2021 Annual Program Assessment Report Sample Entries for Selected Questions

The 2021 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.
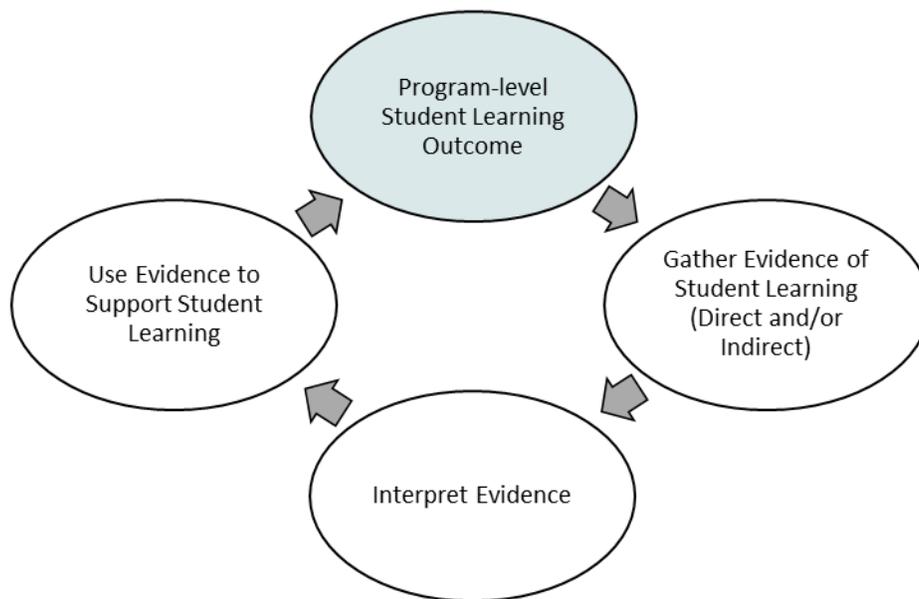
- Use of Assessment: Decisions/Actions Informed by Assessment Data Aligned with Program-level Student Learning Outcomes **(Section A. Part 6.B.)**
- Focus on Senior Major Achievement of Program-level Student Learning Outcomes **(Section B)**
- **APPENDIX:** Guidance Related to Question about Program-level Contribution to Achievement of WSU's Learning Goals of Undergraduate Education

Questions? The Office of Assessment for Curricular Effectiveness (ACE), formerly the Office of Assessment of Teaching and Learning (ATL), is available to provide guidance, answer questions, and help programs complete their annual report. Please contact ACE at ace.office@wsu.edu.

6.B. Use of Assessment: Decisions/Actions Informed by Assessment Data Aligned with Learning Outcomes

*While some indirect measures may relate broadly to student success or experience in the program (e.g. student experience in courses, curriculum, or advising; scheduling; facilities; internship placements), **assessment aligned with student learning outcomes focuses on direct and indirect evidence of student learning related to specific program-level learning outcomes**.*

In assessment cycles <u>aligned with program-level student learning outcomes</u> (SLOs), a degree program begins with one or more program-level SLOs, assesses student learning related to these outcomes using a combination of direct and 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 <u>make a decision/take an action</u> that was <u>informed by direct and/or indirect assessment evidence</u> *aligned with a program-level SLO*? Note: A decision/action in the past year may have been informed by assessment data <u>collected in previous years</u>. 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 data aligned with a program SLO ➔ **SEE SAMPLE ENTRIES ON PAGES 3-4**

○ No, our program has data from one or more assessment measures aligned with a program SLO, but did not use these data to inform decisions/actions in the past year ➔ **SEE SAMPLE ENTRIES ON PAGE 5**

○ N/A, our program has not yet collected an assessment measure aligned with a program SLO

IF YES: In the spaces below, provide <u>ONE</u> example that illustrates the cycle of how your program used assessment aligned with a 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 aligned with a program-level SLO.

