

# WSU-Wide Summary, 2022

## Undergraduate Degree Program Assessment Reports

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Prepared by the Office of Assessment for Curricular Effectiveness  
Washington State University | 8/28/2023

## 1. Executive Summary

WSU's undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. The Office of Assessment for Curricular Effectiveness (ACE), formerly the Office of Assessment of Teaching and Learning (ATL), collects the reports, analyzes the data, and prepares summaries for the colleges and institution (see [Appendix A](#)). This document compiles data from undergraduate program assessment reports; the 69 reports submitted in 2022 represent 66 undergraduate degrees, with over 90 majors, 80 minors, and 100 in-major specializations (see [Appendix B](#)). This summary, like the annual reports themselves, looks at key or representative activities and uses in order to provide a useful snapshot for leadership; it is not intended to show all assessment undertaken by WSU programs.

*Note:* Thresholds for program assessment reporting, implemented in 2019, again modified the reporting process in 2022 for small programs (see [Appendix A](#)). The *BA in Women's, Gender, and Sexuality Studies* fell below the reporting threshold of six seniors admitted to the major for the degree overall for 2022. The *BS in Sports Medicine* (part of the 5-year Master's in Athletic Training) fell below the undergraduate reporting threshold for degree programs that integrate a Bachelor's degree into a five-year program of study for a Master's degree, where fewer than six seniors receiving the BA/BS degree do not continue into the graduate portion of the program. This summary excludes these programs for 2022.

**2022 WSU-Wide Context.** Overall, the university's undergraduate degree offerings continued to expand, with more degrees approved to extend to another campus/location, including online. Several leadership changes occurred in 2022, including the inauguration of WSU Pullman's first-ever chancellor, a new dean as well as an interim associate dean of student success and academic programs in the College of Agricultural, Human, and Natural Resource Sciences, and an interim dean in the Elson S. Floyd College of Medicine. By 2022, the university's Learning Management Software (LMS) was fully migrated to Canvas.

Beginning in AY 2021-22, most classes at WSU returned to in-person instruction following the March 2020 move to distance education as a result of the COVID-19 pandemic. Additionally, many COVID-19 related restrictions began to be lifted in 2022, although many programs reported that faculty and students continued to experience impacts from the pandemic, affecting courses, instruction, engagement, and assessment.

**WSU-wide Targets for Program Assessment.** WSU aims to have *substantially all programs (≥ 90%)* reporting that program assessment elements are in place and that program-level student learning outcomes data, including the achievement of program-level student learning outcomes near the end of the curriculum, are regularly collected and used to inform decision-making about teaching, learning, and curricula. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years. Recognizing the COVID-19 pandemic context and impacts, ACE published guidance to support programs in prioritizing program assessment work for AY 2021-22 (see [Appendix C](#)).

In line with WSU's 2020-2025 System Strategic Plan "Goal 2: Student Experience" objective of enhancing the quality of the undergraduate academic experience, WSU's overarching goal is for program assessment to be meaningful and useful to faculty and programs. University-wide targets for program assessment are intended to monitor the status of program assessment systems at WSU, while recognizing that making meaningful adjustments to program assessment elements, processes, and tools takes time (see [Appendix D](#)). In any given year, a number of programs may experience a change in their context, prompting faculty to revisit program assessment elements, processes, and/or tools. For example, faculty might work to refresh a measure to increase the quality of their data or to align with changes to student learning outcomes, curriculum, or instruction. WSU's approach encourages faculty to develop program assessment systems that are sustainable, with room to respond to the evolving needs of teaching, learning, and curriculum.

## WSU Undergraduate Program Assessment: Areas of Strength

- A. **Overall.** Undergraduate degree program assessment at WSU contributes to an “effective, regular, and comprehensive system of assessment of student achievement,” as expected by the Northwest Commission on Colleges and Universities (NWCCU), WSU’s regional accreditor. The use of program-level student learning outcomes assessment by faculty to improve degree programs, including decisions about curricula, instruction, faculty development, and assessment processes, enhances student learning.
- B. **Faculty Engage in Assessment Activities.** Substantially all programs reported that two or more faculty engaged in assessment activities in 2022 (95%). Additionally, substantially all programs reported that assessment was discussed by program leadership (92%) and by a faculty committee or the majority of faculty who teach (92%) in 2022. (See [pages 15-16.](#))
- C. **Undergraduate Degree Programs Collect Indirect Measures, Including Indirect Measures Near the End of the Curriculum.** Substantially all programs reported collecting at least one indirect measure in 2022 (92%). Additionally, substantially all programs reported collecting at least one indirect measure near the end of the curriculum within the past two years (95%), providing information associated with student learning, such as experiences, perceived success, or satisfaction as students are completing the curriculum. (See [pages 9-11.](#))

## WSU Undergraduate Program Assessment: Areas for Attention

*Note: WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.*

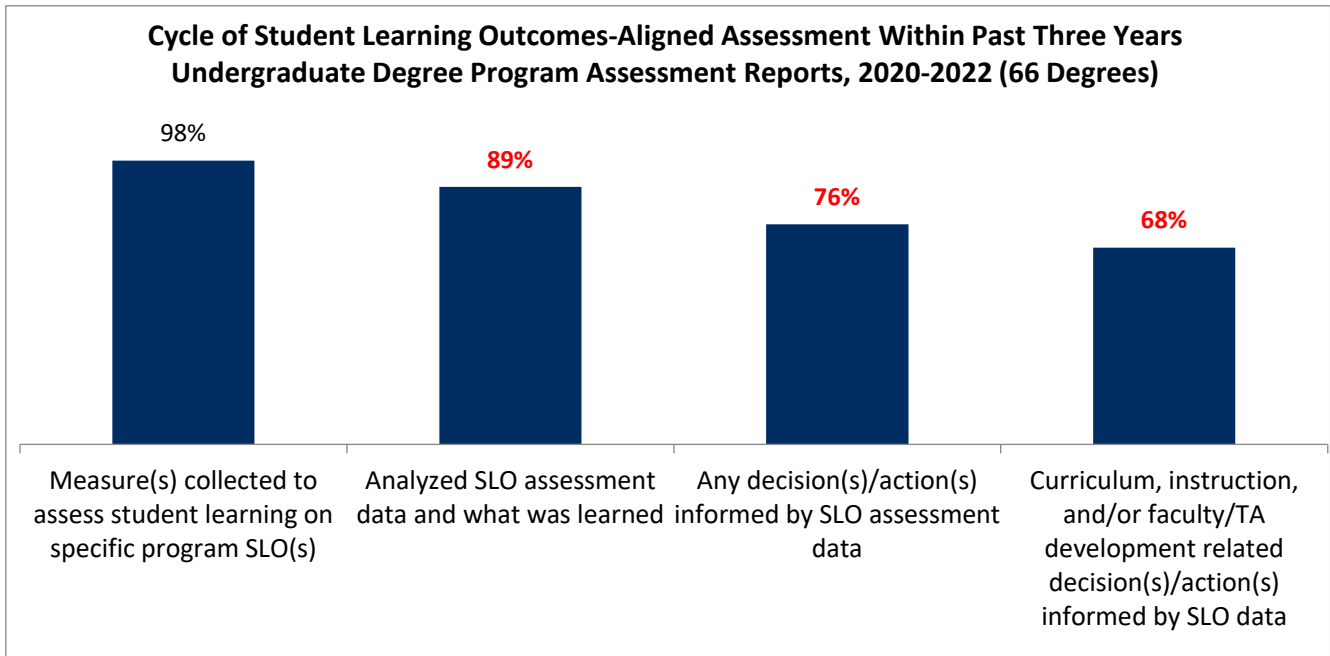
- A. **Ensuring Key Elements of Program Assessment are in Place.** While substantially all programs reported having program-level student learning outcomes in place (97%) and collecting an indirect measure (92%) in 2022, only 80% of programs had a curriculum map, only 77% collected a direct measure, only 83% had an assessment plan, and only 77% used assessment to inform decision-making in 2022. The Key Elements of Program Assessment form the framework for useful, sustainable assessment at WSU. (See table below and [page 7.](#))

Key Assessment Elements						
Undergraduate Degree Program Assessment Reports, 2020-2022						
Key Elements in Place	2020 (65 Degrees)		2021 (64 Degrees)		2022 (66 Degrees)	
	# of Degrees	% of Degrees	# of Degrees	% of Degrees	# of Degrees	% of Degrees
Student Learning Outcomes	65	100%	64	100%	64	<b>97%</b>
Curriculum Map	65	100%	60	94%	53	<b>80%</b>
Direct Measure	55	85%	52	81%	51	<b>77%</b>
Indirect Measure	64	98%	56	88%	61	<b>92%</b>
Assessment Plan	60	92%	59	92%	55	<b>83%</b>
Use of Assessment*	57	88%	53	83%	51	<b>77%</b>

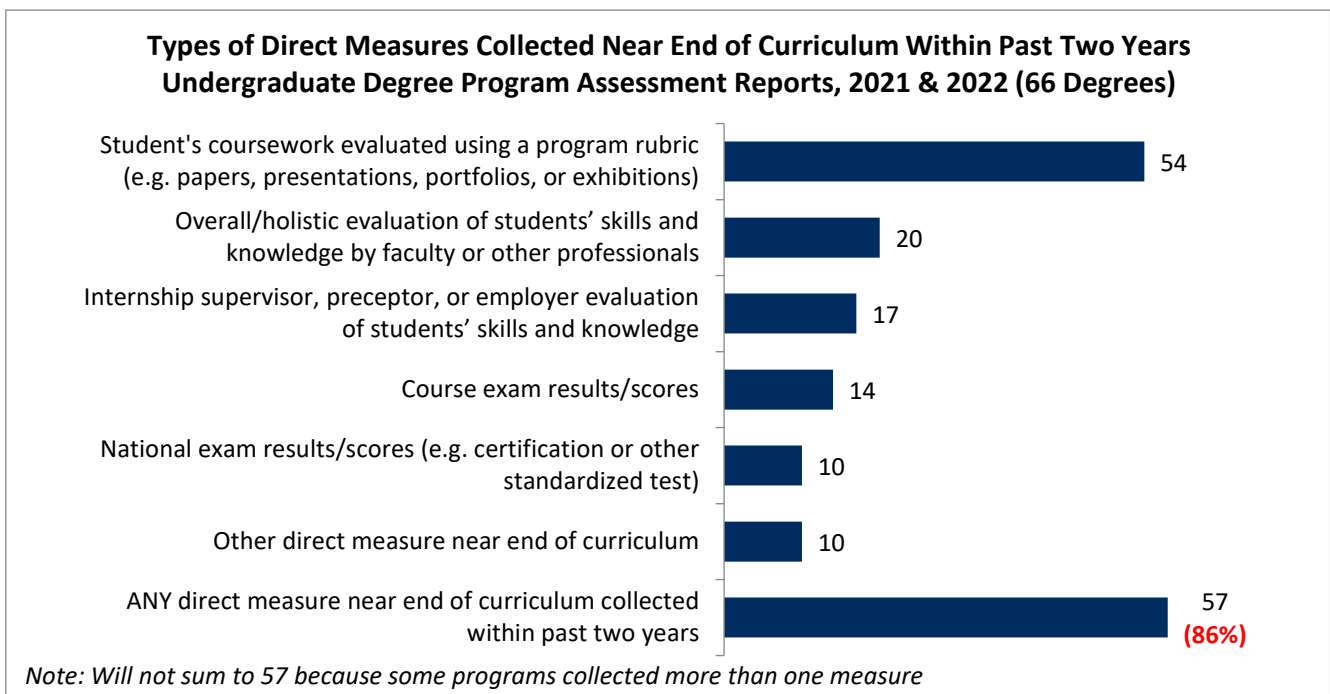
*\*Use of Assessment includes use of any program-level assessment; [Section 7A](#) of this report looks at uses of assessment aligned with specific program-level student learning outcomes for decisions about curriculum/instruction and faculty/TA development.*

