, Curriculum Maps, and Measures of Student Learning.** Attention is needed in 34 programs to ensure that faculty who teach regularly approve learning outcomes, curriculum maps and/or measures. Some contexts may require additional efforts, such as interdisciplinary programs. (See pages [7-8](#).)

WSU-wide Areas for Continued Monitoring

- A. **Refining Senior-level Direct Measures.** Undergraduate programs are assessing achievement of seniors, including direct measures of student performance, providing programs with information about what students are able to achieve as they are completing the curriculum. (See figure below and pages [9-10](#).)
- In 2018, substantially all programs assessed their seniors (99%) and collected a senior-level direct measure (96%) of learning outcomes achievement. An additional program, the BS in Construction Engineering, reported for the first time in 2018 and did not yet have any senior majors to assess.
 - However, many programs are refining their senior measures to improve representation, quality and utility, or need to scale up pilot measures. This is an area to monitor.



- B. **Using Assessment Results Aligned with Specific Learning Outcomes to Improve Curriculum and Instruction.** While undergraduate programs have improved their practices for completing the assessment cycle, attention is needed to mature SLO-aligned assessment and use of results to improve curriculum and instruction. Over the past three years, nine programs have not reported using SLO-aligned assessment to inform decisions about curriculum, instruction or faculty development; however, of these nine programs, five are reporting on assessment for the first time as new programs in 2018. While all forms of assessment can provide useful information for program improvement, assessment aligned with specific learning outcomes is crucial to supporting quality undergraduate curricula and student achievement. 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 figure below and page [12](#).)

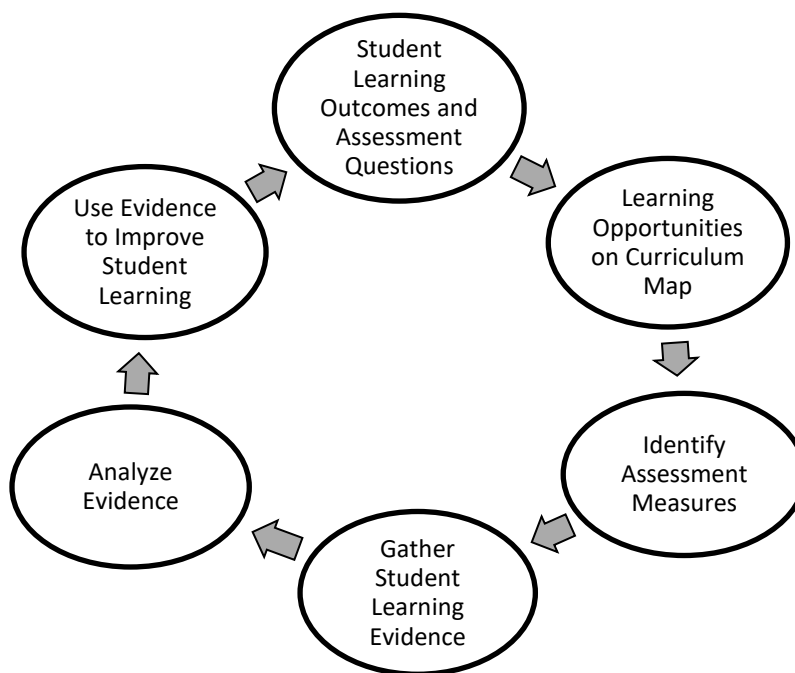


2. Introduction

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 emphasized, 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 that faculty are already doing and supports collective efforts to improve teaching and learning.

Annual Reporting and WSU Accreditation

WSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). One goal of annual assessment reporting is to document regular assessment activities and uses of assessment by undergraduate academic programs, to help meet regional accreditation standards. (See Appendix D for a selected list of NWCCU Standards and Recommendations relevant to academic programs.)

3. Key Elements for Effective Program-level Assessment

All WSU undergraduate degree programs¹ reported on their *Key Assessment Elements*² 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 reported having all key assessment elements in place in 2018 (90%), as they did in recent years (Table 1). Of the seven programs without all key elements in place, three are reporting on assessment for the first time as new programs in 2018.

Table 1

Key Assessment Elements Undergraduate Degree Program Assessment Reports, 2016-2018						
Key Elements in Place	2016		2017		2018	
	# of Reports	% of Reports	# of Degrees	% of Degrees	# of Degrees	% of Degrees
Student Learning Outcomes	60	100%	63	100%	68	100%
Curriculum Map	58	97%	60	95%	67	99%
Direct Measure	58	97%	61	97%	65	96%
Indirect Measure	60	100%	62	98%	66	97%
Assessment Plan	59	98%	60	95%	67	99%
Use of Assessment*	60	100%	62	98%	66	97%
Programs with All Six Elements	57	95%	57	90%	61	90%
Total Number of Programs	60	100%	63	100%	68	100%

*Use of Assessment includes use of any program-level assessment; Section 4A of this report looks at uses of assessment aligned with specific student learning outcomes for decisions about curriculum/instruction and faculty/TA development.

AREA OF STRENGTH. 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. WSU is a dynamic university and, 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 pilot a new measure which needs several iterations to produce meaningful data; or refine a measure to better fit a particular campus context. New programs may actively develop and revise their assessment elements over several years. 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 works with programs to improve the usefulness of their Key Assessment Elements, and collects other quality indicators via annual reports.

WSU Strategic Plan. 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: NWCCU Standards Related to Key Assessment Elements. To maintain institutional accreditation, WSU must: document through an effective, regular, and comprehensive system of assessment that students achieve course, program and degree learning outcomes (**4.A.3**); and use results of assessment of student learning to inform academic and learning-support planning and practices intended to improve student learning (**4.B.2**).

¹ 68 undergraduate degrees reported on assessment in 2018, including over 90 majors, 80 minors, and 100 in-major specializations, and are listed in Appendix A. See Appendix B for scope of annual assessment reports.

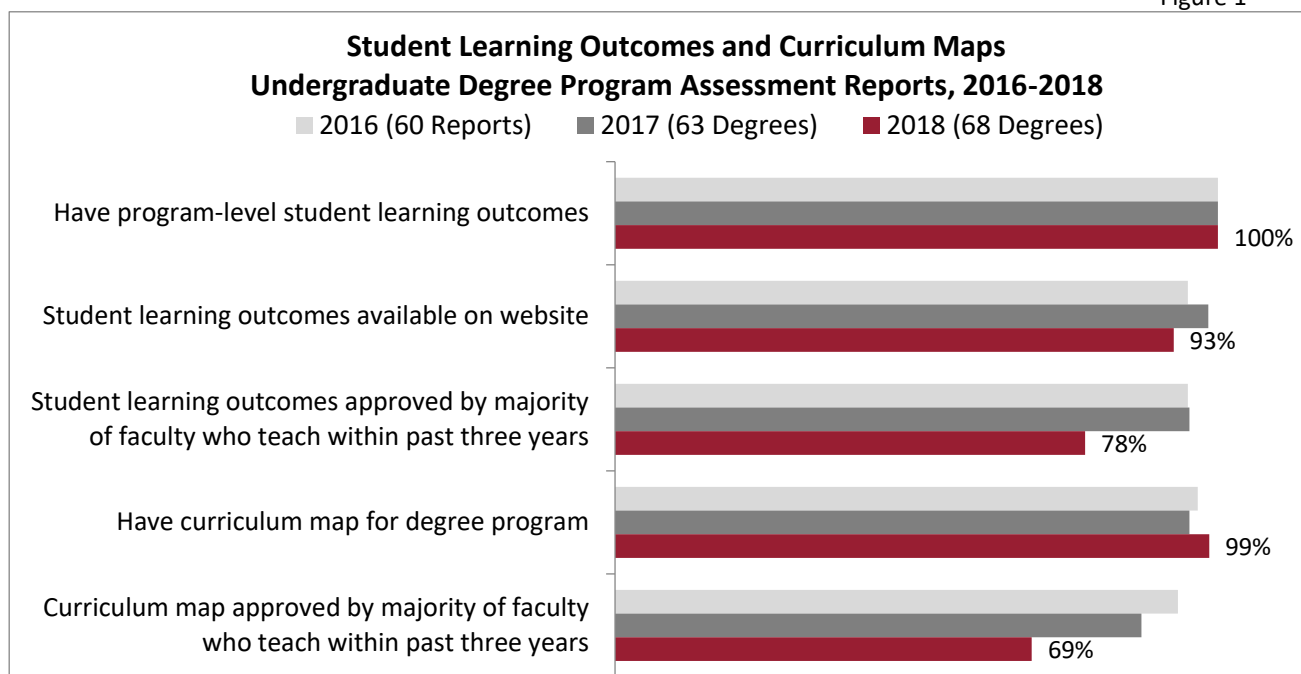
² See Glossary (Appendix E) for a definition of each key element.

3.A. Student Learning Outcomes and Curriculum Maps

Student Learning Outcomes. Student learning outcomes (SLOs) represent core skills and knowledge students should develop through a curriculum or program of study. In 2018, all programs had program-level SLOs published in the university catalog (100%), with substantially all posted on the program/department website (93%) allowing quick access by students, faculty, staff, and the public (Figure 1). However, in 15 programs, faculty who teach have not approved the SLOs within the past three years.