Example of Decision/Action Informed by Assessment Data Aligned with a Program SLO

Assessment Measure(s) Providing Evidence for Decision/Action *Brief description of the direct and/or indirect measure(s) used to evaluate student learning on this SLO. Where possible, indicate the number of students and faculty included*	**Results that Informed Decision/ Action: What Was Learned** *Brief summary of the assessment data that informed the decision/action (i.e. what your program learned from the assessment)*	**Decision/Action in Past Year (Jan 1 – Dec 31)** *Brief description of the decision/action related to curriculum, instruction, assignments, faculty/TA development, program assessment processes and/or other decision-making*
Program-level SLO Assessed: **Effective Written Communication in the Discipline**		
Category Corresponding to Type of Decision/Action: **Change to curriculum, instruction, or assignments**		
• 5 instructors used a faculty-approved writing rubric in junior/senior and writing-in-the-major (M) classes to assess roughly 45 student papers. • 3 faculty also reviewed 10 portfolio samples collected for CAPS class. • Exit survey items 5 and 6 collected perceptions about the extent to which the program helped develop their writing skills from about 75 students.	Faculty assessment revealed most students were able to write for a science audience, with some common problem areas in writing for the public. In discussion, 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.	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.
Program-level SLO Assessed: **Ability to communicate effectively in written, oral, and graphical forms**		
Category Corresponding to Type of Decision/Action: **Change to curriculum, instruction, or assignments**		
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 2020.	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.	The capstone instructor implemented additional opportunities for practice and feedback on effective oral presentations in the capstone course.
Program-level SLO Assessed: **Communication skills – oral and written**		
Category Corresponding to Type of Decision/Action: **Change to curriculum, instruction, or assignments**		
Rubric-based assessments of about 75 students' speaking and rubric-based assessments of about 79 students' final written papers, assessed in all sections of senior level course [XXX 495], scored by two faculty in AY 20-21.	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.	Following faculty discussion at the fall retreat, data were used to inform a curriculum change proposal to add a new 300-level disciplinary communication course going forward for approval in fall semester.

IF YES: **Example of Decision/Action Informed by Assessment Data Aligned with a Program SLO, CONTINUED**

Assessment Measure(s) Providing Evidence for Decision/Action	Results that Informed Decision/Action: What Was Learned	Decision/Action in Past Year (Jan 1 – Dec 31)
Brief description of the direct and/or indirect measure(s) used to evaluate student learning on this SLO. Where possible, indicate the number of students and faculty included	*Brief summary of the assessment data that informed the decision/action (i.e. what your program learned from the assessment)*	*Brief description of the decision/action related to curriculum, instruction, assignments, faculty/TA development, program assessment processes and/or other decision-making*
Program-level SLO Assessed: **Understand and connect major concepts in the discipline**		
Category Corresponding to Type of Decision/Action: **Decision to continue current effective curriculum, instruction, or assignments**		
• Evaluation of 75 capstone oral presentations by six faculty using a program rubric. • Focus groups including approximately 50 seniors, collected over four semesters: 2019-20 and 2020-21.	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.
Program-level SLO Assessed: **Scientific Reasoning**		
Category Corresponding to Type of Decision/Action: **Change to program assessment processes**		
The program piloted a new assessment rubric with two faculty and 12 senior posters in a Spring 2021 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 with senior work in another 400-level course in Fall 2021 and again in the capstone course in Spring 2022 to achieve a more representative sample of students.
Program-level SLO Assessed: **Present, assess, and analyze appropriate supporting data/evidence in research**		
Category Corresponding to Type of Decision/Action: **Decision to continue current effective assessment processes**		
Roughly 25 faculty and teaching assistants assessed 10-30 student papers with the program's rubric for this learning outcome in each of their own classes, after attending a norming session. Data collected 2020, Spr & Fall.	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.
Program-level SLO Assessed: **Scientific Literacy**		
Category Corresponding to Type of Decision/Action: **Decision/action related to faculty/TA development**		
Four faculty evaluated approx. 130 assignments embedded in the Research Methods course using an assessment rubric. Data was collected for three semesters: Sp17, Sp18, Sp19.	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.
Program-level SLO Assessed: **Integrative Learning**		
Category Corresponding to Type of Decision/Action: **Change to curriculum, instruction, or assignments** AND **Change to program assessment processes**		
Five faculty used a program rubric to evaluate ten final group projects in Spring 2020.	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.