- B. **Status of Program-level Student Learning Outcomes (SLOs) and Curriculum Maps.** While substantially all programs reported having program-level SLOs in place in 2022 (97%), only 80% reported that their program-level SLOs were up to date within the past two years. Further, only 80% of programs reported having a curriculum map in place in 2022 and only 56% reported that their curriculum map was up to date within the past two years. (See [page 8.](#))
- C. **Discussions of Assessment by the Majority of Faculty who Teach.** Only 77% of programs reported that assessment was discussed by the majority of faculty who teach within the past two years. Faculty play critical roles in interpreting and discussing assessment to assist in making data-informed decisions about curriculum, instruction, professional development, and assessment. (See [pages 15-16.](#))

D. **Using Assessment to Inform Decision-making, Including Using Results Aligned with Specific Program-level Student Learning Outcomes (SLOs) to Improve Curriculum and Instruction.** Only 77% of programs reported using any program-level assessment to inform decision-making in 2022. Additionally, only 76% of programs reported completing a cycle of program SLO assessment by using SLO-aligned assessment data to inform decision-making within the past three years. Further, only 68% of programs reported using assessment aligned with specific program-level SLOs to inform decisions about curriculum, instruction, or faculty development within the past three years. While all forms of assessment can provide useful information for program improvement, assessment aligned with specific program-level SLOs is crucial to supporting quality undergraduate curricula and student achievement. (See figure below and [pages 13-14.](#))

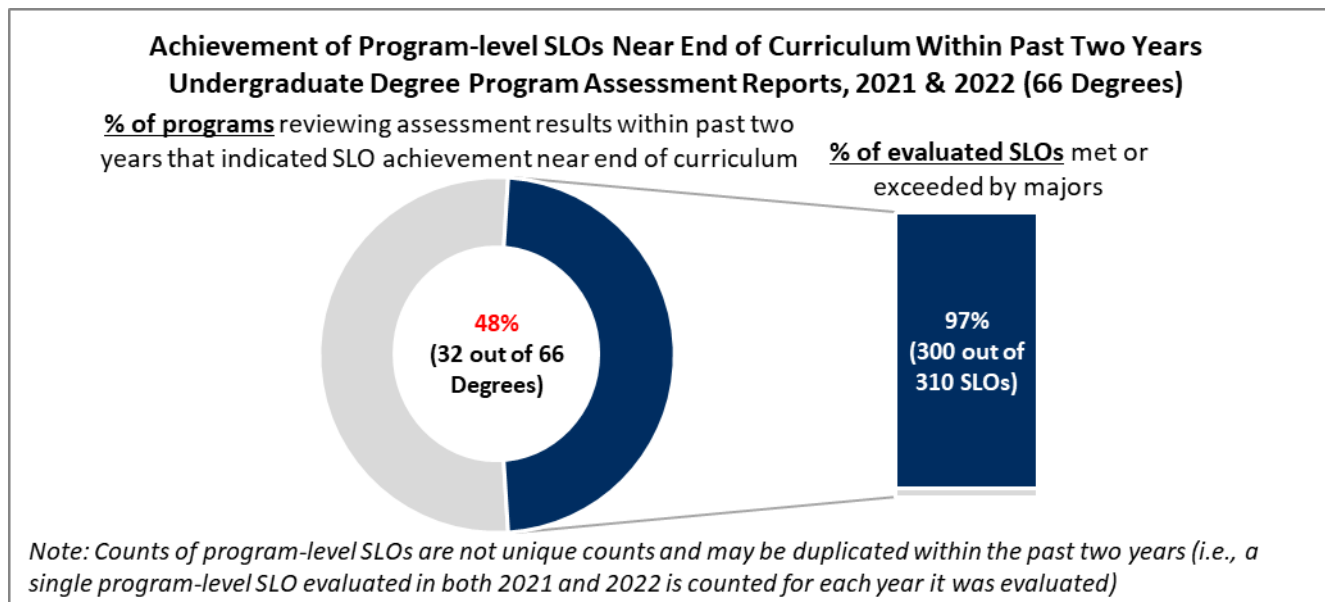


E. **Regularly Collecting Direct Measures of Student Learning, Including Direct Measures Near the End of the Curriculum.** Only 77% of programs reported collecting a direct measure in 2022. Further, only 86% of programs reported collecting a direct measure near the end of the curriculum within the past two years. (See figure below and [pages 9-11.](#))



- F. **Evaluating Achievement of Program-level Student Learning Outcomes (SLOs) Near End of Curriculum.** In 2018, the NWCCU recommended that WSU incorporate program-level SLO assessment findings into the evaluation of university mission fulfillment. First implemented in 2019, programs were again asked to report on the extent to which students were meeting faculty-determined expectations for the degree's program-level SLOs.

While all program-level SLOs do not need to be measured annually, achievement of program-level SLOs near the end of the curriculum should be measured and reviewed within a reasonable cycle. Only 48% of programs reported reviewing assessment results that indicated student achievement of program-level SLOs near the end of the curriculum within the past two years. In some programs, it may be that their results were unclear or not sufficiently representative of majors, or that faculty had not discussed results in relation to a minimum threshold of competency for majors. (See figure below and [page 12.](#))

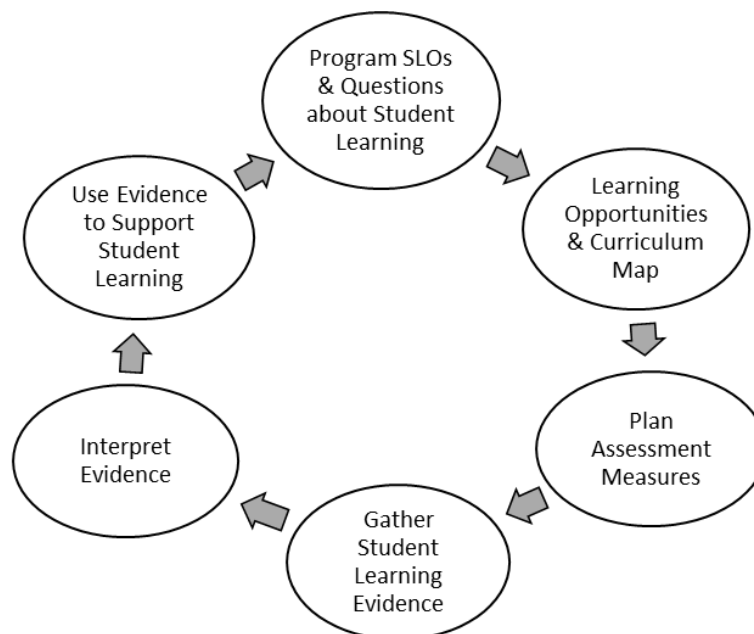


- G. **Assessing Student Learning in Degrees Offered Online.** In 2022, 17 undergraduate degrees were offered online through Global Campus and all 17 met the threshold for reporting on program assessment for the online degree (see [Appendix A](#)). All of these programs reported collecting at least one assessment measure near the end of the curriculum for the online degree within the past two years (100%), with substantially all collecting an indirect measure (94%); however, only 71% of programs reported collecting a direct measure near the end of the curriculum for the online degree within the past two years. Assuring educational quality in degrees offered online remains a national concern. In degrees offered online, as well as programs considering extending to online, it is critical for university, campus, college, and department leadership to ensure that online students, courses, and teaching faculty are included in assessment activities, and that programs collect measures near the end of the curriculum with sufficient sample size and representation for online students. (See [page 17.](#))
- H. **Assessing Student Learning in Multi-Campus Programs.** In 2022, 28 undergraduate degrees were offered on more than one campus and reported on program assessment (see [Appendix A](#)). All of these programs reported collecting at least one assessment measure near the end of the curriculum on each campus where offered within the past two years (100%), with substantially all collecting an indirect measure on each campus (93%); however, only 79% of programs reported collecting a direct measure near the end of the curriculum on each campus within the past two years. In degrees offered at more than one campus/location, as well as programs considering extending to additional campuses/locations, it is critical for university, campus, college, and department leadership to ensure that assessment is prioritized and resourced to include students, courses, and faculty from all campuses/locations offering the degree. (See [pages 18-19.](#))
- I. **Having Program Assessment Plans with Timelines for Activities.** Only 83% of programs reported that they had an assessment plan in 2022 and only 73% of programs reported that their assessment plan included a specific timeline for assessment activities. An assessment plan articulates a program's process for conducting program assessment activities, and for collecting, analyzing, and using program assessment data. (See [page 20.](#))

## 2. Introduction

### Program Assessment Cycle

Program-level student learning outcomes (SLO) assessment is a process of faculty identifying what students should know and be able to do by the end of an academic program, measuring student progress toward meeting those learning outcomes, and using that information to inform decision-making about teaching, learning, and curricula. Good assessment follows an intentional and reflective process of design, implementation, evaluation, and revision. The assessment cycle (see graphic below) begins with program-level SLOs and questions about student learning in the curriculum. After reviewing the program's curriculum map indicating where particular program SLOs are highlighted in the curriculum, faculty identify direct and indirect measures to gather evidence related to student learning for their majors. The evidence is analyzed, discussed by the faculty, and used to inform program decisions/actions to support student learning, including those about instruction, assignments, the curriculum, and dialog about teaching and learning.



### Degree Program Assessment at WSU

At WSU, departments/schools and faculty have the responsibility to develop, implement, and use meaningful SLO assessment in degree programs, to meet the evolving needs of students and disciplines. In an effective assessment system, faculty regularly complete the assessment cycle by using assessment results to inform and influence program decisions; they weave assessment throughout their programs so that it complements and enhances the work that faculty are already doing and supports collective efforts to improve teaching and learning.

The Office of Assessment for Curricular Effectiveness (ACE), formerly the Office of Assessment of Teaching and Learning (ATL), supports the development of effective assessment systems in which faculty collaboratively develop, maintain, and improve a curriculum that promotes student learning.

### Annual Reporting and WSU Accreditation

WSU's undergraduate degree programs<sup>1</sup> report annually on their system of assessing student learning, a practice begun in 2009. ACE collects the reports, analyzes the data, and prepares summaries for the colleges and institution (see [Appendix A](#)). One goal of annual assessment reporting is to document regular assessment activities and uses of assessment by undergraduate academic programs, to help meet the university's regional accreditation standards. WSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). (See [Appendix E](#) for a list of the revised NWCCU 2020 Standards and 2018 Recommendations relevant to undergraduate program assessment.)

<sup>1</sup> 66 undergraduate degrees reported on program assessment in 2022, including over 90 majors, 80 minors, and 100 in-major specializations, and are listed in [Appendix B](#).

