

---

## 2023 Annual Program Assessment Report Sample Entries for Selected Questions

---

*The 2023 Annual Program Assessment Reports for Undergraduate Degree Programs will be collected online using Qualtrics during the open reporting window – **anytime from mid-December through February.***

**Sample Entries.** This document contains sample entries and guidance for key areas of the report, intended to offer a useful level of concrete detail for a range of assessment activities reported by WSU undergraduate programs in different disciplines.

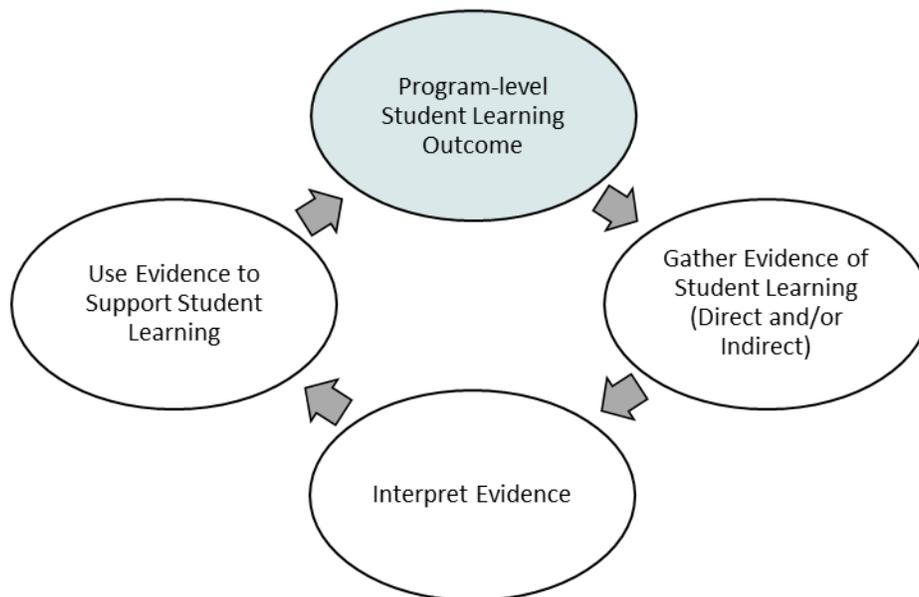
- Use of Assessment: Decisions/Actions Informed by Assessment of a Specific Program-level Student Learning Outcome (SLO) **(Section A. Part 6.B.)**
- Focus on Program-level SLO Achievement Near End of Curriculum **(Section B)**
- **APPENDIX:** Guidance Related to Question about Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals

**Questions?** The Office of Assessment for Curricular Effectiveness (ACE) is available to provide guidance, answer questions, and help programs complete their annual report. Please contact ACE at [ace.office@wsu.edu](mailto:ace.office@wsu.edu).

## 6.B. Use of Assessment: Decisions/Actions Informed by Assessment of a Specific Program-level SLO

While all program assessment activities and data can provide useful information for program improvement, **using assessment of specific program-level student learning outcomes (SLOs) to inform decision-making** is crucial to supporting quality undergraduate curricula and student achievement. Note: While all program-level SLOs do not need to be measured annually, program-level SLOs should be measured/reviewed within a reasonable cycle.

In an assessment cycle for a specific program-level SLO, a degree program assesses student learning related to that SLO using direct and/or indirect measures and uses the data to inform program decision-making to support student learning, including decisions/actions related to curriculum, instruction, assignments; some decisions may focus on improving program assessment processes. Decisions/actions may include intentionally choosing to continue current effective practices, building on the program's existing strengths, and/or making changes to the program.



Over the course of the past year (Jan 1 – Dec 31), did this program **make a decision/take an action** that was **informed by direct and/or indirect assessment of a *specific program-level SLO***? Note: A decision/action in the past year may have been informed by assessment data collected in previous years. 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 year.

- Yes, our program made a decision/took an action in the past year that was informed by assessment of a specific program-level SLO → SEE SAMPLE ENTRIES ON PAGES 3-4
- No, our program did not make a decision/take an action in the past year that was informed by assessment of a specific program-level SLO → SEE SAMPLE ENTRIES ON PAGE 5

**6.B. Use of Assessment: Decisions/Actions Informed by Assessment of a Specific Program SLO, CONTINUED**

**IF YES:** In the spaces below, provide ONE example that illustrates the cycle of how your program used assessment of a specific program-level SLO to inform decision-making, by describing the ***most noteworthy decision/action in the past year (Jan 1 – Dec 31)*** related to curriculum, instruction, assignments, faculty/TA development, and/or program assessment processes and how that decision/action was informed by assessment of a program-level SLO.