Curriculum Maps. Curriculum maps are a visual representation of the alignment of core courses and program SLOs. While substantially all programs had a curriculum map in 2018 (99%), in 21 programs, the majority of faculty who teach have not approved the map within the past three years (Figure 1). *Note: Faculty-developed curriculum maps help each instructor understand how courses situate in the curriculum, and the essential contributions that each 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 or reviewing 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 and learning.*

Figure 1



ATTENTION NEEDED. Faculty review and approval of SLOs and/or curriculum maps are areas for attention in 24 programs. WSU expects substantially all programs ($\geq 90\%$) to have SLOs and curriculum maps approved, formally or informally, within a three-year period by the majority of faculty who teach, in order to maintain currency and help instructors advance program-level student learning outcomes achievement. In many programs, faculty worked to revise or develop these two elements in 2018, and/or programs indicated that these elements were in need of revision. Twenty-six programs reported revising or developing program-level SLOs in 2018, and/or indicated that program SLOs were in need of revision. Thirty-six programs reported revising or developing their curriculum map in 2018, and/or indicated that their map was in need of revision. ATL offers consultations and workshops for programs updating SLOs and curriculum maps.

WSU Accreditation: NWCCU Standards Related to Student Learning Outcomes and Curriculum Maps. To maintain 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); and ensure that curricula demonstrate a coherent design, with appropriate breadth, depth, sequencing of courses, and synthesis of learning (2.C.4).

3.B. Measures of Student Learning

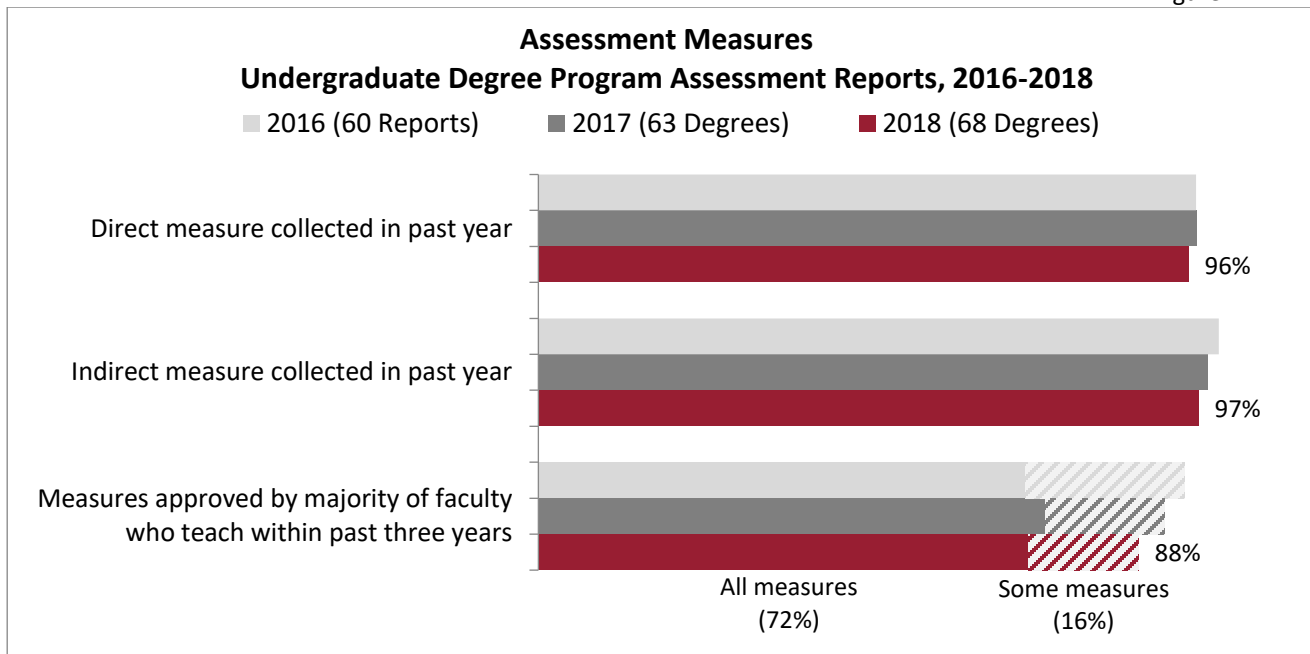
Assessment measures provide a means to look at student performance and offer evidence about student learning in the curriculum, provide information about program strengths and weaknesses, and guide decision-making.

A **direct measure** is a measure of students' performance or work products that demonstrate skills and knowledge, and typically includes course-embedded assignments (e.g., projects, papers, presentations) and exams, licensure or other national exams, and internship or supervisor evaluations of skills and knowledge.

An **indirect measure** is information associated with learning, motivation, perceived success, or satisfaction, and typically includes student perspectives and experiences (e.g., surveys, focus groups, interviews); professional perspectives (e.g., faculty review of curricula and assignments, input from industry partners, employer surveys); and indicators of progress or success (e.g., grades, participation rates, retention data).

Substantially all programs collected at least one direct measure (96%) and one indirect measure (97%) of student learning in the past year (Figure 2). However, in eight programs, faculty who teach have not approved any measures of student learning within the past three years. (See Appendix F for types of direct and indirect measures collected in the past year.)

Figure 2



ATTENTION NEEDED. Faculty review and approval of measures is an area for attention in 19 undergraduate programs where all measures are not yet approved by faculty who teach. WSU expects substantially all programs ($\geq 90\%$) to have measures approved, formally or informally, within a three-year period by the majority of faculty who teach. Regular review and approval of measures by faculty helps ensure that measures are meaningful and credible to faculty and are useful relative to the curriculum and students. Where not all measures are faculty-approved, some measures may be in a pilot stage. In 2018, 27 programs reported that faculty worked to revise or develop assessment measures. ATL will continue consulting with programs to increase the quality and utility of measures and data analysis.

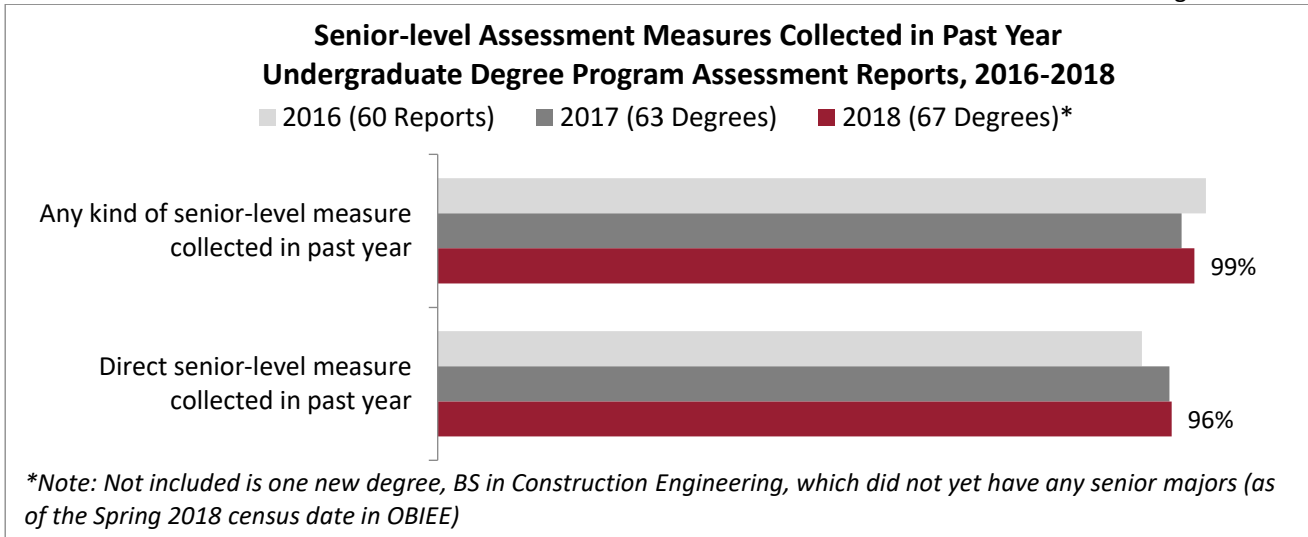
WSU Accreditation: NWCCU Standards Related to Measures of Student Learning. To maintain institutional accreditation, WSU must: ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement (**2.C.5** and **4.A.3**) and educational programs (**4.A.2**); ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results (**4.A.6**).

3.C. Measuring Learning at the Senior-level

An effective system of assessment includes measures at the senior level, near graduation, providing programs with information about learning outcomes achievement and experiences as students are completing the curriculum.