### 3. Key Elements of Program-level Assessment

Key Elements of Program Assessment, identified by ACE (formerly ATL) in 2011 and developed by programs to fit their unique context and needs, include program-level SLOs, curriculum maps, assessment measures (direct and indirect), assessment plans, and use of assessment to inform decision-making. The Key Elements of Program Assessment form the framework for useful, sustainable assessment at WSU. See [Appendix F](#) for a definition of each key element.

Substantially all programs reported having program-level SLOs in place (97%) and collecting an indirect measure (92%) in 2022; however, only 80% of programs had a curriculum map, only 77% collected a direct measure, only 83% had an assessment plan, and only 77% used assessment to inform decision-making in 2022 (Table 1).

Table 1

Key Assessment Elements Undergraduate Degree Program Assessment Reports, 2020-2022						
Key Elements in Place	2020 (65 Degrees)		2021 (64 Degrees)		2022 (66 Degrees)	
	# of Degrees	% of Degrees	# of Degrees	% of Degrees	# of Degrees	% of Degrees
Student Learning Outcomes	65	100%	64	100%	64	<b>97%</b>
Curriculum Map	65	100%	60	94%	53	<b>80%</b>
Direct Measure	55	85%	52	81%	51	<b>77%</b>
Indirect Measure	64	98%	56	88%	61	<b>92%</b>
Assessment Plan	60	92%	59	92%	55	<b>83%</b>
Use of Assessment*	57	88%	53	83%	51	<b>77%</b>

\*Use of Assessment includes use of any program-level assessment; [Section 7A](#) of this report looks at uses of assessment aligned with specific student learning outcomes for decisions about curriculum/instruction and faculty/TA development.

**AREA FOR ATTENTION.** Having curriculum maps and assessment plans, the collection of direct measures of student learning, and use of assessment to inform decision-making are areas for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that Key Elements of Program Assessment are in place. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE is available to work with programs to develop or improve the usefulness of their Key Assessment Elements. ACE offers a variety of consultations and resources for program faculty.

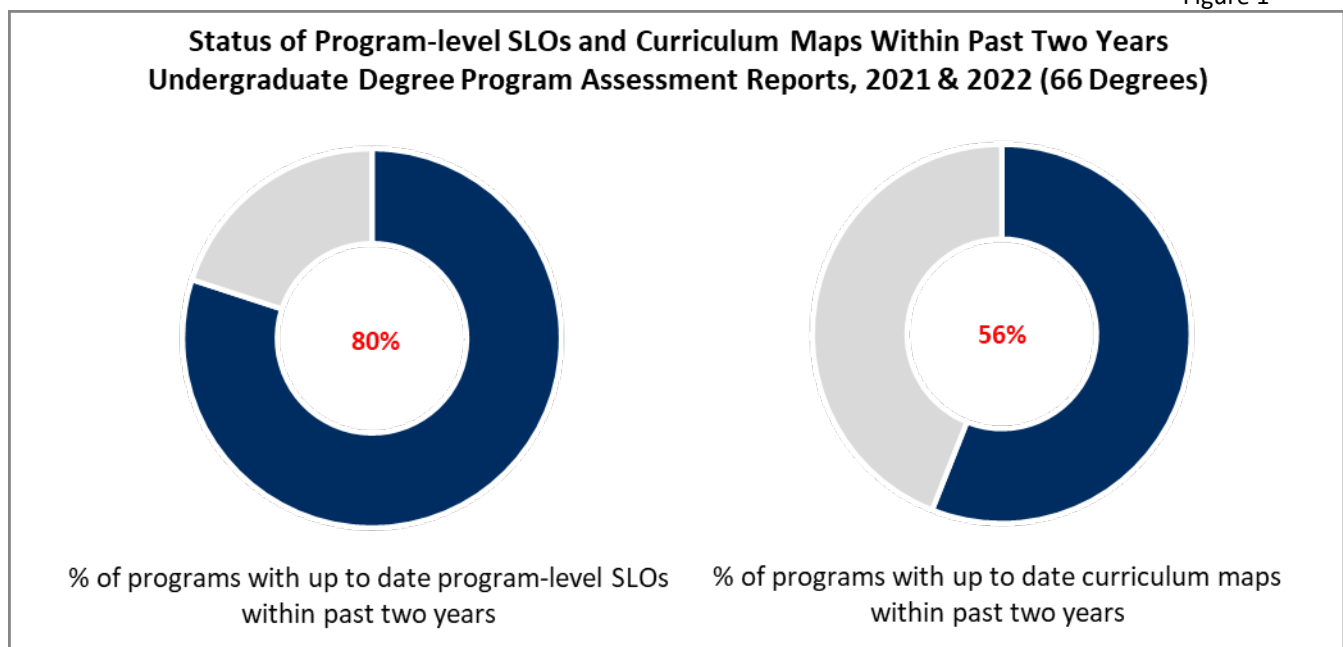
**WSU Accreditation: NWCCU Standards Related to Key Elements of Program Assessment.** To maintain institutional accreditation, WSU must demonstrate that: learning outcomes are identified and published for degree programs (**1.C.3**); degrees and programs are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning and culminate in achievement of identified student learning outcomes in recognized fields of study (**1.C.1 and 1.C.2**); an effective system of assessment evaluates the quality of learning in degree programs (**1.C.5**); results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs (**1.C.7**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**).

## 4. Program-level Student Learning Outcomes (SLOs) and Curriculum Maps

**Program-level Student Learning Outcomes (SLOs).** Program-level SLOs identify core skills and knowledge that students are expected to demonstrate upon successful completion of a curriculum or program of study. Substantially all programs reported having program-level SLOs in place in 2022 (97%, see [page 7](#)); however, only 80% of programs reported that their program-level SLOs were up to date within the past two years (Figure 1).

**Curriculum Maps.** A curriculum map is a matrix aligning program-level SLOs with the courses for a degree program or major. Curriculum maps help faculty understand how courses situate in the curriculum, and the contributions that each course makes toward advancing program-level SLOs for the degree. Only 80% of programs reported having a curriculum map in 2022 (see [page 7](#)); further, only 56% of programs reported that their curriculum map was up to date within the past two years (Figure 1).

Figure 1



**AREA FOR ATTENTION.** The status of program-level SLOs and curriculum maps are areas for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that program-level SLOs and curriculum maps are up to date within a given two-year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE offers consultations and resources for program faculty developing and updating program-level SLOs and curriculum maps. *Note: An important aspect of curriculum mapping is the faculty discussion which occurs in the process of creating or reviewing the map—a forum to consider strengths and weaknesses of the curriculum, inviting dialog and the chance to deepen connections among courses, assignments, learning activities, and departmental approaches to teaching and learning.*

**WSU Accreditation: NWCCU Standards Related to Program-level Student Learning Outcomes and Curriculum Maps.** To maintain institutional accreditation, WSU must demonstrate that: learning outcomes are identified and published for degree programs (**1.C.3**); degrees and programs are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning and culminate in achievement of identified student learning outcomes in recognized fields of study (**1.C.1 and 1.C.2**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**).



## 5. Measures of Student Learning

Assessment measures are tools used to gather student learning information (data) to support decision-making about teaching, learning, and curricula. Assessment measures typically fall into two categories:

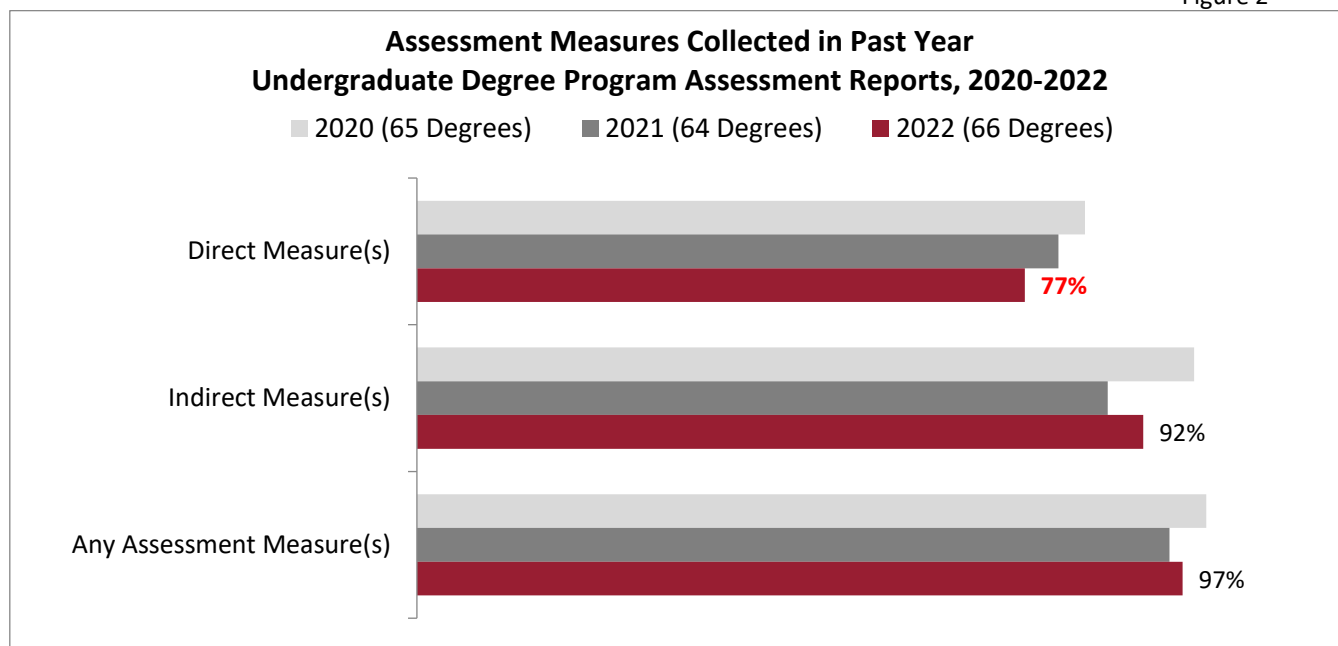
**Direct measures** are assessments (by faculty or other professionals) of student work products or performances that provide demonstrated evidence of program-level SLOs (i.e., skills and knowledge).

**Indirect measures** include perspectives, input, and other indicators (from students or others) that provide evidence related to program-level SLOs (e.g., perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, the availability or quality of learning opportunities, student progress, etc.).

Direct measures reveal what students have learned and to what extent, while indirect measures can provide information as to why students learned or did not learn. Indirect measures can also guide faculty members in thinking about how to interpret results and make improvements.

Substantially all programs reported collecting at least one assessment measure in 2022 (97%), with 92% of programs collecting an indirect measure in 2022; however, only 77% of programs reported collecting a direct measure (Figure 2). Direct and indirect measures come in many forms and may vary to best meet the needs of the program. See [Appendix G](#) for types of direct and indirect measures collected in the past year.

Figure 2



**AREA FOR ATTENTION.** The collection of direct measures of student learning is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that direct and indirect measures of student learning are collected each year. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE is available to consult with programs to develop measures and/or increase the quality and utility of measures, and to scale up pilots in sustainable ways.