**Example of Decision/Action Informed by Assessment of a Specific Program SLO**

<p><b>Assessment Measure(s) Providing Evidence for Decision/Action</b> Brief description of the direct and/or indirect assessment measure(s) used to assess this program-level SLO, including how and when (e.g. specific semesters) they were collected. Where possible, indicate the number of students and faculty included in the assessment measure(s).</p>	<p><b>Assessment Results that Informed Decision/Action: What Was Learned</b> Brief summary of the SLO assessment results that informed the decision/action (i.e. what your program learned from the assessment).</p>	<p><b>Decision/Action in Past Year (Jan 1 – Dec 31)</b> Brief description of the decision/action related to curriculum, instruction, assignments, faculty/TA development, program assessment processes and/or other decision-making.</p>
<p><b>Program-level SLO Assessed: Effective Written Communication in the Discipline</b></p>		
<p><b>Category Corresponding to Type of Decision/Action: Change to curriculum, instruction, or assignments</b></p>		
<ul style="list-style-type: none"> <li>• 5 instructors used a faculty-approved writing rubric in writing-in-the-major (M) classes to assess roughly 45 student papers in Sp23.</li> <li>• 3 faculty also reviewed 10 portfolios from the Sp23 CAPS class.</li> <li>• Exit survey items 5 and 6 collected perceptions about the extent to which the program helped develop their writing skills from about 75 students in AY22-23.</li> </ul>	<p>Faculty assessment revealed most students were able to write for a science audience, with some common problem areas in writing for the public. Faculty noted that students may not understand expectations of senior level writing and wanted juniors to be aware of expectations. Student perceptions from the exit survey indicated that students are less confident in their ability to write clearly, as compared to other skill areas.</p>	<p>Assessment results prompted faculty discussions about improving writing instruction in the major and we created a student version of our writing rubric to use in junior and senior-level classes to help communicate expectations to students.</p>
<p><b>Program-level SLO Assessed: Ability to communicate effectively in written, oral, and graphical forms</b></p>		
<p><b>Category Corresponding to Type of Decision/Action: Change to curriculum, instruction, or assignments</b></p>		
<p>Eight faculty and industry judges used a program rubric to evaluate all 15 final team presentations on a senior-level, simulated design-build project in their capstone course in Spring and Fall 2022.</p>	<p>Rubric scores indicated that student performance overall met or exceeded expectations in written and graphical forms, though there remains room for improvement, particularly in effective oral presentation skills in a team setting.</p>	<p>The capstone instructor implemented additional opportunities for practice and feedback on effective oral presentations in the capstone course.</p>
<p><b>Program-level SLO Assessed: Communication skills – oral and written</b></p>		
<p><b>Category Corresponding to Type of Decision/Action: Change to curriculum, instruction, or assignments</b></p>		
<p>Rubric-based assessments of about 75 students' oral presentations and rubric-based assessments of about 79 students' final papers, assessed in all sections of senior level course [XXX 495], scored by two faculty in AY22-23. Faculty also reviewed our curriculum map in Fall 2023 to evaluate how this SLO is taught and developed.</p>	<p>Students need more practice writing and speaking. Though a majority of seniors were writing at a level that approached or met expectations, there remains room for improvement. Student scores on oral presentations indicated more skill development was needed. The curriculum map showed gaps in the development of these skills.</p>	<p>Following faculty discussion at the fall retreat, these data were used to inform a curriculum change proposal to add a new 300-level disciplinary communication course that will go forward for approval for next fall.</p>