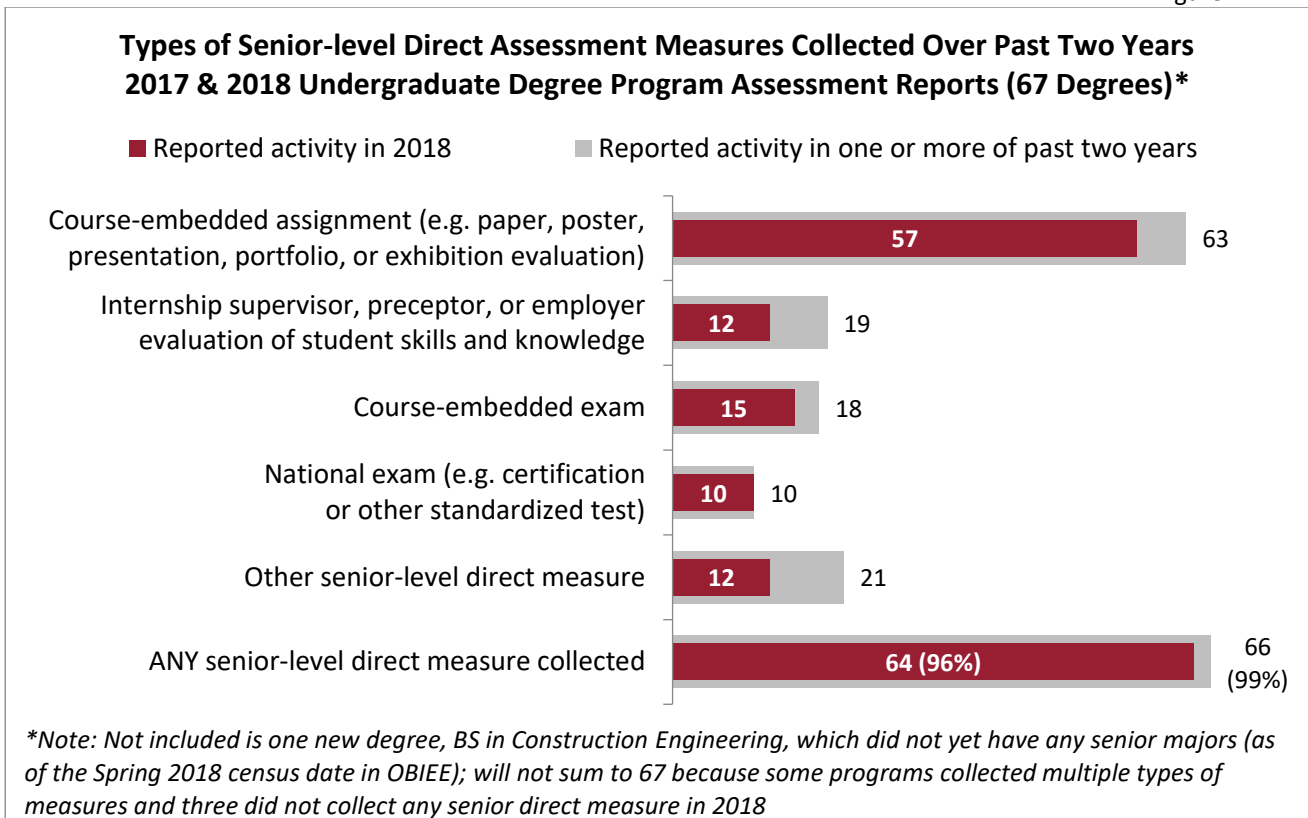
Substantially all programs are assessing their seniors (99%) and are collecting a senior-level direct measure (96%) of student learning outcomes (SLO) achievement (Figure 3). An additional program, the BS in Construction Engineering, reported for the first time in 2018 did not yet have any senior majors to assess.

Figure 3



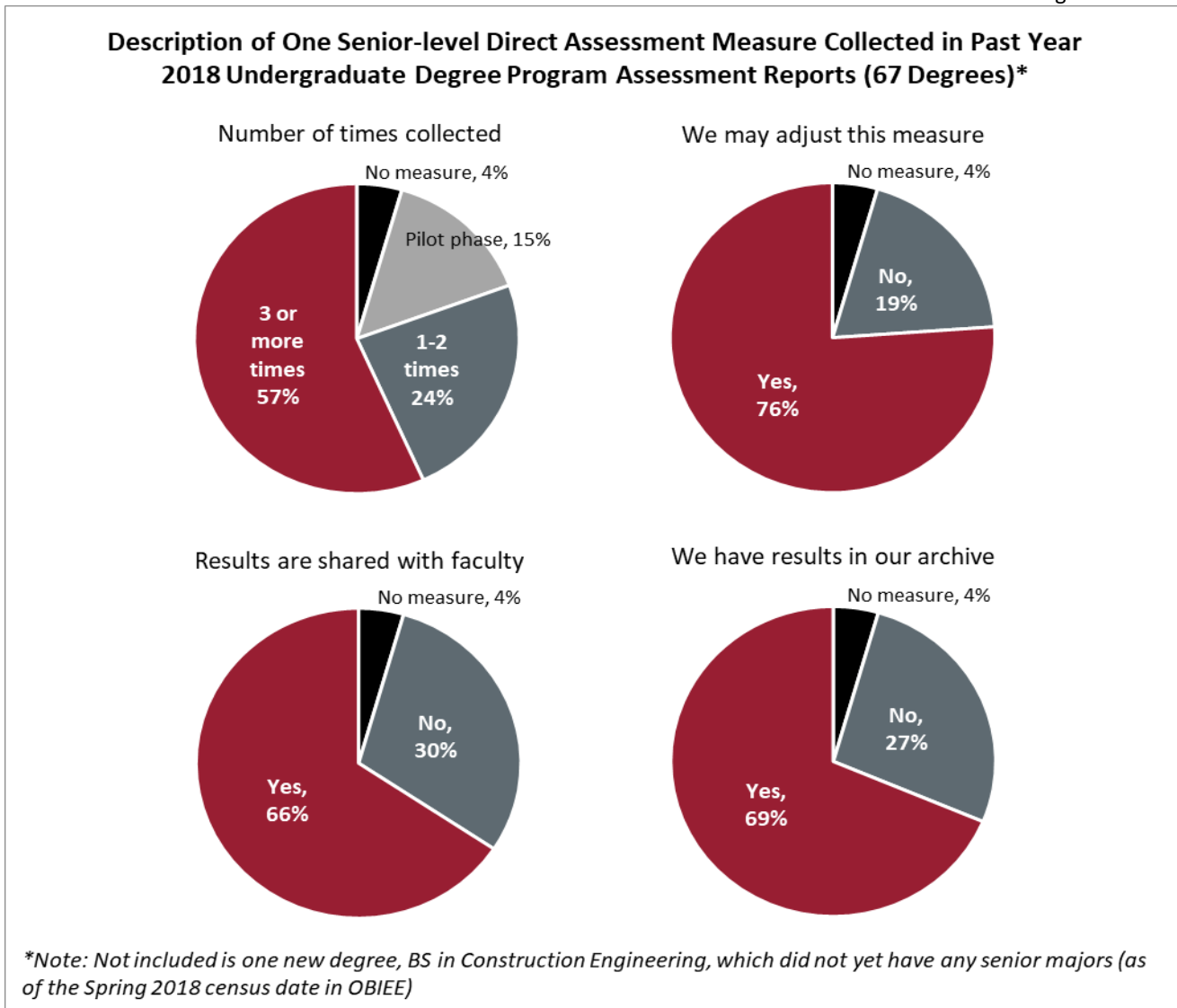
Each program collects senior measures that best fit its unique context, with a wide variety of measures represented across the university. Over the past two years, many programs have drawn senior-level direct assessment from course-embedded assignments or exams (Figure 4). (See Appendix G for a table of senior direct measures collected by each program.)

Figure 4



A Deeper Look at One Senior-level Direct Measure Collected by Programs in Past Year. Many programs reported they are actively discussing and making improvements to one of their senior measures. Nearly half the programs are in the early cycles of collecting or piloting a senior measure, and three-quarters of programs reported they may make adjustments to improve this measure (Figure 5).

Figure 5



CONTINUE TO MONITOR. Senior-level direct measures continue to be an area to monitor, as many programs are piloting new measures and refining existing measures to improve sampling or representation for higher quality data. ATL is available to consult with programs to increase the quality and utility of senior-level measures and data analysis, and to scale up pilots in sustainable ways.

WSU Accreditation: NWCCU Standards Related to Senior-level Measures of Student Learning. To maintain institutional accreditation, WSU must: document through an effective, regular, and comprehensive system of assessment 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); ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results (4.A.6); and incorporate student learning outcomes assessment findings into the evaluation of mission fulfillment (1.B.2)

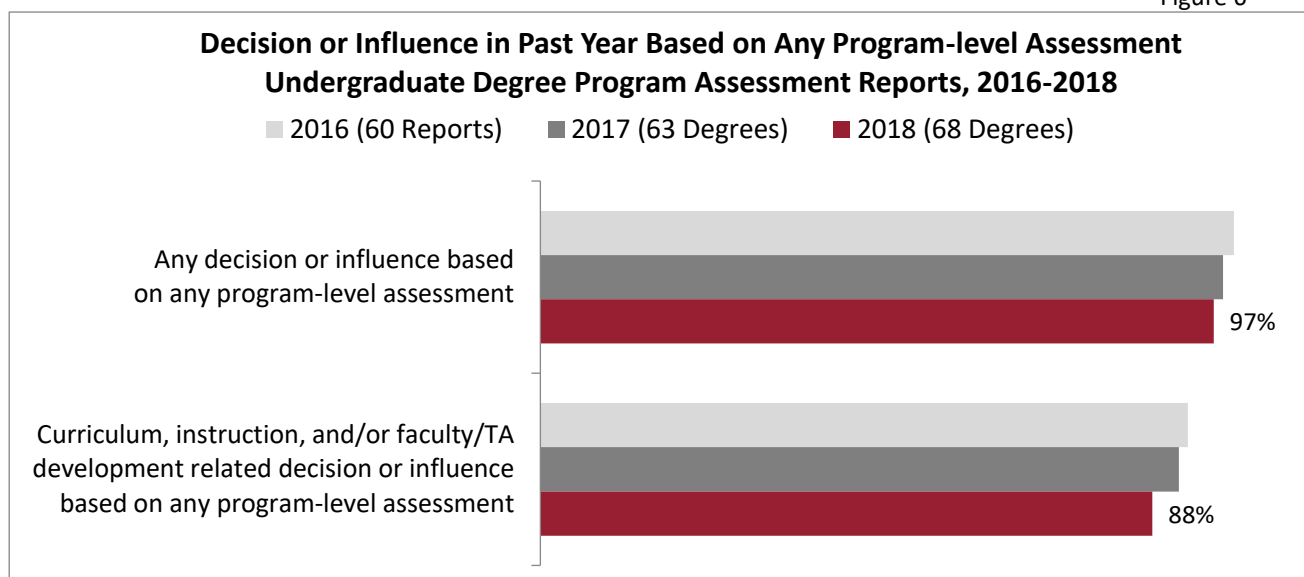
4. Using Assessment Results

Assessment results regularly inform reflection and discussion of teaching and learning and contribute to decision-making to support effective teaching, learning, and curricula. Decisions can include choosing to make changes to a program, continue current effective practices, or build on strengths; assessment data from a range of sources, including direct and indirect measures, may contribute to these decisions.