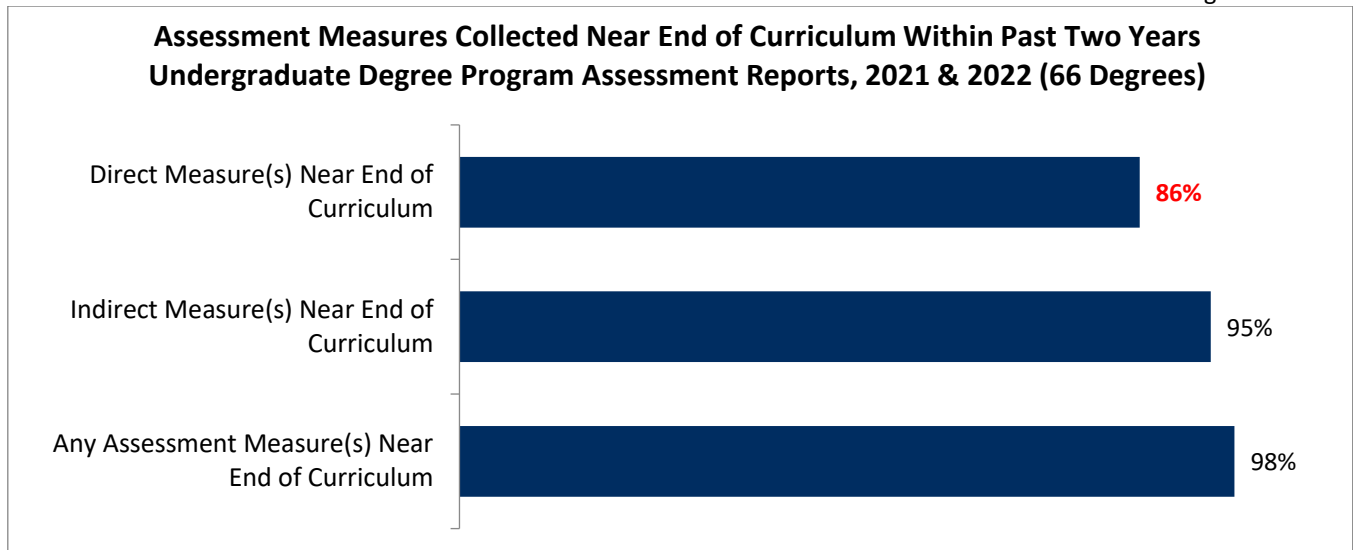
**WSU Accreditation: NWCCU Standards Related to Measures of Student Learning.** To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs (1.C.5); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (1.C.5).

## 5.A. Measures of Student Learning Near End of Curriculum

Assessment measures collected near the end of the curriculum provide information about student performance on program-level SLOs and experiences as students are completing the curriculum.

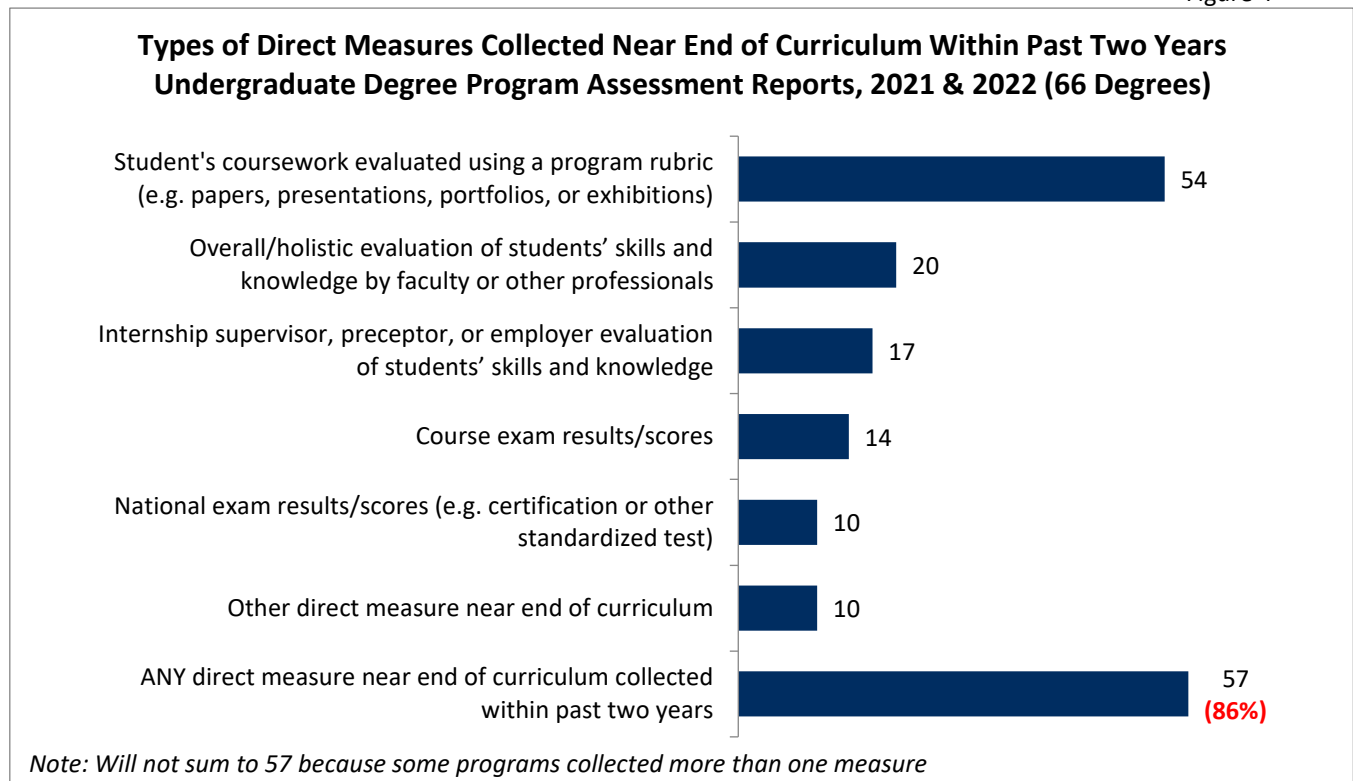
Substantially all programs reported collecting at least one assessment measure near the end of the curriculum within the past two years (98%), with 95% of programs collecting an indirect measure near the end of the curriculum within the past two years; however, only 86% of programs reported collecting a direct measure of student performance near the end of the curriculum within the past two years (Figure 3).

Figure 3



Each program collects measures that best fit its unique context, with a variety of direct measures collected near the end of the curriculum within the past two years (Figure 4).

Figure 4



**AREA FOR ATTENTION**. The collection of direct measures near the end of the curriculum is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs (≥90%) reporting that direct and indirect measures near the end of the curriculum are collected within in a given two year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE is available to consult with programs to develop measures and/or increase the quality and utility of measures, and to scale up pilots in sustainable ways.

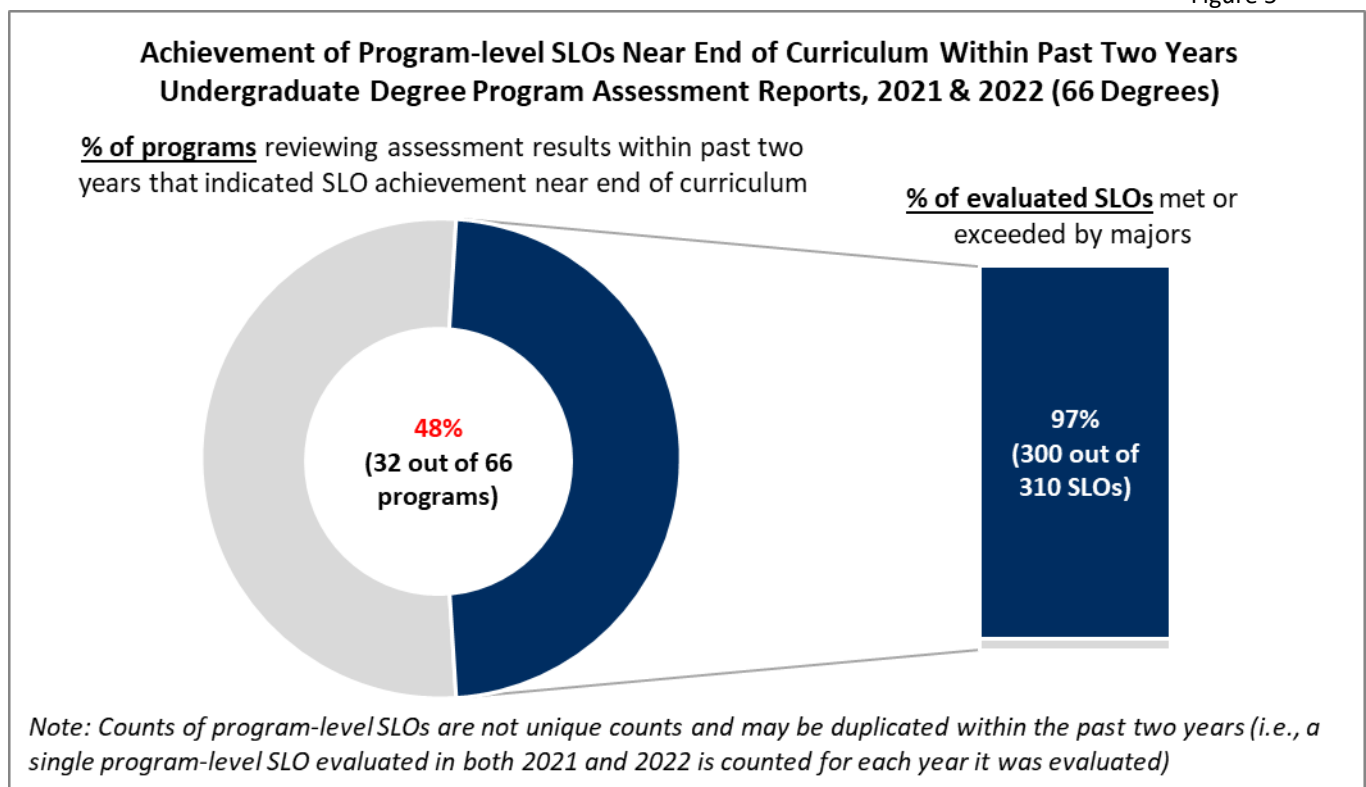
**WSU Accreditation: NWCCU Standards Related to Measures of Student Learning Near End of Curriculum.** To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs **(1.C.5)**; faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs **(1.C.5)**; a continuous process is in place to assess institutional effectiveness, including student learning and achievement **(1.B.1)**; indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity **(1.D.4)**.

## 6. Achievement of Program-level Student Learning Outcomes Near End of Curriculum

An effective system of program assessment includes direct measures collected near the end of the curriculum that provide information about student achievement of program-level SLOs. First implemented in 2019, programs were again asked to report on the *extent to which students were meeting faculty-determined expectations for the degree's program-level SLOs near the end of the curriculum*. SLO achievement summary information provides a useful overview of student learning achievement for WSU—helping programs demonstrate academic strengths, as well as set priorities for improvement—and also supports WSU's strategic planning and mission fulfillment for university accreditation. *Note: While all program-level SLOs do not need to be measured annually, achievement of program-level SLOs near the end of the curriculum should be measured and reviewed within a reasonable cycle.*

Only 48% of programs reported reviewing assessment results that indicated student achievement of program-level SLOs near the end of the curriculum within the past two years (Figure 5). Collectively, these programs evaluated 310 program-level SLOs within the past two years; of these, 300 program-level SLOs were met or exceeded by students (Figure 5).