## 6.B. Use of Assessment: Decisions/Actions Informed by Assessment of a Specific Program SLO, CONTINUED

### IF YES: Example of Decision/Action Informed by Assessment of a Specific Program SLO, CONTINUED

<b>Assessment Measure(s) Providing Evidence for Decision/Action</b> <i>Brief description of the direct and/or indirect assessment measure(s) used to assess this program-level SLO, including how and when (e.g. specific semesters) they were collected. Where possible, indicate the number of students and faculty included in the assessment measure(s).</i>	<b>Assessment Results that Informed Decision/Action: What Was Learned</b> <i>Brief summary of the SLO assessment results that informed the decision/action (i.e. what your program learned from the assessment).</i>	<b>Decision/Action in Past Year (Jan 1 – Dec 31)</b> <i>Brief description of the decision/action related to curriculum, instruction, assignments, faculty/TA development, program assessment processes and/or other decision-making.</i>
<b>Program-level SLO Assessed: Understand and connect major concepts in the discipline</b>		
<b>Category Corresponding to Type of Decision/Action: Decision to continue current effective curriculum, instruction, or assignments</b>		
<ul style="list-style-type: none"> <li>Evaluation of 75 capstone oral presentations by six faculty using a program rubric in AY22-23.</li> <li>Focus groups including approximately 50 seniors, collected AY21-22 &amp; 22-23.</li> </ul>	Faculty assessments show that most students are meeting expectations in this area. Student focus group results revealed that students found the research mentorship program helpful for obtaining faculty input.	We decided to continue the research mentorship program for senior projects in addition to maintaining our current curriculum for this SLO.
<b>Program-level SLO Assessed: Scientific Reasoning</b>		
<b>Category Corresponding to Type of Decision/Action: Change to program assessment processes</b>		
The program piloted a new assessment rubric with two faculty and 12 senior posters in a Spring 2023 capstone course to measure our scientific reasoning outcome.	Faculty thought that the rubric seemed to work well to assess student posters; however due to extenuating circumstances during the pilot we lacked representative data.	We decided to use the rubric in another 400-level course in Fall 2023 and will again in the capstone course in Spring 2024 to achieve a more representative sample of students.
<b>Program-level SLO Assessed: Present, assess, and analyze appropriate supporting data/evidence in research</b>		
<b>Category Corresponding to Type of Decision/Action: Decision to continue current effective assessment processes</b>		
Seven faculty assessed 10-30 student papers with the program rubric in their own classes, after attending a norming session. Data collected AY22-23.	Analysis of data from two semesters showed the importance of norming as validated by the consistency in scores.	We will continue norming sessions as part of our assessment process.
<b>Program-level SLO Assessed: Scientific Literacy</b>		
<b>Category Corresponding to Type of Decision/Action: Decision/action related to faculty/TA development</b>		
Four faculty evaluated approx. 130 assignments embedded in the Research Methods course using an assessment rubric. Data was collected for three semesters: Sp20, Sp21, Sp22.	Scores in XXX 315 generally show that our students are at the "developing" level, where faculty expect most juniors to be. However, there is great variability in scores, depending on the campus where assessment was done.	Faculty attended an assignment design workshop to consider what types of assignments are being assessed and how the type of assignment is affecting scores / performance.
<b>Program-level SLO Assessed: Integrative Learning</b>		
<b>Category Corresponding to Type of Decision/Action: Change to curriculum, instruction, or assignments AND Change to program assessment processes</b>		
Five faculty used a program rubric to evaluate ten final group projects in Spring 2022.	Faculty learned that they were not able to assess individual student performance on this SLO using group projects.	The program decided the change the final group project to also include an individual component.

## 6.B. Use of Assessment: Decisions/Actions Informed by Assessment of a Specific Program SLO, CONTINUED

**IF NO:** In the spaces below, provide an example that indicates where the program is in the assessment cycle for ONE program-level SLO.

### Example of Assessment Cycle Process for a Specific Program-level SLO

<p><b>Assessment Measure(s)</b> Brief description of the direct and/or indirect assessment measure(s) used to assess this program-level SLO, including how and when (e.g. specific semesters) they were collected, <u>or</u> indicate if an assessment measure has not yet been collected to assess a program-level SLO. Where possible, indicate the number of students and faculty included in the assessment measure(s).</p>	<p><b>Assessment Results: What Was Learned</b> Brief summary of the SLO assessment results (i.e. what your program learned from the assessment) <u>or</u> indicate if assessment data has not yet been analyzed/interpreted.</p>	<p><b>Next Steps</b> Brief description of how SLO assessment data will be collected, analyzed, and/or shared with faculty and used to inform program decision-making.</p>
<p><b>Program-level SLO Assessed: Effective communication in written and digital modes</b></p>		
<p>Two faculty used a program rubric to assess a random sample of 65 final senior projects, and included campus-based and online sections. Data was collected from two semesters: AY 2022-23.</p>	<p>Most student work (approx. 80%) met expectations for written communication but some student work (approx. 50%) was underdeveloped in terms of digital communication skills.</p>	<p>Faculty have not yet reviewed/discussed the results from this measure. Results will be discussed by the curriculum cmte in the spring.</p>
<p><b>Program-level SLO Assessed: Scientific Reasoning</b></p>		
<p>The program piloted a new assessment rubric in Fall 2023 with two faculty and 36 senior posters in a capstone course to measure our scientific reasoning outcome.</p>	<p>Scores show that while most of our students are generally meeting expectations, roughly 10% of students are not meeting expectations.</p>	<p>Faculty have not yet reviewed/discussed the results from this measure. This will occur at our first faculty meeting in the spring.</p>
<p><b>Program-level SLO Assessed: Critical Thinking</b></p>		
<p>We piloted and refined our senior measure in Fall 2023, both the assignment prompt and the rubric.</p>	<p>We have not yet analyzed assessment data for this assessment.</p>	<p>We will analyze the results in the spring and present the data to faculty for discussion and formulation of next steps.</p>
<p><b>Program-level SLO Assessed: Written Communication</b></p>		
<p>The faculty met at our August retreat to identify courses and senior-level assignments for course-embedded program assessment for our written communication SLO. In fall 2023 we piloted the collection of the measure.</p>	<p>We have not yet analyzed assessment data for this assessment.</p>	<p>We will analyze the results in the spring and revise (if needed) the existing program rubric.</p>
<p><b>Program-level SLO Assessed: Not applicable</b></p>		
<p>The program recently completed a substantial revision of our program-level SLOs, and we have not yet collected a SLO-aligned assessment measure.</p>	<p>We have not yet collected SLO-aligned assessment data for our new program-level SLOs.</p>	<p>We are planning to develop and pilot a direct measure for two SLOs next AY.</p>