IF NO: If your degree program did not use assessment data <u>aligned with a program SLO</u> to inform <u>decisions/actions in the past year (Jan 1 – Dec 31</u>**), provide an example that indicates where the program is in the <u>assessment cycle for ONE learning outcome</u>** in the spaces below.

<u>Example of Assessment Cycle Process Aligned with a Program SLO</u>

<u>Assessment Measure(s)</u> *Brief description of the direct and/or indirect measure(s) used to evaluate student learning on this SLO. Where possible, indicate the number of students and faculty included*	<u>Assessment Results</u> *Brief summary of the assessment results (i.e. what your program learned from the assessment) **or** indicate if assessment evidence has not yet been analyzed/interpreted*	<u>Next Steps</u> *Brief description of how assessment results will be analyzed and/or shared with faculty and used to inform program decision-making*
Program-level SLO Assessed: **Effective communication in written and digital modes**		
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 2020-21 (Fall & Spr).	Most student work (approx. 80%) met expectations for written communication but some student work (approx. 50%) was underdeveloped in terms of digital communication skills.	Results were shared with the curriculum cmte and chair with the recommendation to consider adding another required digital communication course to the curriculum. This recommendation will be discussed with all faculty at the next faculty meeting.
Program-level SLO Assessed: **Scientific Reasoning**		
The program piloted a new assessment rubric with two faculty and 36 senior posters in a capstone course to measure our scientific reasoning outcome.	Scores show that while most of our students are generally meeting expectations, roughly 10% of students are not meeting expectations.	Faculty have not yet reviewed/ discussed the results from this measure. This will occur at our first faculty meeting in the spring.
Program-level SLO Assessed: **Critical Thinking**		
This fall we piloted and refined our senior measure, both the assignment prompt and the rubric.	We have not yet analyzed assessment data for this assessment.	We will analyze the results in the spring and present the data to faculty for discussion and formulation of next steps.
Program-level SLO Assessed: **Written Communication**		
The faculty met at our August retreat to identify courses and senior-level assignments for course-embedded program assessment for our written communication SLO. This fall we piloted the collection of the measure.	We have not yet analyzed assessment data for this assessment.	We will analyze the results in the spring and revise (if needed) the existing program rubric.

Section B. Focus on Senior Major Achievement of Program-level Student Learning Outcomes

An effective system of program-level assessment includes direct measures at the senior-level, near graduation, providing programs with information about program-level student learning outcomes achievement as students are completing the curriculum. While all program-level SLOs do not need to be measured annually, senior-level achievement of program-level SLOs should be measured/reviewed within a reasonable cycle.

Section B of this report focuses on achievement of program-level student learning outcomes by your senior majors. Senior achievement summary information helps programs demonstrate academic strengths, as well as set priorities for improvement, and supports WSU's strategic planning and mission fulfillment.

Senior Major Achievement of Program-level Student Learning Outcomes

In the past year (Jan 1 – Dec 31), did faculty review/discuss assessment data from one or more <u>direct</u> measures of student learning for your senior majors that indicated representative *senior achievement* of at least one program-level student learning outcome? Note: Faculty may have reviewed/discussed data 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 assessment data in the past year, from one or more direct measures, that indicated representative senior-level SLO achievement for our majors **→ SEE SAMPLE ENTRIES ON PAGES 7-11**
- ○ No, our program has data from one or more senior-level direct measures for our majors, but the data were not representative **<u>or</u>** the data were unclear **<u>or</u>** faculty who teach did not review/discuss senior SLO achievement data in the past year **→ SEE SAMPLE ENTRIES ON PAGE 12**
- ○ N/A, our program has not yet collected a senior-level direct measure for our majors