In 2018, substantially all programs reported making decisions based on assessment results (97%), which included decisions about curriculum, instruction, advising, scheduling, facilities, policy, or other changes (Figure 6). In 88% of programs, assessment influenced decisions about curriculum, instruction, or faculty/TA development. (Figure 6).

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.

Figure 6



AREA OF STRENGTH. Programs reported using assessment results to support a variety of decisions, including revision to curriculum, instructional methods and assessment processes, an area of strength at WSU.

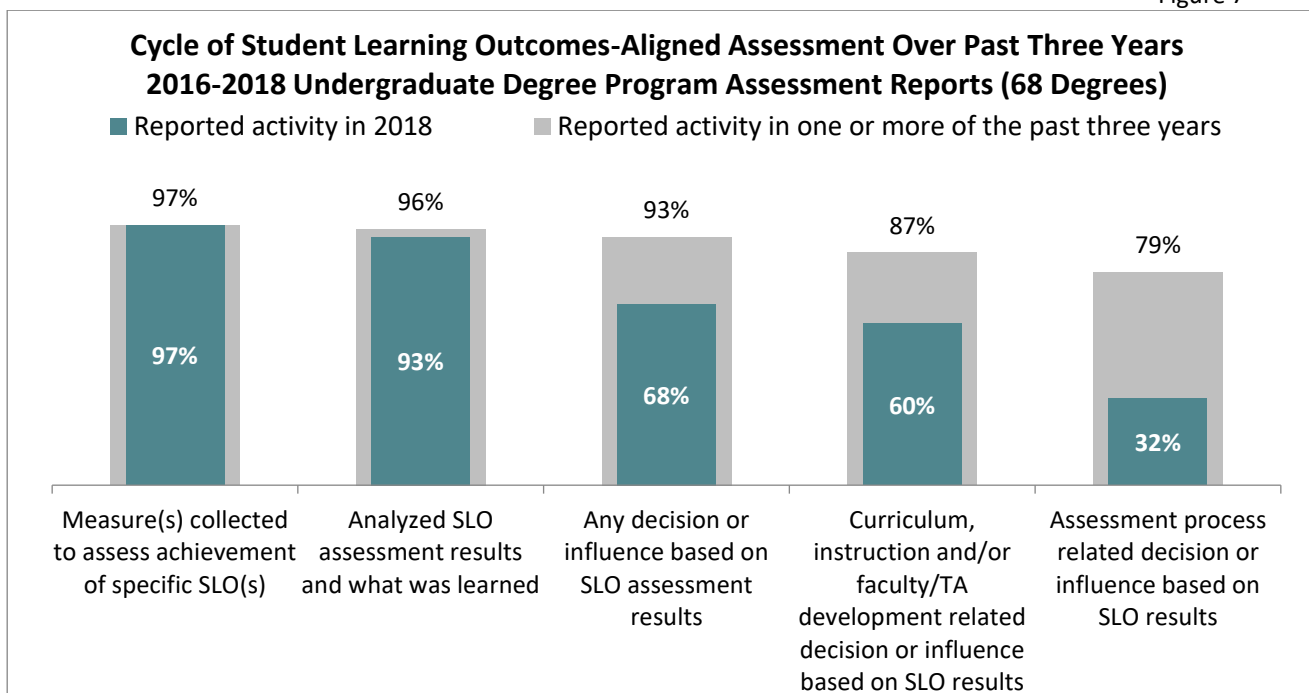
WSU Accreditation: NWCCU Standards Related to Using Assessment Results. To maintain institutional accreditation, WSU must: use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning (**4.B.2**); and use assessment results as part of determining the university’s quality, effectiveness, and mission fulfillment (**5.A.2** and **1.B.2**).

4.A. Using Assessment Results Aligned with Specific Learning Outcomes

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

Over the past three years, substantially all programs have completed a cycle of learning outcomes-aligned assessment and used results to inform decisions (93%), with 68% of programs reporting making a decision based on SLO-aligned assessment in 2018 alone (Figure 7). However, over the past three years, nine programs have not reported using SLO-aligned assessment to inform decisions about curriculum, instruction or faculty development—the sort of decisions that can contribute most directly to improving student learning (Figure 7). Of these nine programs, five are reporting on assessment for the first time as new programs in 2018. *Note: It is not expected that programs complete an assessment cycle every year, or that programs complete an entire assessment cycle for a particular SLO in one academic year (i.e. an action or change in one year may be informed by an assessment measure collected in previous academic years).*

Figure 7



CONTINUE TO MONITOR. While programs have been improving their practices for completing the assessment cycle, attention is needed to mature SLO-aligned assessment and use of results. 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. While all forms of assessment can provide useful information for program improvement, assessment aligned with specific learning outcomes is crucial to supporting quality undergraduate curricula and student achievement. Use of results can involve changes but also can include the choice to continue effective practices. ATL is available to work with programs on data collection, analysis, and ways to present results for discussion by faculty, or to provide training to faculty/TAs in use of rubrics, norming practices, or other assessment-related professional development.

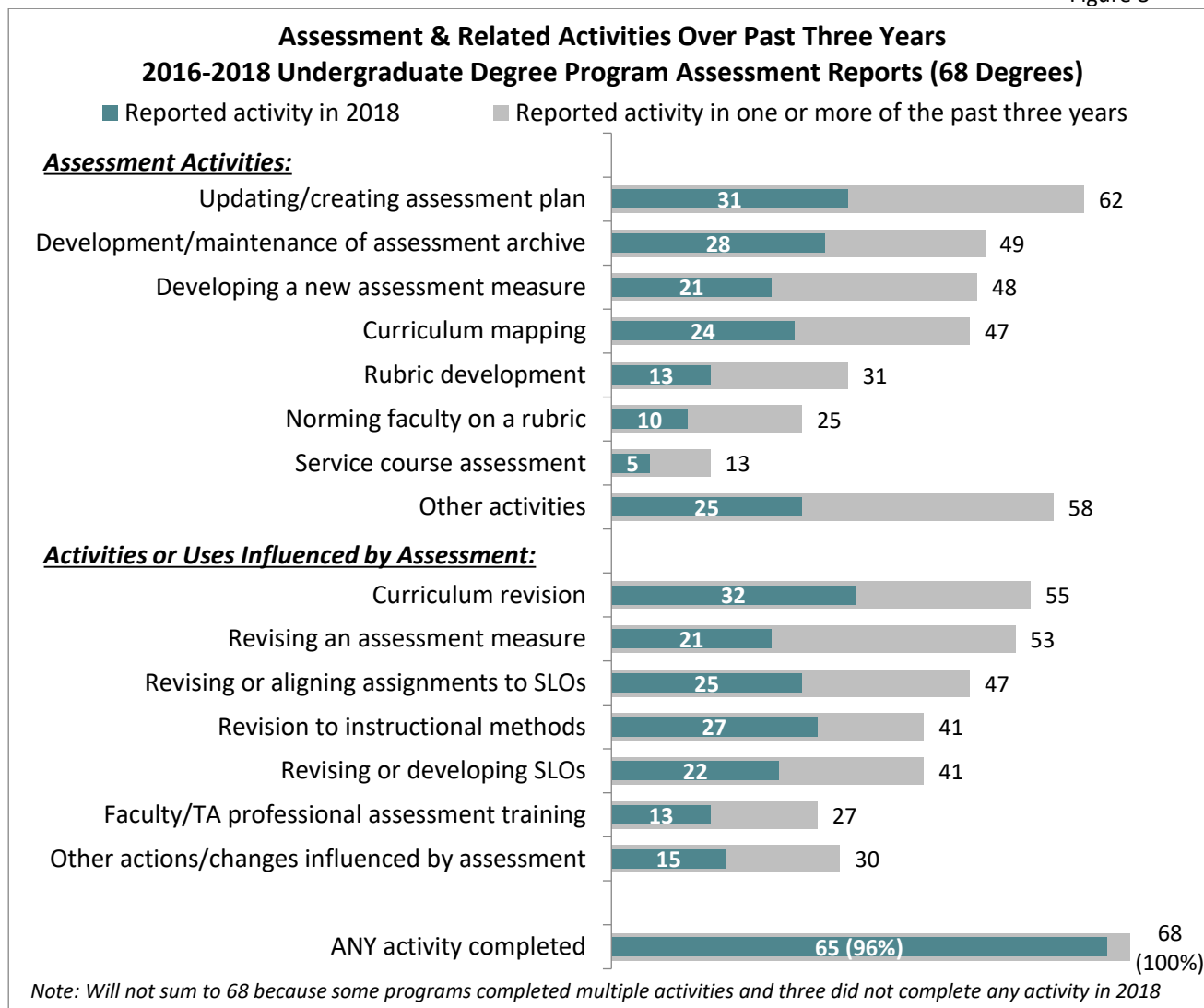
WSU Accreditation: NWCCU Standards Related to Using Student Learning Assessment Data. To maintain institutional accreditation, WSU must: demonstrate it has a system to assess the extent to which students achieve course, program, and degree learning outcomes (4.A.3); ensure assessment processes evaluate authentic achievement of learning and provide meaningful results (4.A.6); and use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning (4.B.2).