## **Section B. Focus on Program-level SLO Achievement Near End of Curriculum**

An effective system of program-level assessment includes direct measures near the end of the curriculum, providing programs with information about student achievement of program-level student learning outcomes (SLOs) as majors are completing the curriculum. While all program-level SLOs do not need to be measured annually, student achievement of program-level SLOs near the end of the curriculum should be measured/reviewed within a reasonable cycle. *Note: Student achievement of program-level SLOs near the end of the curriculum may include seniors and/or juniors, as best fits the program context.*

*Section B of this report focuses on achievement of program-level SLOs by your majors near the end of the curriculum. SLO achievement summary information helps programs demonstrate academic strengths, as well as set priorities for improvement, and supports WSU's strategic planning and mission fulfillment.*

### **Achievement of Program-level SLOs Near End of Curriculum**

In the past year (Jan 1 – Dec 31), did program faculty review/discuss representative assessment results from one or more **direct measures of student learning for your majors *near the end of the curriculum that indicated student achievement of at least one program-level SLO?*** **Note: Faculty may have reviewed/discussed results from an assessment measure collected in previous years. It is not expected that programs complete a particular assessment cycle in one year.**

- Yes, our program reviewed/discussed representative assessment results in the past year, from one or more direct measures near the end of the curriculum, that indicated SLO achievement for our majors → **SEE SAMPLE ENTRIES ON PAGES 7-11**
- No, our program did not review/discuss representative assessment results in the past year, from one or more direct measures near the end of the curriculum, that indicated SLO achievement for our majors → **SEE SAMPLE ENTRIES ON PAGE 12**

**Note for Multi-Campus Degrees:** *Section B of this report is intended to consider program-level SLO achievement that is representative of the degree as a whole. (While WSU expects programs offered on multiple campuses to collect measures of student learning for students on each campus offering the degree, it is not necessary here to report SLO achievement separately for each campus.)*

**Section B. Focus on Program-level SLO Achievement Near End of Curriculum, CONTINUED**

**IF YES, SCENARIO 1:** *In a culminating course that is a requirement for juniors in the major's teaching option and seniors in the major's general option, instructors use a program rubric to assess final projects for three program SLOs. After reviewing the rubric scores, program faculty found that student performance in the culminating course has been strong for these three learning outcomes over multiple years, and meets program faculty expectations.*

Please indicate the number of program-level SLOs where faculty who teach reviewed/discussed student achievement near the end of the curriculum:

3

Of these, please indicate the number of program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations:

3

**Note:** Programs should report program-level SLO achievement based on the faculty-determined expectations that fit their unique context. WSU respects program autonomy in deciding the most useful approach to guide improvement in their programs and courses.

Please list the program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations.

- Written communication
- Organizing, synthesizing, and effectively using sources
- Defining, analyzing, and solving problems

Please briefly describe the direct measure(s) near the end of the curriculum that indicated student achievement of program-level SLOs, including how and when (e.g. specific semesters) the measures were collected, how program faculty reviewed the data/results, and how the data/results provided adequate representation of your students.

*Note: Assessing the entire group of students near the end of the curriculum (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Alternatively, assessing a subset of students near the end of the curriculum (a sample) provides adequate representation when the sample parallels the key variables/characteristics of the population, such as sex, age, campus, major/option, or other key variables/characteristics of interest depending on the context of a particular program.*

Culminating final projects were scored by course instructors using a program rubric for three program SLOs. Each student in the culminating course was assessed and the course is a requirement for all majors (including juniors in the major's teaching option and seniors in the major's general option), therefore all majors are assessed near the end of the curriculum. In Spring 2023, the program's faculty assessment committee reviewed data from three semesters, Spring 2022, Spring 2021, and Spring 2020, to evaluate student performance on these SLOs.

**Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals.** *All undergraduates are expected to achieve the [WSU Undergraduate Learning Goals](#), which identify core skills and knowledge that students should develop through their undergraduate studies. Through the achievement of program-level student learning outcomes, students demonstrate specialized knowledge and skills in the discipline, as well as achievement of some WSU Undergraduate Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. The WSU Undergraduate Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

Based on the program SLOs you listed above, where achievement near the end of the curriculum met or exceeded faculty expectations, which of the following WSU Undergraduate Learning Goals did your students achieve? (select all that apply) [[see the appendix](#) for guidance related to this question]

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Critical and Creative Thinking   | <input type="checkbox"/> Information Literacy | <input checked="" type="checkbox"/> Communication |
| <input type="checkbox"/> Quantitative Reasoning                      | <input type="checkbox"/> Scientific Literacy  | <input type="checkbox"/> Diversity                |
| <input type="checkbox"/> Depth, Breadth, and Integration of Learning |   | <input type="checkbox"/> None of the above        |

**Section B. Focus on Program-level SLO Achievement Near End of Curriculum, CONTINUED**

**IF YES, SCENARIO 2:** *Instructors use a program rubric to assess oral communication in select 400-level courses, and the program has used historical trend data to establish a program benchmark stating that at least 80% of senior majors should meet or exceed program expectations for oral communication at a minimally acceptable level. For AY 2022-23, the program finds that 82% of seniors are meeting program expectations for oral communication at a minimally acceptable level or above, meeting the program’s established target.*

Please indicate the number of program-level SLOs where faculty who teach reviewed/discussed student achievement near the end of the curriculum:

1

Of these, please indicate the number of program-level SLOs where student achievement near the end of the curriculum **met or exceeded** program faculty expectations:

1

**Note:** Programs should report program-level SLO achievement based on the faculty-determined expectations that fit their unique context. WSU respects program autonomy in deciding the most useful approach to guide improvement in their programs and courses.

Please list the program-level SLOs where student achievement near the end of the curriculum **met or exceeded** program faculty expectations.

Oral communication

Please briefly describe the **direct measure(s) near the end of the curriculum** that indicated student achievement of program-level SLOs, including how and when (e.g. specific semesters) the measures were collected, how program faculty reviewed the data/results, and how the data/results provided **adequate representation of your students**.

*Note: Assessing the entire group of students near the end of the curriculum (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Alternatively, assessing a subset of students near the end of the curriculum (a sample) provides adequate representation when the sample parallels the key variables/characteristics of the population, such as sex, age, campus, major/option, or other key variables/characteristics of interest depending on the context of a particular program.*

In AY22-23, instructors used a program rubric to assess student coursework for oral communication in select 400-level courses, including a mix of required courses and commonly completed electives (instructors assessed each of the senior majors in their course, yielding representative data about student performance). In Fall 2023, the Undergrad Studies Committee reviewed the AY 2022-23 data and found that senior performance met our target for this SLO.

**Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals.** *All undergraduates are expected to achieve the [WSU Undergraduate Learning Goals](#), which identify core skills and knowledge that students should develop through their undergraduate studies. Through the achievement of program-level student learning outcomes, students demonstrate specialized knowledge and skills in the discipline, as well as achievement of some WSU Undergraduate Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. The WSU Undergraduate Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

Based on the program SLOs you listed above, where achievement near the end of the curriculum **met or exceeded** faculty expectations, which of the following WSU Undergraduate Learning Goals did your students achieve? (select all that apply) [[see the appendix](#) for guidance related to this question]

- Critical and Creative Thinking
- Quantitative Reasoning
- Depth, Breadth, and Integration of Learning
- Information Literacy
- Scientific Literacy

- Communication
- Diversity
- None of the above

**Section B. Focus on Program-level SLO Achievement Near End of Curriculum, CONTINUED**

**IF YES, SCENARIO 3:** All seniors in a program complete a national certifying exam (aligned with 5 program SLOs) prior to graduation. The program faculty reviewed the exam results for their seniors compared to the national average and found that students were meeting faculty expectations for all 5 SLOs.

Please indicate the number of program-level SLOs where faculty who teach reviewed/discussed student achievement near the end of the curriculum:

Of these, please indicate the number of program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations:

**Note:** Programs should report program-level SLO achievement based on the faculty-determined expectations that fit their unique context. WSU respects program autonomy in deciding the most useful approach to guide improvement in their programs and courses.

Please list the program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations.

- Demonstrate proficiency in prevention and health promotion, including application of general prevention principles
- Apply knowledge of basic science and research methodology to interpret evidence-based research
- Integrate aspects of physical and mental health, and patient and community values
- Demonstrate an advanced understanding of issues related to athletic training
- Demonstrate attitudes, behaviors, and practices that support personal well-being and life-long learning

Please briefly describe the direct measure(s) near the end of the curriculum that indicated student achievement of program-level SLOs, including how and when (e.g. specific semesters) the measures were collected, how program faculty reviewed the data/results, and how the data/results provided adequate representation of your students.