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

Section B. Focus on Senior Major Achievement of Program-level Student Learning Outcomes, CONTINUED

IF YES, SCENARIO 1: Capstone instructors use a program rubric to assess senior capstone event portfolios for three program SLOs. After reviewing rubric scores for student capstone event portfolios, program faculty found that senior performance 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 senior-level achievement:

3

Of these, please indicate the number of program-level SLOs where senior major achievement _met or exceeded_ program faculty expectations:

3

> *Note: Programs should report senior-level SLO achievement based on the <u>faculty determined expectations</u> 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 senior major achievement _met or exceeded_ program faculty expectations.

- Written communication
- Employ principles of strategic planning
- Analyze marketing and media needs

Please briefly describe the _senior-level_ direct measure(s) used to determine senior major achievement of program-level SLOs, including how the measures were <u>collected and evaluated</u>, and how the measures provided <u>adequate representation of your senior majors</u>. *Note: Assessing the entire group of your senior majors (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Assessing a subset of your senior majors (a sample), provides adequate representation when the sample parallels the key variables and characteristics of the population, such as sex, age, campus, major/option, or other key variables and characteristics of interest depending on the context of a particular program.*

Senior capstone event portfolios were scored by the course instructor using a program rubric for three program SLOs. Each student in the capstone course was assessed and the course is a requirement for senior majors, therefore all senior majors were assessed. In Spring 2021, the program's faculty assessment committee reviewed data from three semesters, Spring 2020, Spring 2019, and Spring 2018, to evaluate student performance on these SLOs.

Program-level Contribution to Achievement of WSU's Learning Goals of Undergraduate Education. *All undergraduates are expected to achieve [WSU's Learning Goals of Undergraduate Education](), 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 disciplinary achievement of some of WSU's Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. WSU's Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

Based on the program-level SLOs you listed above, where senior major achievement _met or exceeded_ program faculty expectations, which of the following WSU Learning Goals did your senior majors achieve? (select all that apply) [[see the appendix]() for guidance related to this new question]

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

Optional comments on your senior major achievement of program-level SLOs:

IF YES, SCENARIO 2: A program uses a rubric to assess student oral presentations for their oral communication program SLO, and 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 2020-21, 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 senior-level achievement:

| 1 |

Of these, please indicate the number of program-level SLOs where senior major achievement *met or exceeded* program faculty expectations:

| 1 |

> *Note: Programs should report senior-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 senior major achievement *met or exceeded* program faculty expectations.

Oral communication

Please briefly describe the *senior-level* direct measure(s) used to determine senior major achievement of program-level SLOs, including how the measures were <u>collected and evaluated</u>, and how the measures provided <u>adequate representation of your senior majors</u>. *Note: Assessing the entire group of your senior majors (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Assessing a subset of your senior majors (a sample), provides adequate representation when the sample parallels the key variables and characteristics of the population, such as sex, age, campus, major/option, or other key variables and characteristics of interest depending on the context of a particular program.*

Student oral presentations in the capstone course are observed and rated for oral presentation skills by assessment committee members using a program rubric, during final presentations on the Pullman Campus (both fall and spring semesters). At least 2 faculty scored oral presentations using a program-level rubric. Global Campus students are also assessed using recordings. Every student in the capstone course was assessed and the course is a requirement for senior majors, therefore all senior majors were assessed. In Fall 2021, the Undergrad Studies Committee reviewed the AY 2020-21 data and found that senior performance met our target for this SLO.