Figure 5



**AREA FOR ATTENTION.** Reviewing assessment results that indicate student achievement of program-level SLOs near the end of the curriculum is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that they have reviewed assessment results that indicate student achievement of program-level SLOs near the end of the curriculum within in a given two year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE can assist programs with improving measures or facilitating faculty discussion of minimum thresholds of competency for majors and determining group targets for the program.

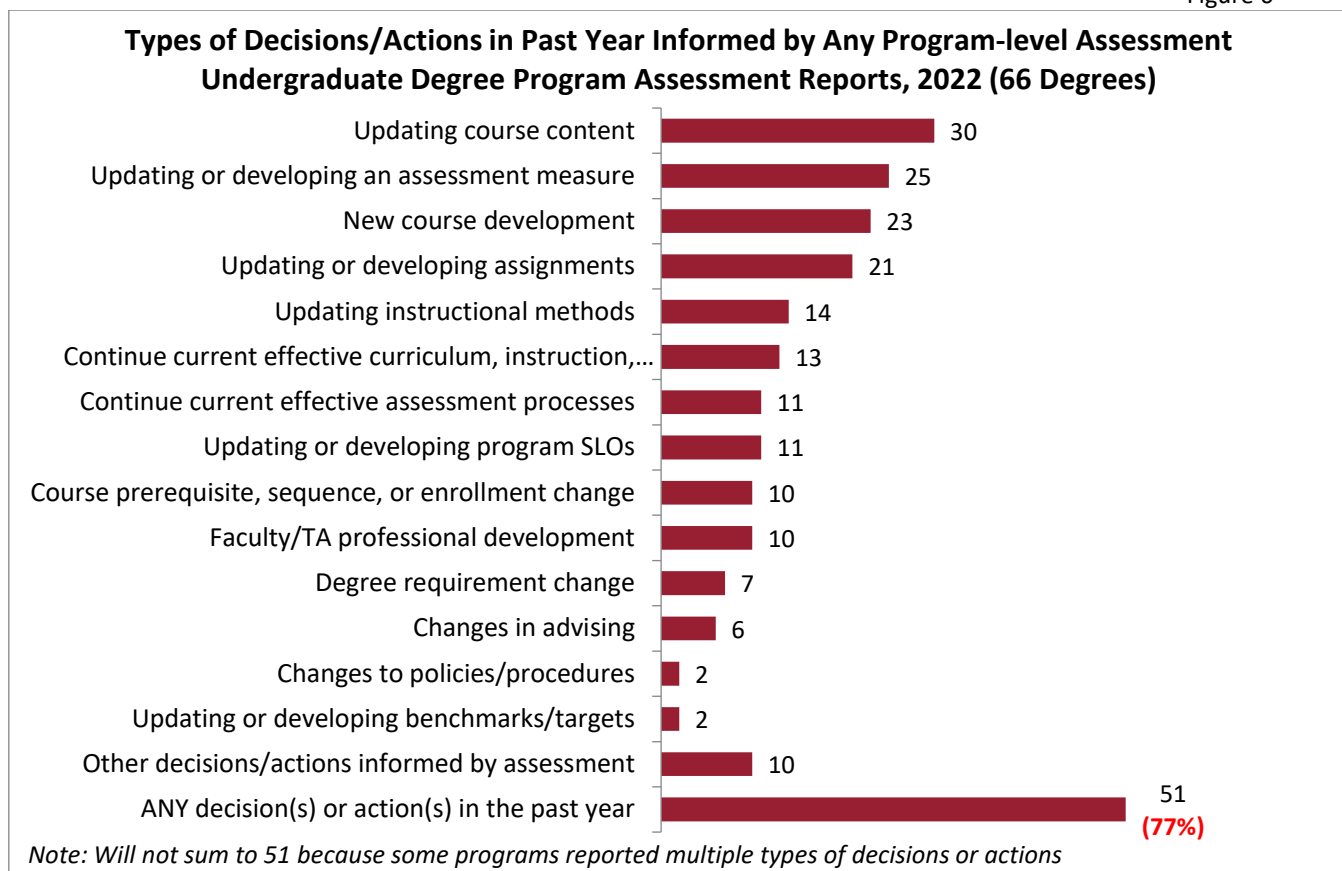
**WSU Accreditation: NWCCU 2018 Recommendation and Standards Related to SLO Achievement Near End of Curriculum.** In 2018, the NWCCU recommended that WSU incorporate student learning outcomes assessment findings into the evaluation of university mission fulfillment (**Recommendation and Standard 1.B.1**).

## 7. Using Any Program-level Assessment to Inform Decision-making

Program assessment, including direct and indirect measures, should inform regular faculty reflection and discussion, and contribute to decision-making to support effective teaching, learning, and curricula (such as decisions about courses, sequencing, instructional methods, assignments, advising, assessment processes, and policies). Decisions can include choosing to make changes to a program, continue current effective practices, or build on strengths.

While only 77% of programs reported making decisions informed by program assessment in 2022, these programs reported that assessment informed decisions about courses and curriculum, instruction, prerequisites, assessment processes, advising, policy, and other changes (Figure 6).

Figure 6



**AREA FOR ATTENTION.** The use of assessment to inform decision-making is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that they use any assessment (direct or indirect) to inform any decision-making each year (includes decisions about curriculum and instruction, as well as advising, scheduling, assessment processes, etc.). However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE offers a variety of consultations and resources for program faculty and is available to facilitate faculty discussion to support programs in using assessment to inform program decision-making.

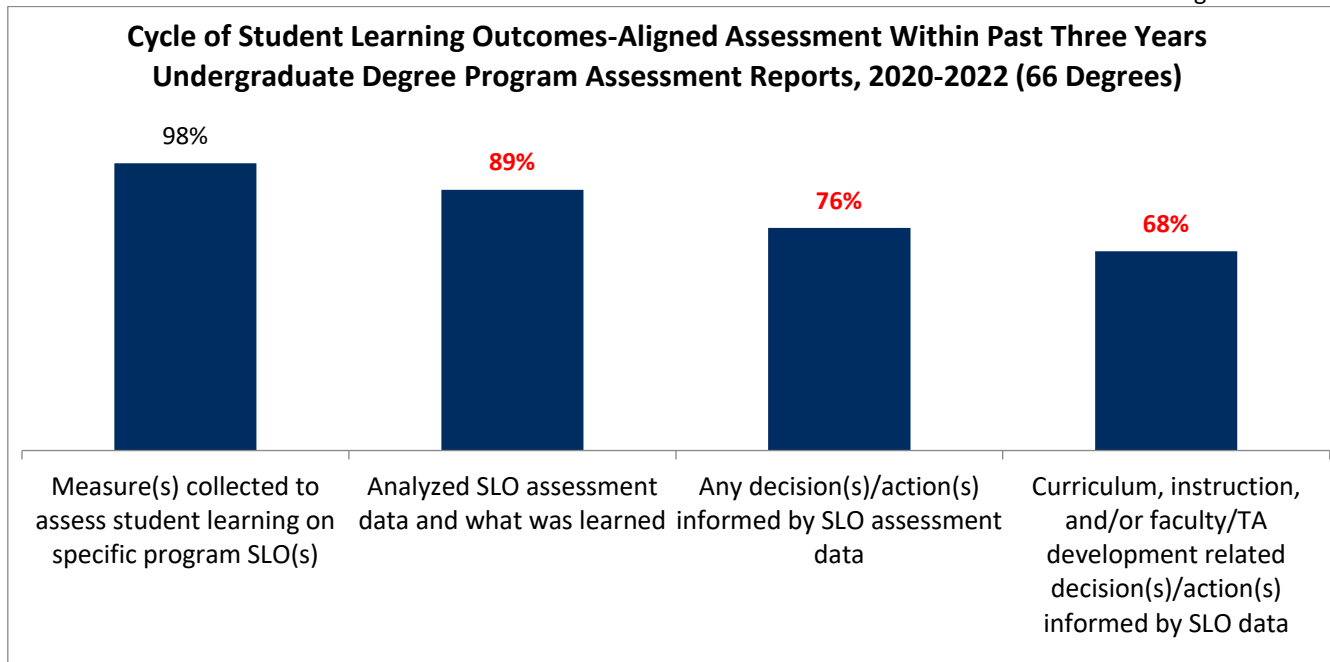
**WSU Accreditation: NWCCU Standards Related to Using Assessment to Inform Decision-making.** To maintain institutional accreditation, WSU must demonstrate that: results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs (1.C.7); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (1.C.5); indicators of student achievement are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity (1.D.4).

## 7.A. Using Assessment Results Aligned with Program Student Learning Outcomes (SLOs)

Using assessment data aligned with specific program-level SLOs to inform decision-making is crucial to supporting quality undergraduate curricula and student achievement of program SLOs, with decisions about curriculum, instruction, and faculty development, specifically, contributing most directly to improving student learning.

Only 76% of programs reported completing a cycle of program SLO assessment by using SLO-aligned data to inform decision-making within the past three years (Figure 7). Further, only 68% of programs reported using assessment aligned with specific program-level SLOs to inform decisions about curriculum, instruction, or faculty development within the past three years (Figure 7). *Note: It is not expected that programs complete an assessment cycle every year, or that programs complete an entire assessment cycle for a particular program-level SLO in one academic year (i.e., a decision/action in one year may be informed by an assessment measure collected in previous years).*

Figure 7



**AREA FOR ATTENTION.** Using assessment aligned with program-level SLOs to inform program decision-making, including decisions about curriculum, instruction, or faculty development, is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that they use assessment data aligned with specific program-level SLOs to inform program decisions, including decisions about curriculum, instruction, or faculty development, within a given three-year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