*Note: Assessing the entire group of students near the end of the curriculum (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Alternatively, assessing a subset of students near the end of the curriculum (a sample) provides adequate representation when the sample parallels the key variables/characteristics of the population, such as sex, age, campus, major/option, or other key variables/characteristics of interest depending on the context of a particular program.*

All graduating seniors, across all 3 campuses, take a national certification exam in their 4XX course. Results for specific exam sections are aligned with 5 program SLOs, providing data for the entire senior cohort. In spring 2023, program faculty reviewed data from 2022 and 2021 (including exam results for WSU seniors compared to national averages) and found that students were meeting program expectations for all 5 SLOs.

**Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals.** All undergraduates are expected to achieve the [WSU Undergraduate Learning Goals](#), which identify core skills and knowledge that students should develop through their undergraduate studies. Through the achievement of program-level student learning outcomes, students demonstrate specialized knowledge and skills in the discipline, as well as achievement of some WSU Undergraduate Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. The WSU Undergraduate Learning Goals are expressed broadly so as to frame study in the major as well as general education.

Based on the program SLOs you listed above, where achievement near the end of the curriculum met or exceeded faculty expectations, which of the following WSU Undergraduate Learning Goals did your students achieve? (select all that apply) [[see the appendix](#) for guidance related to this question]

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Critical and Creative Thinking                         | <input type="checkbox"/> Information Literacy           | <input type="checkbox"/> Communication     |
| <input checked="" type="checkbox"/> Quantitative Reasoning                      | <input checked="" type="checkbox"/> Scientific Literacy | <input type="checkbox"/> Diversity         |
| <input checked="" type="checkbox"/> Depth, Breadth, and Integration of Learning |   | <input type="checkbox"/> None of the above |

**Section B. Focus on Program-level SLO Achievement Near End of Curriculum, CONTINUED**

**IF YES, SCENARIO 4:** A program used a rubric to assess a stratified random sample of senior capstone papers for four program SLOs in fall 2022. Following faculty review and discussion of the results in fall 2023, the program found that students' average ratings for 3 of the 4 learning outcomes met the program's "3-Capable" standard. However, for one learning outcome the average rating of 2, fell below the standard.

Please indicate the number of program-level SLOs where faculty who teach reviewed/discussed student achievement near the end of the curriculum:

Of these, please indicate the number of program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations:

**Note:** Programs should report program-level SLO achievement based on the faculty-determined expectations that fit their unique context. WSU respects program autonomy in deciding the most useful approach to guide improvement in their programs and courses.

Please list the program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations.

- Ability to communicate effectively in writing
- Ability to design and conduct experiments as well as analyze and interpret data
- Ability to apply knowledge of mathematics, science, and engineering

Please briefly describe the direct measure(s) near the end of the curriculum that indicated student achievement of program-level SLOs, including how and when (e.g. specific semesters) the measures were collected, how program faculty reviewed the data/results, and how the data/results provided adequate representation of your students.

*Note: Assessing the entire group of students near the end of the curriculum (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Alternatively, assessing a subset of students near the end of the curriculum (a sample) provides adequate representation when the sample parallels the key variables/characteristics of the population, such as sex, age, campus, major/option, or other key variables/characteristics of interest depending on the context of a particular program.*

In fall 2022, faculty scored a sample of senior capstone papers from our required 4XX course from students representing the program's four major options. Random samples of 20 papers were scored for each of our three most popular options; for the option where student numbers are small, all 8 senior papers were scored. This allows us to assess performance strengths and weaknesses within our options as well as for the degree overall. Program faculty reviewed and discussed these results in fall 2023 to determine senior major achievement.

**Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals.** All undergraduates are expected to achieve the WSU Undergraduate Learning Goals, which identify core skills and knowledge that students should develop through their undergraduate studies. Through the achievement of program-level student learning outcomes, students demonstrate specialized knowledge and skills in the discipline, as well as achievement of some WSU Undergraduate Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. The WSU Undergraduate Learning Goals are expressed broadly so as to frame study in the major as well as general education.

Based on the program SLOs you listed above, where achievement near the end of the curriculum met or exceeded faculty expectations, which of the following WSU Undergraduate Learning Goals did your students achieve? (select all that apply) [[see the appendix](#) for guidance related to this question]

- Critical and Creative Thinking
- Quantitative Reasoning
- Depth, Breadth, and Integration of Learning
- Information Literacy
- Scientific Literacy
- Communication
- Diversity
- None of the above

**Section B. Focus on Program-level SLO Achievement Near End of Curriculum, CONTINUED**

**IF YES, SCENARIO 5:** Program faculty used a program rubric to assess a random sample of capstone projects for two program SLOs. Following faculty review and discussion of the results, program faculty determined that seniors met expectations for functioning effectively on a team, but showed deficiencies in writing.