Program-level Contribution to Achievement of WSU's Learning Goals of Undergraduate Education. *All undergraduates are expected to achieve [WSU's Learning Goals of Undergraduate Education](#), 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 disciplinary achievement of some of WSU's Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. WSU's Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

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

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

Optional comments on your senior major achievement of program-level SLOs:

Section B. Focus on Senior Major Achievement of Program-level Student Learning Outcomes, 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 senior-level achievement:

> 5

Of these, please indicate the number of program-level SLOs where senior major achievement *met or exceeded* program faculty expectations:

> 5

> ***Note:*** *Programs should report senior-level SLO achievement based on the <u>faculty determined expectations</u> 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 senior major achievement *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 *senior-level* direct measure(s) used to determine senior major achievement of program-level SLOs, including how the measures were <u>collected and evaluated</u>, and how the measures provided <u>adequate representation of your senior majors</u>. *Note: Assessing the entire group of your senior majors (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Assessing a subset of your senior majors (a sample), provides adequate representation when the sample parallels the key variables and characteristics of the population, such as sex, age, campus, major/option, or other key variables and 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 2021, program faculty reviewed data from 2020 and 2019 (including exam results for WSU seniors compared to national averages) and found that students were meeting program expectations for all 5 SLOs.

<u>Program-level Contribution to Achievement of WSU's Learning Goals of Undergraduate Education.</u> *All undergraduates are expected to achieve [WSU's Learning Goals of Undergraduate Education](), 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 disciplinary achievement of some of WSU's Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. WSU's Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

Based on the program-level SLOs you listed above, where senior major achievement *met or exceeded* program faculty expectations, which of the following WSU Learning Goals did your senior majors achieve? (select all that apply) [see the appendix for guidance related to this new question]

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

Optional comments on your senior major achievement of program-level SLOs:

Section B. Focus on Senior Major Achievement of Program-level Student Learning Outcomes, CONTINUED

IF YES, SCENARIO 4: A program used a rubric to assess senior capstone papers for four program SLOs in fall 2020. Following faculty review and discussion of the results in fall 2021, 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 senior-level achievement:

4

Of these, please indicate the number of program-level SLOs where senior major achievement *met or exceeded* program faculty expectations:

3

> *Note: Programs should report senior-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 senior major achievement *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 *senior-level* direct measure(s) used to determine senior major achievement of program-level SLOs, including how the measures were collected and evaluated, and how the measures provided adequate representation of your senior majors. *Note: Assessing the entire group of your senior majors (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Assessing a subset of your senior majors (a sample), provides adequate representation when the sample parallels the key variables and characteristics of the population, such as sex, age, campus, major/option, or other key variables and characteristics of interest depending on the context of a particular program.*

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 2021 to determine senior major achievement.

Program-level Contribution to Achievement of WSU's Learning Goals of Undergraduate Education. *All undergraduates are expected to achieve WSU's Learning Goals of Undergraduate Education, 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 disciplinary achievement of some of WSU's Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. WSU's Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

Based on the program-level SLOs you listed above, where senior major achievement *met or exceeded* program faculty expectations, which of the following WSU Learning Goals did your senior majors achieve? (select all that apply) [see the appendix for guidance related to this new question]

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

Optional comments on your senior major achievement of program-level SLOs:

IF YES, SCENARIO 5: Program faculty used a program rubric to assess senior 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 written communication.

Please indicate the number of program-level SLOs where faculty who teach reviewed/discussed senior-level achievement:

| 2 |

Of these, please indicate the number of program-level SLOs where senior major achievement *met or exceeded* program faculty expectations:

| 1 |

> *Note: Programs should report senior-level SLO achievement based on the <u>faculty determined expectations</u> 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 senior major achievement *met or exceeded* program faculty expectations.

An ability to function effectively on a team

Please briefly describe the *senior-level* direct measure(s) used to determine senior major achievement of program-level SLOs, including how the measures were <u>collected and evaluated</u>, and how the measures provided <u>adequate representation of your senior majors</u>. *Note: Assessing the entire group of your senior majors (a census), will accurately reflect the variations and diversity represented within that population as all students are included. Assessing a subset of your senior majors (a sample), provides adequate representation when the sample parallels the key variables and characteristics of the population, such as sex, age, campus, major/option, or other key variables and characteristics of interest depending on the context of a particular program.*

In fall 2020, a <u>random sample</u> of 24 senior projects 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 2021, faculty discussed the level of senior major achievement demonstrated in our 2020 data.