5. Faculty Engagement in Assessment-Related Activities

In addition to the specific task of measuring student achievement, faculty who engage in assessment conduct significant work toward continuous improvement of curriculum, instruction, and assessment. In many programs, clinical faculty, instructors, and graduate teaching assistants also contribute substantially to assessment activities.

All programs reported engaging in assessment and assessment-related activities over the past three years (100%), with 96% of programs engaging in assessment and related activities in 2018 alone (Figure 8).

Figure 8



AREA OF STRENGTH. In 2018, programs reported that programs and faculty engaged in a variety of assessment and related activities, an area of strength university-wide. WSU's goal is to see substantially all ($\geq 90\%$) programs report that faculty annually engage in assessment activities. Assessment activities offer ways for faculty to think about student learning in the curriculum and how to support it in their own classes and departments. Many assessment activities can increase shared faculty understanding of the curriculum, teaching, and learning. *Note: Faculty can be recognized in annual review for assessment work, under WSU's 2018-19 Faculty Manual and the EPPM.*

WSU Accreditation: NWCCU Standards Related to Assessment Activities. To maintain institutional accreditation, WSU must: 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**); and ensure assessment processes evaluate authentic achievement of student learning and provide meaningful results (**4.A.6**).

6. Degrees Offered Online

Ensuring that online degrees have equivalent educational quality as on-campus degrees is a national issue, of interest to the Department of Education as well as to universities themselves. Effective assessment is essential; at WSU, departments and colleges are responsible for including degrees offered online in program assessment.

As an internal quality indicator, WSU expects substantially all programs offering a degree online ($\geq 90\%$) to collect a direct measure of student learning at the senior level, providing information about learning outcomes achievement of their Global Campus students. In 2018, nine undergraduate degrees were offered fully online as well as on campus. Seven of these programs collected a direct assessment at the senior level for the online degree, an improvement since 2016 (Table 2). Two programs, newly extended to Global Campus, had few seniors online and did not collect a senior measure in 2018.

Table 2

Degrees Offered Online: Senior-level Assessment Measures Collected in Past Year Undergraduate Degree Program Assessment Reports, 2016-2018						
College	Degree	2016 Direct Senior-level Measure Collected for Online Degree	2017 Direct Senior-level Measure Collected for Online Degree	2018 Direct Senior-level Measure Collected for Online Degree	2018 ANY Senior-level Measure Collected for Online Degree	2018 # of Online Senior Majors as of Spring Census Date***
Business	Business Admin, BA	Yes	Yes	Yes	Yes	224
Business	Hospitality Bus Mgmt, BA	No	Yes	Yes	Yes	11
CAHNRS	Economic Sciences, BA*	n/a	n/a	No	No	1
CAHNRS	Human Development, BA	Yes	Yes	Yes	Yes	51
CAS	Criminal Justice, BA	No	Yes**	Yes**	Yes	54
CAS	Humanities, BA	No	Yes**	Yes	Yes	51
CAS	Psychology, BS	Yes	Yes	Yes	Yes	83
CAS	Social Science, BA	No	Yes**	Yes	Yes	177
Murrow	Strategic Comm, BA*	n/a	n/a	No	No	2

**Included in undergraduate degree program report summary for first time in 2018; **Involved pilot assessments;*

****# of seniors with certified majors (does not include additional majors) obtained from OBIEE as of the spring 2018 census date (i.e. 10th day of term) with Global as their Campus.*

ATTENTION NEEDED. University, college and department leadership must ensure that online students, courses, and teaching faculty are included in assessment activities for degrees offered online, and that these programs collect a senior-level direct measure with sufficient sample size and representation. In particular,

- Measures collected online may need attention to refine instruments and processes, and to scale up and produce meaningful results.
- Chairs and directors should review assessment related capacity and infrastructure to ensure that assessment is prioritized and sufficiently resourced in online and on campus offerings.
- This is an area for attention in programs extending online as well. Since moving online typically involves changes to course delivery and assessment, additional attention may initially be needed to manage logistics and complexities. ATL is available to consult with programs on planning assessment.

NWCCU 2018 Feedback. New NWCCU recommendations include improving the availability and use of data which can be disaggregated to identify differences among campuses and learning modalities; and incorporating student learning outcomes assessment findings into the evaluation of university mission fulfillment.

WSU Accreditation: NWCCU Standards Related to Online Program Assessment. To maintain institutional accreditation, WSU must: ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement, including in online programs (2.C.5 and 4.A.3); 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); and incorporate student learning outcomes assessment findings into the evaluation of mission fulfillment (1.B.2).

7. Multi-Campus Degrees

In multi-campus degrees,³ assessment must be prioritized and resourced to include students, courses, and faculty from all campuses and locations offering the degree.

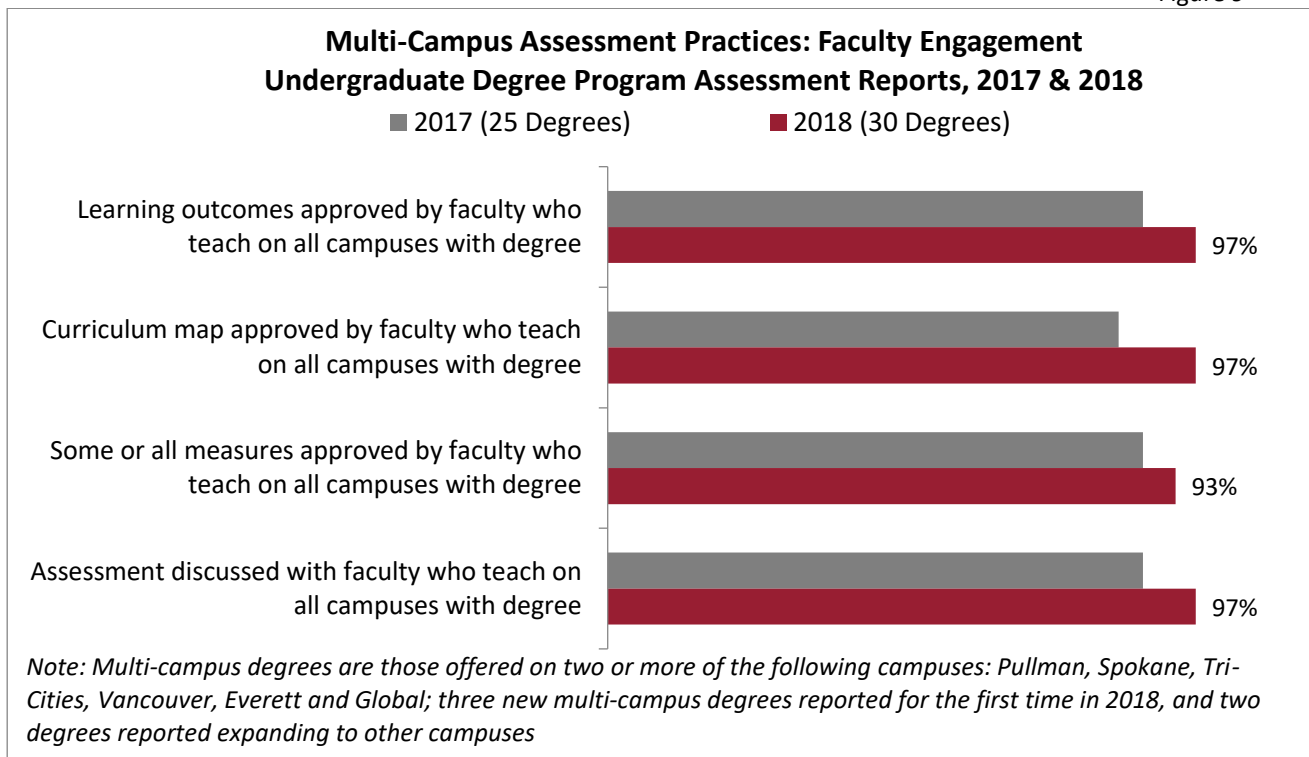
As internal quality indicators, WSU expects substantially all programs ($\geq 90\%$) offered on multiple campuses to engage faculty on all campuses in discussion about assessment and to collect measures of student learning from seniors on each campus offering the degree.