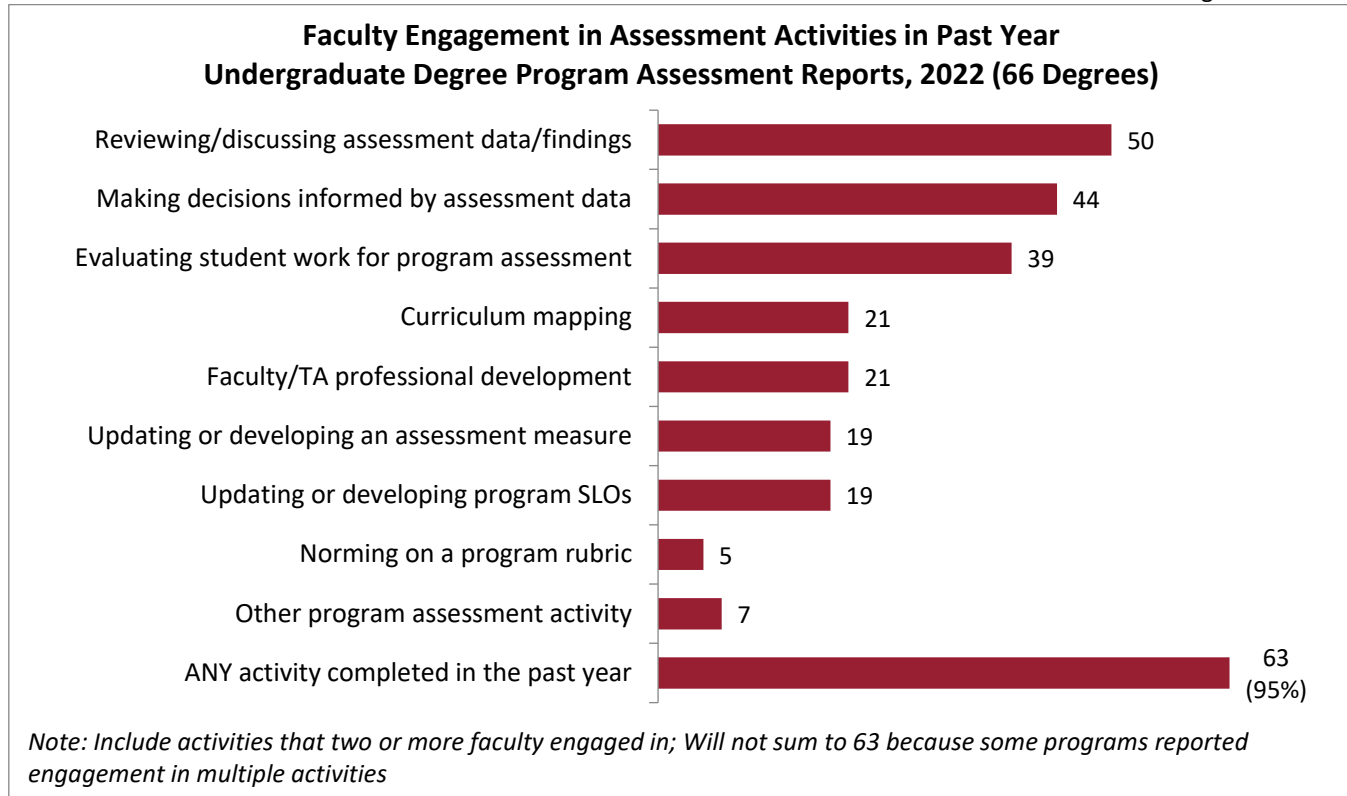
ACE offers a variety of consultations and resources for program faculty and is available to facilitate faculty discussion to support programs in using assessment to inform program decision-making.

**WSU Accreditation: NWCCU Standards Related to Using Assessment Results Aligned with Specific Program-level SLOs.** To maintain institutional accreditation, WSU must demonstrate that: results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs (**1.C.7**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**); indicators of student achievement are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity (**1.D.4**).

## 8. Faculty Engagement in Assessment

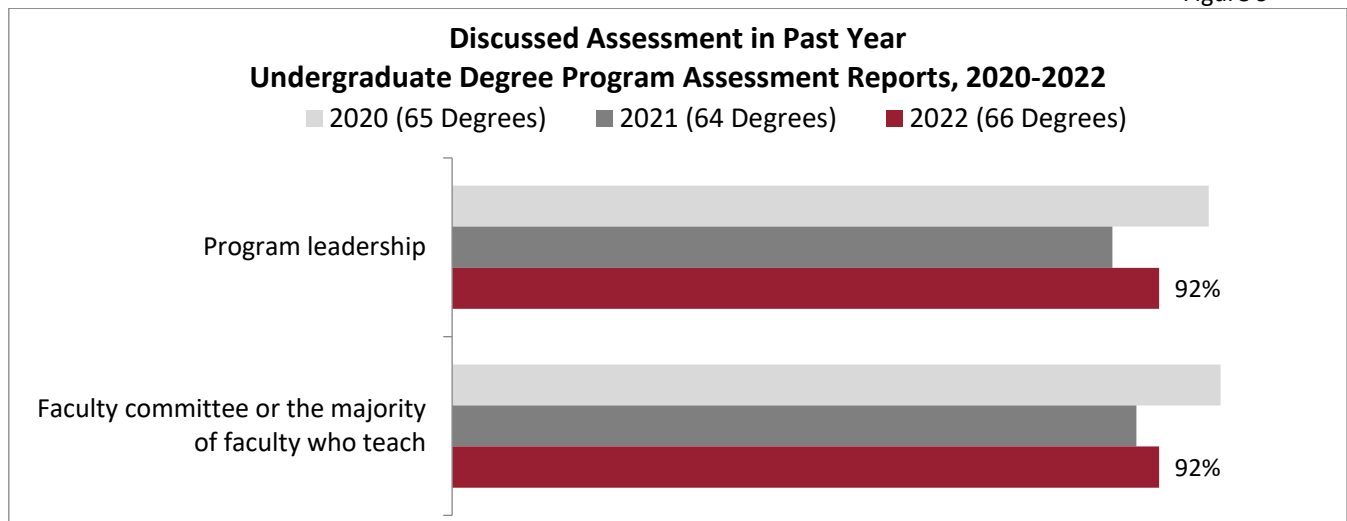
Faculty who engage in program assessment activities conduct significant work toward continuous improvement of curriculum, instruction, and assessment processes. Substantially all programs reported that two or more faculty engaged in assessment activities in 2022 (95%); with a variety of activities reported (Figure 8).<sup>2</sup>

Figure 8



Faculty play critical roles in interpreting and discussing assessment to assist in making data-informed decisions about curriculum, instruction, professional development, and assessment processes. Substantially all programs reported that assessment was discussed by program leadership (92%) and by a faculty committee or the majority of faculty who teach (92%) in 2022 (Figure 9); however, only 77% of programs reported that assessment was discussed by the majority of faculty who teach within the past two years (data not shown).

Figure 9



<sup>2</sup> In many programs, clinical faculty, instructors, and graduate teaching assistants contribute to activities.

**AREA FOR ATTENTION.** Discussions of assessment by the majority of faculty who teach is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that two or more faculty engaged in assessment activities each year, and that assessment is discussed each year by program leadership and a faculty committee or the majority of faculty who teach. Additionally, WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that the majority of faculty who teach discuss assessment within a given two-year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE offers a variety of consultations and resources for program faculty and is available to facilitate faculty discussions to support program assessment. Assessment activities offer ways for faculty to think about student learning in the curriculum, and how to advance program-level SLOs, to increase shared faculty understanding of the curriculum, teaching, and learning. *Note: Faculty can be recognized in annual review for assessment work, under WSU's Faculty Manual and the EPPM.*

**WSU Accreditation: NWCCU Standards Related to Faculty Engagement in Assessment.** To maintain institutional accreditation, WSU must demonstrate that faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs **(1.C.5)**.

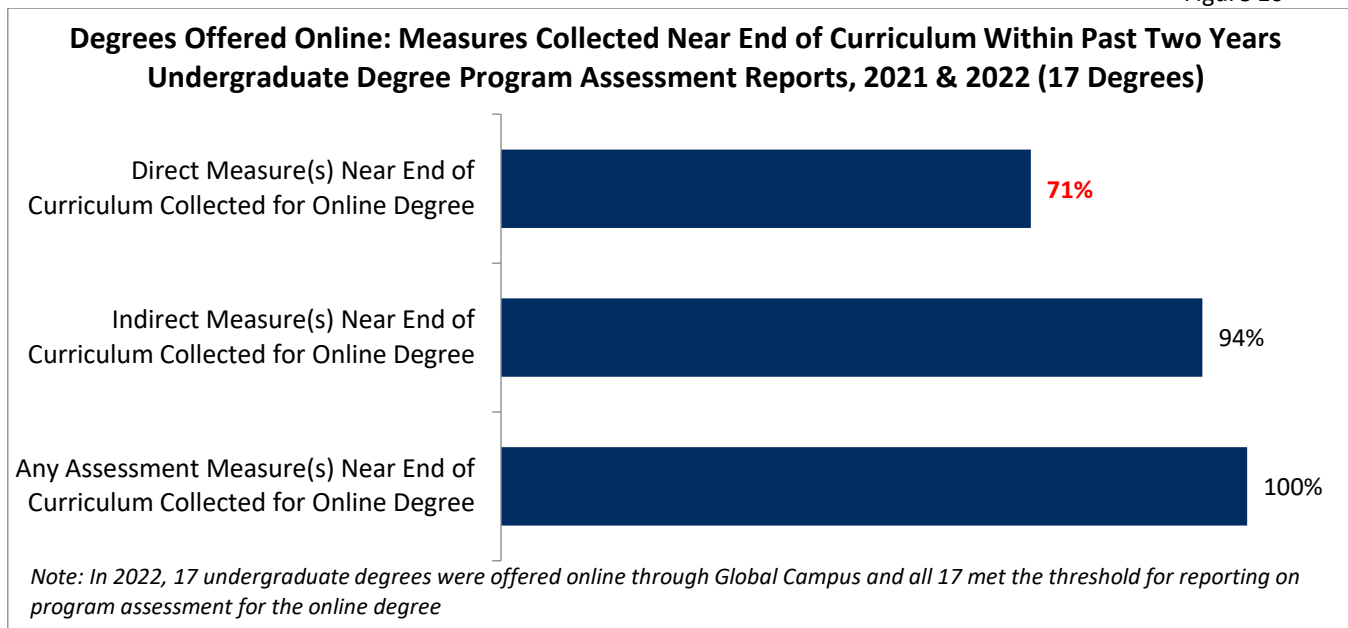


## 9. Assessment in Degrees Offered Online

Assuring educational quality in degrees offered online remains a national concern. In 2022, 17 undergraduate degrees were offered online through Global Campus and all 17 met the threshold for reporting on program assessment for the online degree.

All of these programs reported collecting at least one assessment measure near the end of the curriculum for the online degree within the past two years (100%), with substantially all collecting an indirect measure (94%); however, only 71% of programs reported collecting a direct measure near the end of the curriculum for the online degree within the past two years (Figure 10).

Figure 10



**AREA FOR ATTENTION.** The collection of direct measures near the end of the curriculum in degrees offered online is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that direct and indirect measures near the end of the curriculum are collected for online degree offerings within in a given two year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

In degrees offered online, as well as programs considering extending to online, it is critical for university, campus, college, and department leadership to ensure that online students, courses, and faculty who teach are included in assessment, and that programs collect measures near the end of the curriculum with sufficient sample size and representation. In addition,

- Measures collected may need attention to refine instruments and processes to fit the online environment.
- Chairs and directors should review assessment-related capacity and infrastructure to ensure that assessment is prioritized and sufficiently resourced in online offerings.

**WSU Accreditation: NWCCU Standards Related to Assessment in Degrees Offered Online.** To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs (**1.C.5**); indicators of student achievement are transparent and used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity (**1.D.4**).