Please indicate the number of program-level SLOs where faculty who teach reviewed/discussed student achievement near the end of the curriculum:

2

Of these, please indicate the number of program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations:

1

**Note:** Programs should report program-level SLO achievement based on the faculty-determined expectations that fit their unique context. WSU respects program autonomy in deciding the most useful approach to guide improvement in their programs and courses.

Please list the program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations.

An ability to function effectively on a team

Please briefly describe the direct measure(s) near the end of the curriculum that indicated student achievement of program-level SLOs, including how and when (e.g. specific semesters) the measures were collected, how program faculty reviewed the data/results, and how the data/results provided adequate representation of your students.

*Note: Assessing the entire group of students near the end of the curriculum (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Alternatively, assessing a subset of students near the end of the curriculum (a sample) provides adequate representation when the sample parallels the key variables/characteristics of the population, such as sex, age, campus, major/option, or other key variables/characteristics of interest depending on the context of a particular program.*

In fall 2022, a random sample of 24 senior projects (out of roughly 50) in the required 4XX capstone class were each evaluated by two faculty (8 faculty participated, and each scored 6 projects) using the program rubric. These senior projects are complex and time-intensive to score, therefore sampling is more feasible than assessing all students. In spring 2023, faculty discussed the level of senior major achievement demonstrated in our 2022 data.

**Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals.** All undergraduates are expected to achieve the [WSU Undergraduate Learning Goals](#), which identify core skills and knowledge that students should develop through their undergraduate studies. Through the achievement of program-level student learning outcomes, students demonstrate specialized knowledge and skills in the discipline, as well as achievement of some WSU Undergraduate Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. The WSU Undergraduate Learning Goals are expressed broadly so as to frame study in the major as well as general education.

Based on the program SLOs you listed above, where achievement near the end of the curriculum met or exceeded faculty expectations, which of the following WSU Undergraduate Learning Goals did your students achieve? (select all that apply) [\[see the appendix](#) for guidance related to this question]

- Critical and Creative Thinking
- Information Literacy
- Communication
- Quantitative Reasoning
- Scientific Literacy
- Diversity
- Depth, Breadth, and Integration of Learning
- None of the above

## Section B. Focus on Program-level SLO Achievement Near End of Curriculum, CONTINUED

***IF NO, SCENARIO 1:*** A program piloted an assessment of capstone projects using their new program rubric for four program SLOs. Program faculty scored 6 of the 50 capstone projects to test the rubric. While program faculty were happy with the language on the rubric and ease of use, they recognized that this pilot did not produce representative results of their students' SLO achievement and are planning to scale up the pilot in the following AY to assess 25 projects in fall and another 25 projects in the spring

**Please indicate where your program is in this process and any next steps.**

We piloted an assessment of 6 senior capstone projects using our new program rubric for 4 program SLOs. We are planning to scale up the pilot next AY to produce more representative results. We plan to assess 25 projects in fall and another 25 projects in the spring.

***IF NO, SCENARIO 2:*** A program collected internship mentor feedback about each student's performance at the end of their senior internship experience (each senior in the program is required to complete an internship). Program faculty reviewed and discussed the mentor feedback results and found that the assessment was not adequately evaluating student performance on program SLOs and are planning to revise the instrument.

**Please indicate where your program is in this process and any next steps.**

Program faculty reviewed and discussed internship mentor feedback results and found that the assessment was not adequately evaluating student performance on program SLOs. The undergraduate studies committee will be revising the internship mentor feedback form to more closely align with program SLOs and expectations.

***IF NO, SCENARIO 3:*** A program developed a rubric for three of their learning outcomes. Instructors teaching the culminating classes in each major used the rubric to assess final projects for each student. The rubric was piloted in fall 2022 and used again in spring 2023. These assessment results have yet not been reviewed and discussed by program faculty.

**Please indicate where your program is in this process and any next steps.**

We developed a rubric for three program SLOs and instructors teaching the culminating classes in each major used the rubric to assess final projects for each of their students (piloted in fall and used again in spring). These assessment results will be reviewed and discussed by program faculty at our retreat in spring 2024.

***IF NO, SCENARIO 4:*** A program recently completed a substantial revision of their program-level SLOs, and has not yet collected a direct measure near the end of the curriculum.

**Please indicate where your program is in this process and any next steps.**

The program recently completed a substantial revision of our program-level SLOs, and we have not yet collected a direct measure near the end of the curriculum for the new SLOs. We plan to develop and pilot a direct measure for two SLOs next AY.

**APPENDIX: Guidance Related to Question about Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals**

This appendix is intended to help undergraduate degree programs complete the question on the 2023 annual program assessment report that asks programs to select the WSU Undergraduate Learning Goals their majors are achieving near the end of the curriculum (based on the program-level SLOs where student achievement near the end of the curriculum met or exceeded program faculty expectations).