In 2018, 30 undergraduate degrees were offered on more than one campus and reported on assessment.⁴

Note: In 2018, three new multi-campus degrees reported for the first time (BS in Data Analytics, BA in Strategic Communication, and BS in Software Engineering), and two other degrees reported expanding to a second campus (Bachelor of Fine Arts to Tri-Cities and BS in Economic Sciences to Global).

Faculty Engagement. In 2018, substantially all multi-campus programs reported including faculty from all campuses that offered the degree in approval of learning outcomes (97%), curriculum maps (97%), measures (93%) and discussions of assessment (97%), areas of improvements since 2017 (Figure 9).

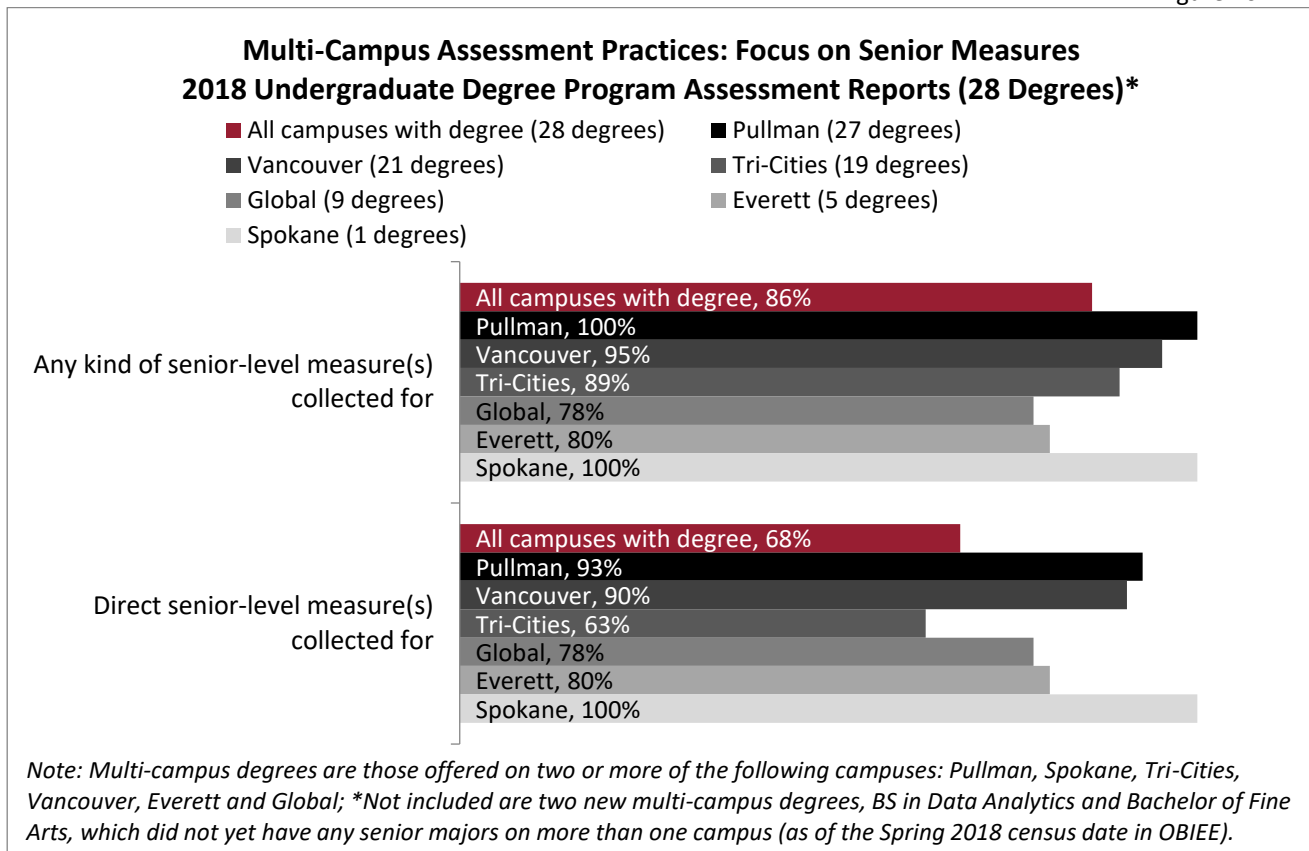
Figure 9



Senior-level Measures. In 2018, four multi-campus programs did not collect *any senior measures* for their seniors on each campus, and nine programs did not collect *senior direct measures* for each campus (Figure 10). Two additional multi-campus programs were new and did not yet have any seniors on more than one campus. Programs reported collecting a variety of senior-level measures on the various campuses/locations, as fits the program and campus context.

³ Multi-campus degrees are those offered on at least two of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett and Global Campus.

⁴ For multi-campus degrees, typically the home campus prepares and submits a single annual undergraduate program assessment report for that degree. However, some degrees submit more than one report, as appropriate for the degree program's structure.



ATTENTION NEEDED. While many programs took steps to improve their multi-campus assessment practices in the past year, continued attention is needed. WSU's goal is to raise percentages for these multi-campus assessment quality indicators to over 90%. Chairs, directors, 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 and locations offering the degree. In particular,

- Pilot assessments will need additional effort to scale up.
- In multi-campus programs with a limited number of seniors on one campus, programs should explore ways to include those seniors in annual assessment activities. Sampling and representation may need attention.
- Where core course offerings differ by campus, assessments may also need adjustment to better fit a particular campus context, students and faculty.
- Interdisciplinary multi-campus programs, which typically rely on faculty based in other departments, may need additional effort to develop assessment practices and infrastructure.
- As other programs expand to other campuses, chairs and directors should keep in mind the need to involve all campuses in assessment. ATL is available to consult with programs on planning assessment.

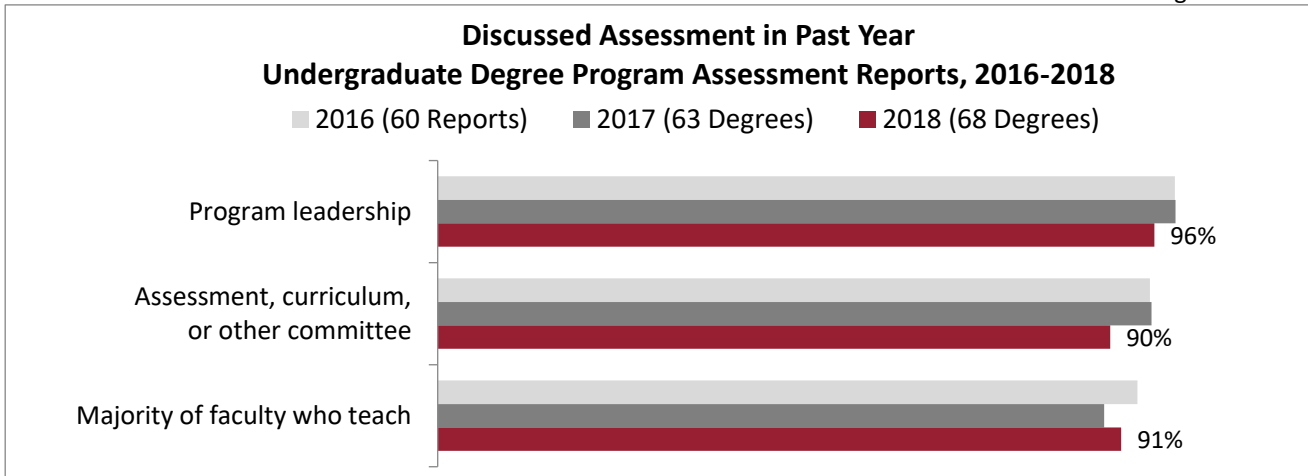
NWCCU 2018 Feedback. New NWCCU recommendations include improving the availability and use of data which can be disaggregated to identify differences among campuses; and incorporating student learning outcomes assessment findings into the evaluation of university mission fulfillment.

WSU Accreditation: NWCCU Standards Related to Multi-Campus Assessment. To maintain institutional accreditation, WSU must: ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement (**2.C.5** and **4.A.3**); 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**); and incorporate student learning outcomes assessment findings into the evaluation of mission fulfillment (**1.B.2**)