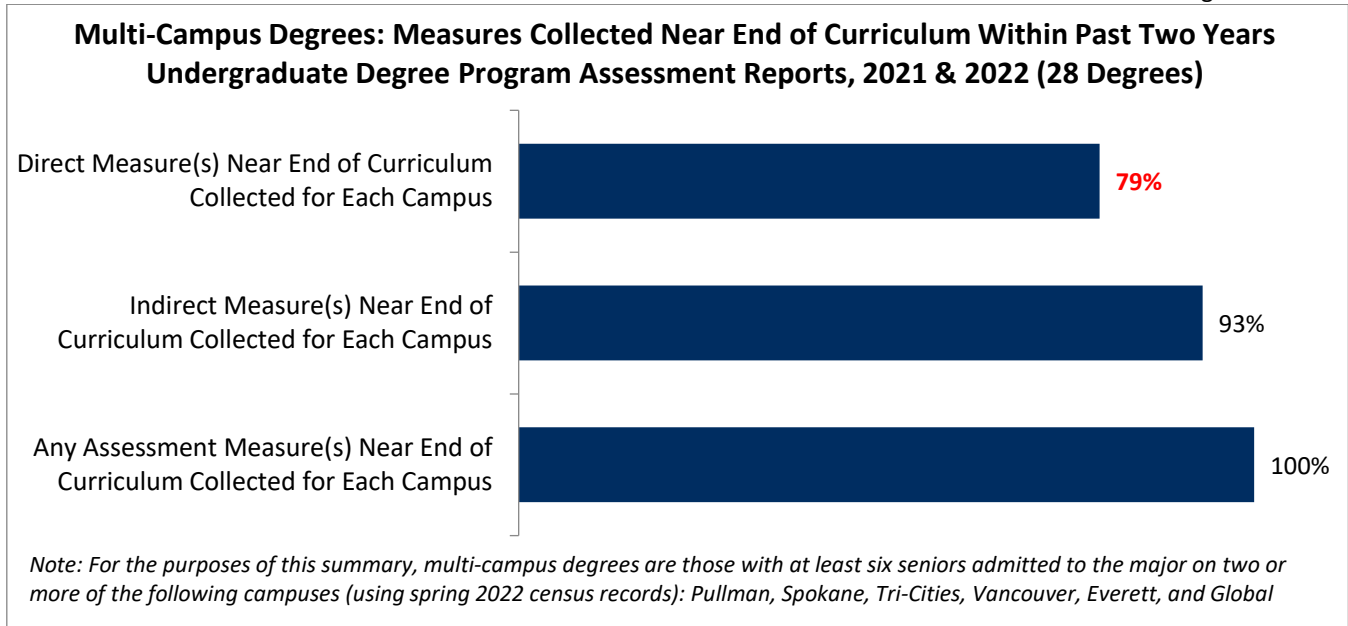
## 10. Multi-Campus Assessment

In multi-campus degrees,<sup>3</sup> assessment must be prioritized and resourced to include students, courses, and faculty from all campuses and locations offering the degree. In 2022, 28 undergraduate degrees were offered on more than one campus and reported on program assessment:<sup>4</sup>

- Anthropology, BA (P,V,G)
- Biology, BS (P,TC,V,G)
- Business Administration, BA (P,TC,V,G)
- Civil Engineering, BS (P,TC)
- Computer Science, BS (P,TC,V)
- Criminal Justice and Criminology, BA (P,G)
- Data Analytics, BS (P,V,E,G)
- Digital Technology and Culture, BA (P,TC,V)
- Earth and Environmental Science, BS (P,TC,V,G)
- Economic Sciences, BS (P,G)
- Education, BA (P,TC,V)
- Electrical Engineering, BS (P,TC,V,E)
- English, BA (P,V,G)
- History, BA (P,V,G)
- Hospitality Business Management, BA (P,V,E,G)
- Human Development, BA (P,V,G)
- Humanities, BA (P,V,G)
- Mathematics, BS (P,V)
- Mechanical Engineering, BS (P,TC,V,E)
- Neuroscience, BS (P,V)
- Nursing, BS (S,TC,V)
- Political Science, BA (P,G)
- Psychology, BS (P,TC,V,G)
- Science, Bachelor of (P,TC)
- Social Sciences, BA (P,TC,V,G)
- Sociology, BA (P,V,G)
- Software Engineering, BS (P,E)
- Strategic Communication, BA (P,V,E,G)

All of these programs reported collecting at least one assessment measure near the end of the curriculum on each campus where offered within the past two years (100%), with substantially all collecting an indirect measure on each campus (93%); however, only 79% of programs reported collecting a direct measure near the end of the curriculum on each campus within the past two years (Figure 11).

Figure 11



<sup>3</sup> For the purposes of this summary, multi-campus degrees are those with *at least six seniors admitted to the major* (using spring 2022 census records) on two or more of the following campuses: Pullman (P), Spokane (S), Tri-Cities (TC), Vancouver (V), Everett (E), and Global (G).

<sup>4</sup> For multi-campus degrees, typically the home campus prepares and submits a single annual undergraduate program assessment report for that degree. However, some degrees submit more than one report, as appropriate for the degree program’s structure (see [Appendix B](#)). In 2022, 10 programs had fewer than six seniors admitted to the major on one or more campuses and fell below the reporting threshold for those campuses (see [Appendix A](#)).

**AREA FOR ATTENTION.** The collection of direct measures near the end of the curriculum in multi-campus degrees is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs (≥90%) reporting that direct and indirect measures near the end of the curriculum are collected on each campus where the degree is offered within in a given two year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

In degrees offered at more than one campus/location, as well as programs considering extending to additional campuses/locations, it is critical for university, campus, college, and department leadership to ensure that assessment includes students, courses, and faculty from all campuses/locations offering the degree. In addition,

- Assessments may need adjustment to better fit a particular campus context.
- Chairs, directors, college, and campus leadership may need to review assessment capacity, communication pathways, and related infrastructure.
- Roles and responsibilities for assessment activities should be clear to faculty on every campus, and campus participation in assessment should not rest solely on one individual. Chair oversight is needed to explicitly convey the need for participation and coordination.

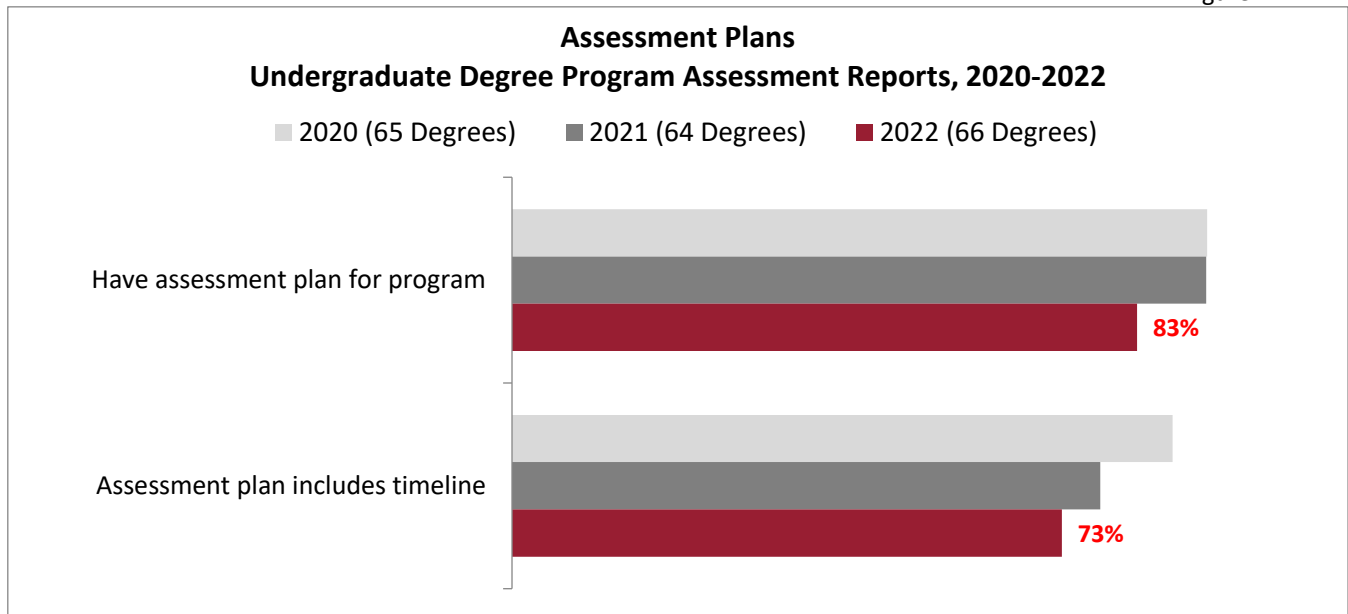
**WSU Accreditation: NWCCU Standards Related to Multi-Campus Assessment Practices.** To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs **(1.C.5)**; indicators of student achievement are transparent and used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity **(1.D.4)**; faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs **(1.C.5)**.

## 11. Assessment Plans

An assessment plan articulates a program’s process for conducting program assessment activities, and for collecting, analyzing, and using program assessment data. Assessment plans also help communicate the various roles and responsibilities of program leadership and faculty in the assessment process and support continuity when there are transitions in personnel or roles.

Only 83% of programs reported that they had an assessment plan in 2022 and only 73% of programs reported that their assessment plan included a specific timeline for assessment activities (Figure 12).

Figure 12



**AREA FOR ATTENTION.** Having an assessment plan with a specific timeline for program assessment activities is an area for attention for WSU undergraduate degree program assessment. WSU aims to have substantially all programs ( $\geq 90\%$ ) reporting that they have an assessment plan with a timeline for key program assessment activities each year. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years.

ACE is available to work with programs to develop their assessment plans.

**WSU Accreditation: NWCCU Standards Related to Assessment Plans.** To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs **(1.C.5)**; results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs **(1.C.7)**.

## 12. Appendices

- A. [Purpose and Scope of Annual Program Assessment Reporting](#)
- B. [WSU Undergraduate Degrees Reporting in 2022](#)
- C. [Guidance for Undergraduate Program Assessment in Response to COVID-19](#)
- D. [University-wide Metrics and Targets for Program Assessment](#)
- E. [NWCCU Standards and Recommendations \(Selected\)](#)
- F. [Glossary](#)
- G. [Types of Direct and Indirect Measures of Student Learning Collected in 2022](#)

## Appendix A: Purpose and Scope of Annual Program Assessment Reporting

**Annual Program Reports.** Each undergraduate degree program reports annually on assessment using a common template developed at WSU. The Office of Assessment for Curricular Effectiveness (ACE), formerly the Office of Assessment of Teaching and Learning (ATL), collects the reports and analyzes the data to generate summaries for the colleges and the institution. See ACE's website for [more information and the report template](#).

**Annual Program Report Summaries.** ACE compiles information from annual assessment reports from WSU's undergraduate programs into summaries for the colleges and institution in order to:

1. Provide a snapshot of undergraduate program-level assessment at WSU. (Reports are designed to collect key information showing the status of program-level assessment, without over-burdening faculty.)
2. Support systematic assessment across the university in ways that are useful to widely different programs.
3. Provide data for discussion and decision-making.
4. Document assessment that supports institutional accreditation through the Northwest Commission on Colleges and Universities (NWCCU) by requiring all degree-granting undergraduate programs to regularly update the key elements of their program assessment.
5. Align annual assessment reporting with NWCCU standards and the cycle for regional accreditation.