**QUESTION TEXT:**

**Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals.** All undergraduates are expected to achieve the [WSU Undergraduate Learning Goals](#), which identify core skills and knowledge that students should develop through their undergraduate studies. Through the achievement of program-level student learning outcomes, students demonstrate specialized knowledge and skills in the discipline, as well as achievement of some WSU Undergraduate Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. The WSU Undergraduate Learning Goals are expressed broadly so as to frame study in the major as well as general education.

Based on the program SLOs you listed above, where achievement near the end of the curriculum **met or exceeded faculty expectations**, which of the following WSU Undergraduate Learning Goals did your students achieve? (select all that apply)

- Critical and Creative Thinking
- Information Literacy
- Communication
- Quantitative Reasoning
- Scientific Literacy
- Diversity
- Depth, Breadth, and Integration of Learning
- None of the above

**How do I know if a program-level SLO is an example of one (or more) of the WSU Undergraduate Learning Goals? (i.e., How do I know what boxes I should check on the annual assessment report?)**

- A program-level SLO is an example of a WSU Undergraduate Learning Goal when the same terms are used and the relationship is clear, for example:

<u>Program-level SLO:</u> Ability to communicate effectively	<i>is an example of</i>	<u>WSU Learning Goal:</u> Communication	<i>because both clearly focus on communication</i>
---	-------------------------	--	--

- A program-level SLO is an example of a WSU Undergraduate Learning Goal when the wording of the program SLO explicitly elaborates, explains, or illustrates the general objective stated in the WSU Learning Goal, for example:

<u>Program-level SLO:</u> Students are able to write a case study	<i>is an example of</i>	<u>WSU Learning Goal:</u> Communication	<i>because the case study is a written product of the discipline</i>
--	-------------------------	--	--

<u>Program-level SLO:</u> Students can evaluate apparel product quality	<i>is an example of</i>	<u>WSU Learning Goal:</u> Critical and Creative Thinking	<i>because evaluation is an illustration of critical thinking</i>
--	-------------------------	---	---

- A program-level SLO is **NOT** an example of a WSU Undergraduate Learning Goal when you need to make inferences from the wording of the program-level SLO to relate it to the WSU Learning Goal, for example:

<u>Program-level SLO:</u> Students make use of evidence when developing lesson plans	<i>is <b>NOT</b> an example of</i>	<u>WSU Learning Goal:</u> Critical and Creative Thinking	<i>because "make use of" may imply critical thinking but it is not explicit</i>
---	------------------------------------	---	---

- See also the [example learning outcomes published alongside the WSU Undergraduate Learning Goals](#)

## **APPENDIX: Guidance Related to Question about Program-level Contribution to Achievement of the WSU Undergraduate Learning Goals, CONTINUED**

### **Additional FAQs:**

#### **Why does WSU have WSU Undergraduate Learning Goals?**

All bachelor's degree requirements are rooted in the WSU Undergraduate Learning Goals, which identify core skills and knowledge that students should develop through their undergraduate studies, regardless of major. The WSU Undergraduate Learning Goals are faculty developed and expressed broadly so as to frame study in general education (UCORE) as well as the major.

#### **What is the difference between course-level SLOs, program-level SLOs, and institutional-level SLOs?**

- Course-level SLOs are relatively narrow in scope, articulating what students are expected to achieve as they complete a course.
- Program-level SLOs are broader in scope, articulating what students are expected to achieve as they complete a program (e.g., core courses and electives for the major).
- Institutional-level SLOs (i.e. WSU Undergraduate Learning Goals and example learning outcomes) are very broad in scope. Students are expected to achieve these learning outcomes as they complete a bachelor's degree (e.g., UCORE general education + the major).

#### **Does a program (e.g., core courses and electives for the major) have to advance every WSU Undergraduate Learning Goal?**

No. The WSU Undergraduate Learning Goals encompass the [WSU undergraduate experience as a whole](#), including requirements for the major and general education (UCORE), as well as other academic and co-curricular experiences. As such, it is understood that any specific program (e.g., core courses and electives for the major) may not advance all of the WSU Undergraduate Learning Goals.

At WSU, UCORE is the centerpiece of the undergraduate curriculum supporting the advancement of the WSU Undergraduate Learning Goals (see [UCORE's Curriculum webpages](#) for more information). However, through the achievement of program-level SLOs, students generally demonstrate specialized knowledge and skills in the discipline, as well as disciplinary achievement of some WSU Undergraduate Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field.

#### **Where can I get help with determining the relationship between our program-level SLOs and the WSU Undergraduate Learning Goals?**

Please contact ACE ([ace.office@wsu.edu](mailto:ace.office@wsu.edu)) if you'd like to discuss your annual report.