8. Communication, Assessment Plans and Archives

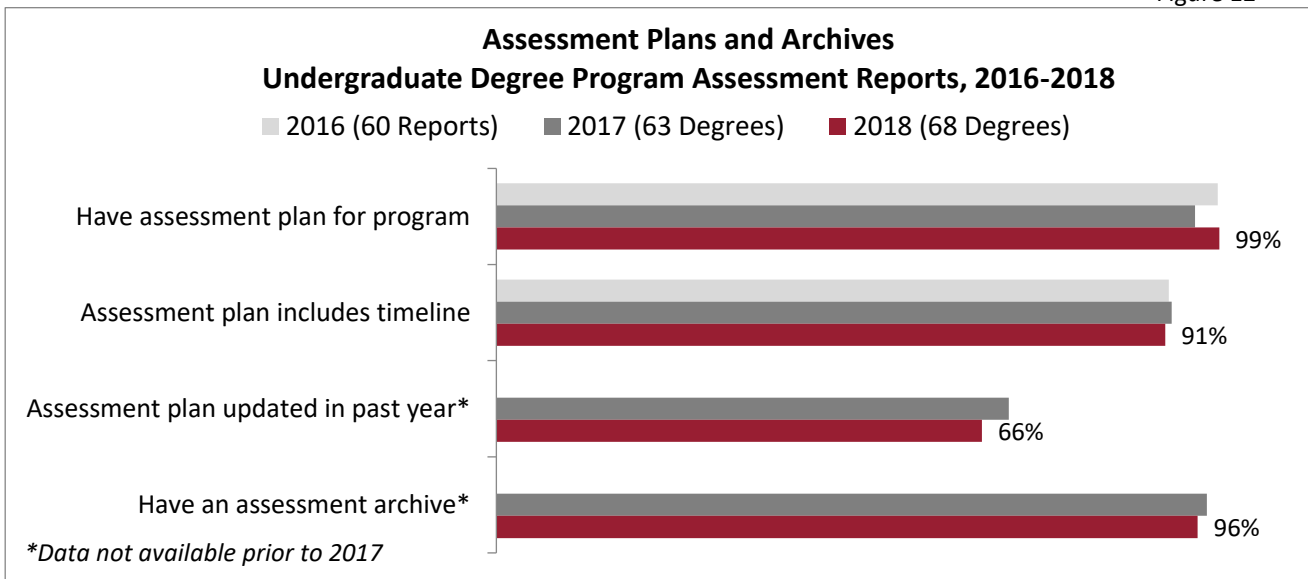
Assessment Communication. Faculty play critical roles in interpreting and discussing results, so that program-level assessment can contribute to decisions about curriculum, instruction, professional development, and assessment processes. Substantially all programs reported that assessment was discussed by program leadership (96%), a faculty committee (90%), and the majority of faculty who teach (91%) in 2018 (Figure 11).

Figure 11



Assessment Plans and Archives. Assessment plans and data are program assets, which should be stewarded and readily available for use. In 2018, substantially all programs reported that they had an assessment plan (99%) and archive (96%) in place (Figure 12).

Figure 12



AREA OF STRENGTH. WSU expects substantially all programs ($\geq 90\%$) to report that assessment is discussed at least annually by the majority of faculty who teach, and that assessment plans and archives are in place. 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.

WSU Accreditation: NWCCU Standards Related to Communication, Assessment Plans and Archives. To maintain institutional accreditation, WSU must: make results of student learning assessments available to appropriate constituencies in a timely manner (4.B.2); and regularly review its assessment processes to ensure they evaluate authentic achievement and provide meaningful results that lead to improvement (4.A.6).

9. Appendices

- A. Undergraduate Degrees Reporting in 2018
- B. Purpose and Scope of Annual Assessment Reports and Summary
- C. Quality Indicators and Targets
- D. NWCCU Standards and Recommendations (Selected)
- E. Glossary
- F. Types of Direct and Indirect Measures of Student Learning Collected in 2018
- G. Types of Senior-level Direct Measures Collected by Program in 2018

Appendix A: WSU Undergraduate Degrees Reporting in 2018

The 72 Undergraduate Degree Program Assessment Reports submitted in 2018 represent 68 undergraduate degrees and more than 90 majors, 80 minors, and 100 in-major specializations. The table below lists the 68 undergraduate degrees reporting in 2018. As appropriate for the degree program's structure, some reports represent more than one degree and some degrees submit more than one report.¹

Undergraduate Degrees Reporting in 2018 2018 Undergraduate Degree Program Assessment Reports (68 Degrees)		
College	Undergraduate Degrees Reporting in 2018	
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Agricultural and Food Systems, BS Animal Sciences, BS Apparel, Merchandising, Design and Textiles, BA Economic Sciences, BS	Earth and Environmental Science, BS ² Food Science, BS Human Development, BA Integrated Plant Sciences, BS
Arts and Sciences (CAS)	Anthropology, BA Asian Studies, BA Biology, BS Chemistry, BA ¹ & BS ^{1,4} Comparative Ethnic Studies, BA Criminal Justice and Criminology, BA Data Analytics, BS ^{3,5} Digital Technology and Culture, BA ¹ Earth and Environmental Science, BS ² English, BA Fine Arts, BA ¹ & BFA ¹ Foreign Languages and Cultures, BA History, BA Humanities, BA	Mathematics, BS Music, BA ^{1,4} & BMus ^{1,4} Philosophy, BA Physics, BS Political Science, BA Psychology, BS Public Affairs, BA Science, Bachelor of Social Sciences, BA Social Studies, BA Sociology, BA Women's Studies, BA Zoology, BS
Business (CCB)	Business Administration, BA ⁴	Hospitality Business Management, BA ⁴
Communication (Murrow)	Communication and Society, BA ⁵ Journalism and Media Production, BA ⁵	Strategic Communication, BA ⁵
Education (COE)	Athletic Training, BS ⁴ Education, BA ⁴	Kinesiology, BS Sport Management, BA
Engineering and Architecture (VCEA)	Architecture, BS Bioengineering, BS ⁴ Chemical Engineering, BS ⁴ Civil Engineering, BS ^{1,4} Computer Engineering, BS ⁴ Computer Science, BA ^{1,4} & BS ^{1,4} Construction Engineering, BS ⁵ Construction Management, BS ⁴	Data Analytics, BS ^{3,5} Electrical Engineering, BS ^{1,4} Interior Design, BA ⁴ Landscape Architecture, BLA ⁴ Materials Science and Engineering, BS ⁴ Mechanical Engineering, BS ^{1,4} Software Engineering, BS ⁵
Medicine – Health Sci	Nutrition and Exercise Physiology, BS ⁴	Speech and Hearing Sciences, BA
Nursing (CON)	Nursing, BS ⁴	
Veterinary Medicine (CVM)	Biochemistry, BS Genetics and Cell Biology, BS	Microbiology, BS Neuroscience, BS

¹ 5 reports included two degrees, two degree options reported separately, and five engineering degrees reported separately at Tri-Cities and Vancouver.

² The School of the Environment is a cross-college academic unit located within both CAHNRS and CAS.

³ Data Analytics is a cross-college academic unit located within both CAS and VCEA.

⁴ 21 undergraduate degrees are professionally accredited. For this summary, “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).

⁵ Six degrees reported for the first time in 2018.

Appendix B: 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 the data to generate summaries for the colleges and the institution. See [ATL's website](#) for more information and the report template.

Summary. This summary compiles information from 2018 annual assessment reports from WSU's undergraduate programs in order to:

1. Provide a snapshot of undergraduate program-level assessment at WSU. Reports are designed to collect key information and quality indicators showing the status of program-level assessment on all campuses, without over-burdening faculty with reporting all details or activities.
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 through the Northwest Commission on Colleges and Universities (NWCCU) 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 aspects of program-level assessment of student learning to meet the purposes above; it is not intended to be exhaustive or show all assessment undertaken by programs.

Appendix C: Quality Indicators and Targets

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. WSU is a dynamic environment and, 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.

Quality Indicator	WSU Goal/Target ¹	2017 (% of Degrees)	2018 ² (% of Degrees)
A. WSU’s 6 Key Assessment Elements are in place (<i>WSU Metric 16</i>).	Substantially all (≥ 90%) degree programs have all key elements, as defined by WSU, in place.	Goal Met (90%)	Goal Met (90%)
B. Faculty are regularly engaged in program assessment and assessment-related activities.	Substantially all (≥ 90%) degree programs report that faculty <i>annually</i> engage in assessment activities.	Goal Met (97%)	Goal Met (96%)
C. Degree programs have a direct measure of student achievement of learning outcomes at the senior level.	Substantially all (≥ 90%) degree programs have a direct measure of student learning at the senior level.	Goal Met (95%)	Goal Met (96%)
D. Program-level assessment of student learning outcomes includes degrees offered online. ³	Substantially all (≥ 90%) degrees offered online collect <i>any measure</i> of student learning from online seniors.	Goal Met (100%)	Partially Met (78%)
	Substantially all (≥ 90%) degrees offered online collect a <i>direct measure</i> of student learning from online seniors.	Goal Met (100%)	Partially Met (78%)
E. Program-level assessment of student learning outcomes includes all campuses that offer the degree. ⁴	Substantially all (≥ 90%) degree programs offered on multiple campuses collect any measure of student learning from seniors on all campuses with the degree.	Partially Met (80%)	Partially Met (86%)
	Substantially all (≥ 90%) degree programs offered on multiple campuses report that faculty who teach on all campuses with the degree engage in discussion about assessment.	Partially Met (88%)	Goal Met (97%)
F. Faculty and leadership discuss program-level assessment of student learning outcomes.	Substantially all (≥ 90%) degree programs report that assessment is discussed by the majority of faculty who teach.	Partially Met (89%)	Goal Met (91%)
	Substantially all (≥ 90%) degree programs report that assessment is discussed by program leadership.	Goal Met (98%)	Goal Met (96%)
G. Degree programs use assessment of student learning to inform planning and practices intended to support student success.	Substantially all (≥ 90%) degree programs report making decisions based on assessment results; includes decisions about curriculum and instruction, as well as advising, scheduling, assessment, etc.	Goal Met (98%)	Goal Met (97%)
H. Degree programs use aligned assessment of program-level student learning outcomes for improvement.	Substantially all (≥ 90%) degree programs use SLO-aligned results to inform program decisions <i>within a given three year period</i> .	Goal Met (100%)	Goal Met (93%)
	Substantially all (≥ 90%) degree programs use SLO-aligned results to inform program decisions about <i>curriculum, instruction or faculty development within a given three year period</i> .	Partially Met (89%)	Partially Met (87%)

¹ Goal Met: ≥ 90%; Goal Partially Met: 60-89%; Goal Substantially Unmet: < 60%

² Six new degrees reported for the first time in 2018, for a total of 68 undergraduate degrees.