Program-level Contribution to Achievement of WSU's Learning Goals of Undergraduate Education. *All undergraduates are expected to achieve [WSU's Learning Goals of Undergraduate Education](#), 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 disciplinary achievement of some of WSU's Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. WSU's Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

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

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

Optional comments on your senior major achievement of program-level SLOs:

Section B. Focus on Senior Major Achievement of Program-level Student Learning Outcomes, CONTINUED

IF NO, SCENARIO 1: A program piloted an assessment of senior 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 seniors' 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 senior. The rubric was piloted in fall 2020 and used again in spring 2021. 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 seniors (piloted in fall and used again in spring). These assessment results will be reviewed and discussed by program faculty at our retreat in spring 2022.

IF NO, SCENARIO 4: In the context of the COVID 19 pandemic, a program decided not to collect their established senior-level direct measure in AY2020-21 and instead focused on collecting input from faculty about adjustments made in AY2020-21 (e.g., changes to course assignments, learning activities, instruction, etc.) and potential impacts on student learning throughout the curriculum. Since the program didn't collect their established senior-level direct measure in the spring, faculty who teach did not have senior SLO achievement results that they needed to review/discuss this past year, and instead discussed the input about adjustments that they gathered.

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

> Program faculty discussed the gathered input from AY2020-21 and used that information to inform adjustments to fall 2021 courses. The program is planning to resume the collection of our established senior direct measure in spring 2022.

This appendix is intended to help undergraduate degree programs complete the question on the 2021 annual program assessment report that asks programs to select the WSU Leaning Goals their senior majors are achieving (based on the program-level SLOs where senior major achievement met or exceeded program faculty expectations).

QUESTION TEXT:

Program-level Contribution to Achievement of WSU's Learning Goals of Undergraduate Education. *All undergraduates are expected to achieve [WSU's Learning Goals of Undergraduate Education](), 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 disciplinary achievement of some of WSU's Learning Goals (as appropriate to the disciplinary focus), through depth of study within the chosen academic field. WSU's Learning Goals are expressed broadly so as to frame study in the major as well as general education.*

Based on the program-level SLOs you listed above, where senior major achievement _met or exceeded_ program faculty expectations, which of the following WSU Learning Goals did your senior majors achieve? (select all that apply)

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

How do I know if a program-level SLO is an example of one (or more) of the WSU 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 Learning Goal when the same terms are used and the relationship is clear, for example:

Program-level SLO: Ability to communicate effectively	*is an example of*	WSU Learning Goal: Communication	*because both clearly focus on communication*

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

Program-level SLO: Students are able to write a case study	*is an example of*	WSU Learning Goal: Communication	*because the case study is a written product of the discipline*
Program-level SLO: Students can evaluate apparel product quality	*is an example of*	WSU Learning Goal: Critical and Creative Thinking	*because evaluation is an illustration of critical thinking*

- A program-level SLO is NOT an example of a WSU 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:

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

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

Additional FAQs:

Why does WSU have Learning Goals of Undergraduate Education?

All bachelor's degree requirements are rooted in WSU's Seven Learning Goals of Undergraduate Education, which identify core skills and knowledge that students should develop through their undergraduate studies, regardless of major. WSU's Seven 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's Seven Learning Goals of Undergraduate Education 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 Learning Goal?

No. WSU's Learning Goals of Undergraduate Education encompass the WSU undergraduate experience as a whole, including requirements for both 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 seven of the WSU Learning Goals.

At WSU, UCORE is the centerpiece of the undergraduate curriculum supporting the advancement of WSU's 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 of WSU's 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 WSU's Learning Goals of Undergraduate Education?

Please contact ACE (ace.office@wsu.edu) if you'd like to discuss any aspect of your annual report, including the new question that asks programs to select the WSU Leaning Goals their senior majors are achieving (based on the program-level SLOs where senior major achievement met or exceeded program faculty expectations).