³ In 2018, nine undergraduate degrees were offered fully online as well as on campus. Two programs, newly extended to Global Campus, had few seniors online and did not collect senior measures.

⁴ In 2018, 30 undergraduate degrees were offered on more than one campus. Three new multi-campus degrees reported for the first time and two other degrees reported expanding to a second campus. Not included in the senior measure indicator are two of these programs that did not yet have seniors on more than one campus.

Appendix D: NWCCU Standards and Recommendations (Selected)

Selected NWCCU Standards regarding Academic Programs. The standards for WSU's continuing accreditation through the Northwest Commission on Colleges and Universities (NWCCU) include these requirements regarding academic programs:

- **Learning Outcomes.** 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. (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 Commendations and Recommendations: Spring 2018 Year Seven Evaluation

This year the NWCCU commended WSU for its assessment practices. New recommendations that will impact undergraduate program assessment planning and priorities include the need to:

- Incorporate student learning outcomes assessment findings into the evaluation of university mission fulfillment (including summary information about student learning outcomes for degree programs)
- Include student learning outcomes data (rather than the process of assessing student learning outcomes) in WSU's Strategic Plan metrics under Core Theme 2
- Collect appropriately defined data, which can be disaggregated to identify differences among campuses and learning modalities

Appendix E: Glossary

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

Aggregate Data: Data from multiple sources and/or on multiple individuals that have been compiled and summarized.

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, and regularly involving faculty in interpreting and using results.

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.

Direct Measure: A measure of students' performances or work products that demonstrate skills and knowledge.

Disaggregate Data: Data separated into parts and sorted by meaningful categories, such as campus or student demographic information.

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

Key Assessment Elements: At WSU, the principle elements of program assessment forming a framework for useful, sustainable 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 for 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.

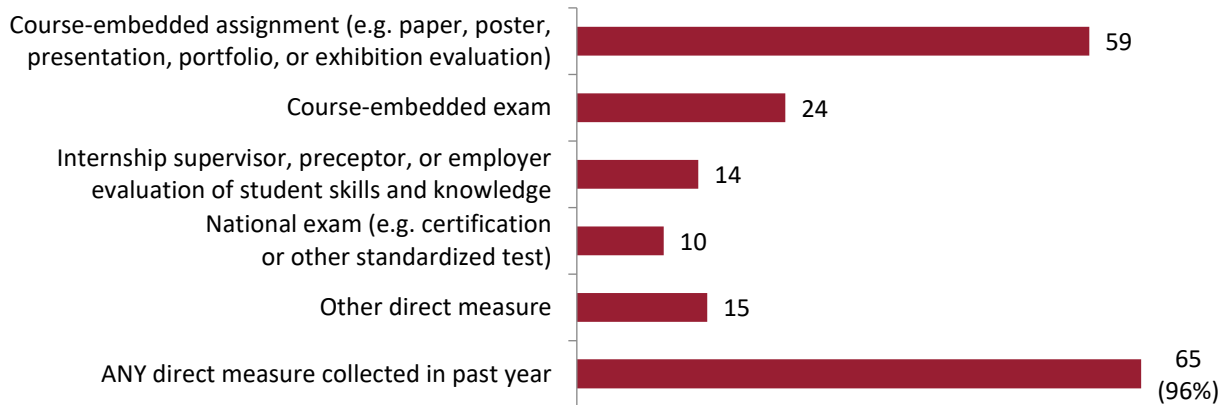
Student Learning Outcomes (SLOs): Core skills and knowledge students should develop through a program of study.

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).

Use of Assessment: Assessment results or activities a) inform regular 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. Use of assessment may happen at any point in the process of collecting, analyzing, or discussing assessment.

Appendix F: Types of Direct and Indirect Measures Collected in 2018

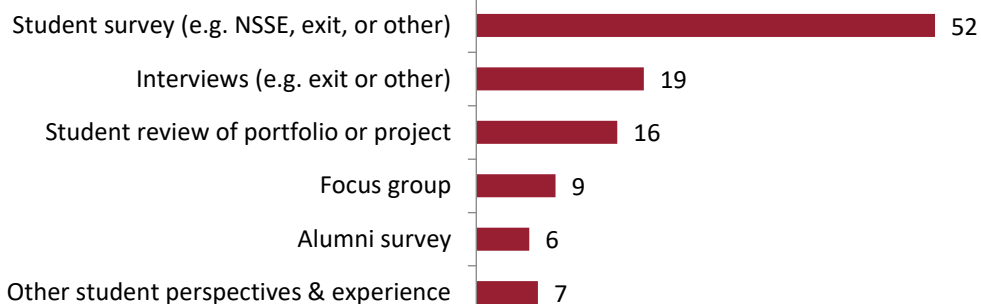
Types of Direct Assessment Measures Collected in Past Year 2018 Undergraduate Degree Program Assessment Reports (68 Degrees)



Note: Will not sum to 68 because some programs collected multiple types of measures and three did not collect a direct measure

Types of Indirect Assessment Measures Collected in Past Year 2018 Undergraduate Degree Program Assessment Reports (68 Degrees)

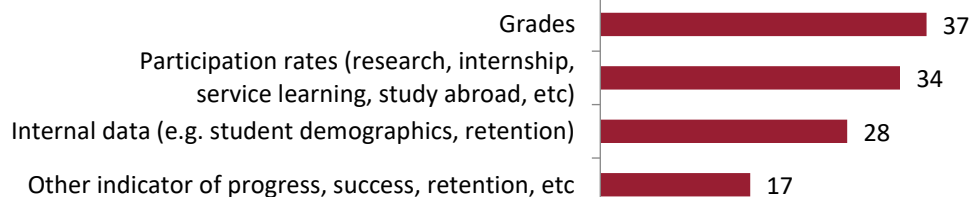
Student Perspectives & Experience:



Professional Perspectives & Input:



Indicators of Progress, Success, etc:



Note: Will not sum to 68 because some programs collected multiple types of measures and two did not collect an indirect measure

Appendix G: Types of Senior Direct Measures Collected WSU-wide by Programs in 2018

Types of Senior-level Direct Assessment Measures Collected in Past Year 2018 Undergraduate Degree Program Assessment Reports (67 Degrees)*						
College	Course-embedded assignment (e.g. project, paper, presentation, exhibition)		Course- embedded exam	Internship, preceptor, or employer evaluation	National exam (e.g. licensure, certification)	Other senior- level direct measure
CAHNRS	AnimalSci Apparel-AMDT EconomicSci (P) FoodSci			AgFoodSystems Apparel-AMDT HumanDevelop (P,V,G)		
CAS	Anthro (P,V) AsiaStudies Biology (P,V) Chem_BA Chem_BS CompEthnicStudies CrimJ (P,G) DigitalTech (P,V) English (P,V) Fine Arts_BA FineArts_BFA (P) History (P,TC,V) Humanities (P,V,G)	Math (P,V) Music_BA Music_BMus Philosophy PoliSci Psych (P,TC,V,G) PublicAffairs Science (P) SocialSci (P,V,G) SocialStudies Sociology (P,V) WomensStudies Zoology	AsiaStudies Biology (P,V) Math (P,V) Music_BA Music_BMus Science (P) Zoology	CrimJ (P,G) Humanities (P,G) SocialSci (P,TC,V,G)	Chem_BA Chem_BS ForeignLang- DFLC	AsiaStudies FineArts_BA FineArts_BFA (P) Music_BA Music_BMus Physics
VCEA	Arch BioEngr ChemEngr CivilEngr (P,TC) CompEngr CompSci_BA (P,TC) CompSci_BS (P,TC,V) ConstructMgmt	ElectEngr (P,TC,V,E) InteriorDesign LandscapeArch MaterialsSciEngr MechEngr (P,TC,V,E) SoftwareEngr (P,E)	BioEngr CivilEngr (TC) CompSci_BA (TC) CompSci_BS (TC,V) ElectEngr (TC,V) MechEngr (P,TC,V,E)	InteriorDesign	ChemEngr CivilEngr (P) ConstructMgmt MechEngr (P,E)	CompSci_BS (V) MechEngr (V)
CCB	HospBusMgmt (P,TC,V,E)					BusAdmin (P,TC,V,G) HospBusMgmt (P,TC,V,E,G)
COE	AthleticTrain Kinesiology SportMgmt		AthleticTrain	AthleticTrain EdTeacher (P,TC,V) Kinesiology	AthleticTrain EdTeacher (P,TC,V)	AthleticTrain
CVM	Biochem GeneticsCellBio Microbio Neurosci (P,V)					
Murrow	CommSociety Journalism StrategicComm (P)					
CON			Nursing, BS (S,TC)	Nursing, BS (S,TC,V)	Nursing (S,TC)	
Medicine- Health Sci	Nutrition-NEP Speech-SHS			Nutrition-NEP		Speech-SHS
Total	57		15	12	10	12

*Note: Not included is one new degree, BS in Construction Engineering, which did not yet have any senior majors (as of the Spring 2018 census date in OBIEE); will not sum to 67 because some programs collected multiple types of measures and three did not collect a direct measure at the senior-level in 2018.