**Note:** *These summaries, like the program reports themselves, are meant to show key aspects of program-level assessment of student learning to meet the purposes above; they are not intended to be exhaustive or show all assessment undertaken by programs.*

**Thresholds for Annual Reporting by Undergraduate Degree Programs.** Thresholds for annual program assessment reporting, first implemented in 2019, again modified the reporting process for small undergraduate programs:

1. **Threshold for Reporting about Assessment for a Degree Program Overall.** Undergraduate degree programs with fewer than six seniors admitted to the major for the degree (using spring 2022 census records) fell below the threshold for submitting the regular annual program assessment report to ACE. For 2022 reporting, the *BA in Women's, Gender, and Sexuality Studies* fell below the threshold.
2. **Threshold for Reporting about Undergraduate Assessment for a Degree Program that Integrates a Bachelor's Degree into a Five-year Program of Study for a Master's Degree.** For the first time in 2022, degree programs that integrate a Bachelor's degree into a five-year program of study for a Master's degree, where fewer than six seniors receiving the BA/BS degree do not continue into the graduate portion of the program (using fall 2022 census records), fell below the threshold for submitting the regular annual undergraduate program assessment report to ACE. For 2022 reporting, the *BS in Sports Medicine* (part of the 5-year Master's in Athletic Training) fell below the threshold.
3. **Threshold for Reporting about Assessment on a Particular Campus for Multi-campus Programs.** Multi-campus undergraduate degree programs with fewer than six seniors admitted to the major on a particular campus (using spring 2022 census records) were not required to report on assessment for that particular campus. For 2022, the *BS in Agricultural and Food Systems (Everett)*, *BA in Business Administration (Everett)*, *BA in Chemistry (Vancouver)*, *BA in Computer Science (Tri-Cities)*, *BA in English (Tri-Cities)*, *B of Fine Arts (Tri-Cities)*, *BA in History (Tri-Cities)*, *BA in Hospitality Business Management (Tri-Cities)*, *BA in Human Biology (Vancouver)*, and *BA in Humanities (Tri-Cities)* fell below the threshold and were not required to report on assessment for that particular campus.

These thresholds are intended to recognize that—*while faculty are expected to assess student learning and use results to improve their degree program (and programs should include students and faculty from each campus where the degree is offered in assessment activities to the extent possible)*—small numbers of senior majors may impact a program's ability to meet all expectations for program assessment each year, or, in a given year, may warrant a deeper focus in one area than another. Thus, for these small programs, the annual ebb and flow of their assessment activities is not tallied in the college or university summaries of annual program reports prepared by ACE. Programs are expected to fully report on their assessment when their number of senior majors surpasses the threshold.

## Appendix B: WSU Undergraduate Degrees Reporting in 2022

The 69 Undergraduate Degree Program Assessment Reports submitted in 2022 represent 66 undergraduate degrees and more than 90 majors, 80 minors, and 100 in-major specializations. The table below lists the 66 undergraduate degrees reporting in 2022.

Undergraduate Degrees Reporting 2022 Undergraduate Degree Program Assessment Reports (66 Degrees)		
College	Undergraduate Degrees Reporting in 2022 <sup>1</sup>	
<b>Agricultural, Human, and Natural Resource Sciences</b> (9 degrees)	Agricultural and Food Systems, BS Animal Sciences, BS Apparel, Merchandising, Design and Textiles, BA Earth and Environmental Science, BS <sup>2</sup> Economic Sciences, BS	Food Science, BS Human Development, BA Integrated Plant Sciences, BS Viticulture and Enology, BS
<b>Arts and Sciences</b> (29 degrees)	Anthropology, BA Biology, BS Chemistry, BA <sup>3</sup> & BS <sup>3,4</sup> Comparative Ethnic Studies, BA Criminal Justice and Criminology, BA Data Analytics, BS <sup>5</sup> Digital Technology and Culture, BA Earth and Environmental Science, BS <sup>2</sup> English, BA Fine Arts, BA <sup>3</sup> & BFA <sup>3</sup> Foreign Languages and Cultures, BA History, BA Human Biology, BA Humanities, BA	Mathematics, BS Music, BA <sup>3,4</sup> & BMus <sup>3,4</sup> Philosophy, BA Physics, BS Political Science, BA Psychology, BS Public Affairs, BA Science, Bachelor of Social Sciences, BA Social Studies, BA Sociology, BA Zoology, BS
<b>Business</b> (2 degrees)	Business Administration, BA <sup>4</sup>	Hospitality Business Management, BA <sup>4</sup>
<b>Communication</b> (2 degrees)	Journalism and Media Production, BA	Strategic Communication, BA
<b>Education</b> (3 degrees)	Education, BA <sup>4</sup> Kinesiology, BS	Sport Management, BA
<b>Engineering and Architecture</b> (16 degrees)	Architectural Studies, BS Bioengineering, BS <sup>4</sup> Chemical Engineering, BS <sup>4</sup> Civil Engineering, BS <sup>3,4</sup> Computer Engineering, BS <sup>4</sup> Computer Science, BA <sup>3,4</sup> & BS <sup>3,4</sup> Construction Engineering, BS Construction Management, BS <sup>4</sup>	Data Analytics, BS <sup>5</sup> Electrical Engineering, BS <sup>3,4</sup> Interior Design, BA <sup>4</sup> Landscape Architecture, BLA <sup>4</sup> Materials Science and Engineering, BS <sup>4</sup> Mechanical Engineering, BS <sup>3,4</sup> Software Engineering, BS <sup>4</sup>
<b>Medicine</b> (2 degrees)	Nutrition and Exercise Physiology, BS <sup>4</sup>	Speech and Hearing Sciences, BA
<b>Nursing</b> (1 degree)	Nursing, BS <sup>4</sup>	
<b>Veterinary Medicine</b> (4 degrees)	Biochemistry, BS Genetics and Cell Biology, BS	Microbiology, BS Neuroscience, BS

<sup>1</sup> The BA in Women's, Gender, and Sexuality Studies fell below the reporting threshold of six seniors admitted to the major for the degree overall for 2022. The BS in Sports Medicine (part of the 5-year Master's in Athletic Training) fell below the undergraduate reporting threshold for degree programs that integrate a Bachelor's degree into a five-year program of study for a Master's degree, where fewer than six seniors receiving the BA/BS degree do not continue into the graduate portion of the program.

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

<sup>3</sup> As appropriate for the degree program's structure, some reports represent more than one degree, and some degrees submit more than one report. Four reports included two degrees and four engineering degrees reported separately at Tri-Cities and Vancouver.

<sup>4</sup> 21 undergraduate degrees are professionally accredited. For this summary, "professionally-accredited" refers to programs or colleges that are accredited by an agency or association, in addition to the NWCCU accreditation of WSU, and does not include other accredited options (e.g., education option in a particular program).

<sup>5</sup> Data Analytics is a cross-college academic unit located within both CAS and VCEA.

## Appendix C: Guidance for Undergraduate Program Assessment in Response to COVID-19

Recognizing the COVID-19 pandemic context and impacts, ACE published [WSU Expectations and Guidance for AY 2021-22 Undergraduate Program Assessment](#), which continued [similar guidance from AY 2020-21](#), to support programs in prioritizing program assessment work for AY 2021-22. ACE developed this guidance, provided below, in consultation with WSU's Liaison Council for Undergraduate Assessment and the Provost's Office.

**WSU Expectations and Guidance for AY 2021-22 Undergraduate Program Assessment.** For AY 2021-22, undergraduate degree programs are expected to:

Conduct some program-level assessment related activities.

- Undergraduate programs should carry out some program assessment work this academic year, where possible, after taking into account program context and pressing questions.
  - Prioritize assessment that fits the program's context and capacity, and that will advance meaningful program assessment in the future. Continue to collect assessments that are in place and feasible.
- Consider new or existing assessment practices that worked well in AY 2020-21.
- Work towards resuming or refreshing assessment that was impacted by the COVID-19 pandemic last year.
  - For example, a program could choose among options like these:
    - Assess senior major achievement of a program-level student learning outcome: collect assessments that are in place and feasible, or take steps to interpret existing senior achievement data or to advance a senior direct assessment measure in another way.
    - Make use of existing assessment data (e.g., examine data already collected through a different lens or review complementary data sets in tandem)
    - Finish a project in progress (e.g., revising student learning outcomes for the program) or advance next steps (e.g., expanding an existing measure to include another campus or course)
- Contact ACE with questions or for support in assessment planning or activities.
- *Note: Program assessment is a university expectation to support quality academic programs.*

### Additional Guidance

- To conserve and allocate faculty time this academic year, it's important that the undergraduate program's leadership group (chair/director, faculty assessment coordinator, undergraduate studies director or similar role) agree on priorities and feasibility.
- Where possible, choose something useful for undergraduate curriculum and program assessment.



## Appendix D: University-wide Metrics and Targets for Program Assessment

WSU aims to have **substantially all programs (≥ 90%)** reporting that program assessment elements are in place and that program-level student learning outcomes data, including the achievement of program-level student learning outcomes near the end of the curriculum, are regularly collected and used to inform decision-making about teaching, learning, and curricula. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in recent years. ACE published guidance to support programs in prioritizing program assessment work for AY 2021-22 (see [Appendix C](#)).

In line with *WSU's 2020-2025 System Strategic Plan* "Goal 2: Student Experience" objective of enhancing the quality of the undergraduate academic experience, WSU's overarching goal is for program assessment to be meaningful and useful to faculty and programs. University-wide targets for program assessment are intended to monitor the status of program assessment systems at WSU, while recognizing that making meaningful adjustments to program assessment elements, processes, and tools takes time. In any given year, a number of programs may experience a change in their context, prompting faculty to revisit program assessment elements, processes, and/or tools. For example, faculty might work to refresh a measure to increase the quality of their data or to align with changes to student learning outcomes, curriculum, or instruction. WSU's approach encourages faculty to develop program assessment that is sustainable, with room to respond to the evolving needs of teaching, learning, and curriculum.

University-wide Metrics and Targets for Program Assessment	2020 (65 Degrees)	2021 (64 Degrees)	2022 (66 Degrees)
<b>Program-level Student Learning Outcomes (SLOs)</b>			
Substantially all (≥ 90%) degree programs have program-level student learning outcomes (SLOs) <u>in place each year</u>	100%	100%	97%
Substantially all (≥ 90%) degree programs have program-level SLOs that are <u>up to date within a given two year period</u>	(Data not available)	81%	80%
<b>Curriculum Maps</b>			
Substantially all (≥ 90%) degree programs have a curriculum map <u>in place each year</u>	100%	94%	80%
Substantially all (≥ 90%) degree programs have a map that is <u>up to date within a given two year period</u>	(Data not available)	63%	56%
<b>Assessment Plans</b>			
Substantially all (≥ 90%) degree programs have an assessment plan <u>in place</u> (with or without specific timeline for activities) <u>each year</u>	92%	92%	83%
Substantially all (≥ 90%) degree programs have an assessment plan <u>with a timeline</u> for specific assessment activities <u>each year</u>	88%	78%	73%
<b>Assessment Measures (collected at any point in curriculum)</b>			
Substantially all (≥ 90%) degree programs collect assessment measures ( <u>direct or indirect</u> ) <u>each year</u>	100%	95%	97%
Substantially all (≥ 90%) degree programs collect <u>direct</u> measures <u>each year</u>	85%	81%	77%
Substantially all (≥ 90%) degree programs collect <u>indirect</u> measures <u>each year</u>	98%	88%	92%
<b>Assessment Measures Near End of Curriculum<sup>1</sup></b>			
Substantially all (≥ 90%) degree programs collect measures ( <u>direct or indirect</u> ) near the end of the curriculum <u>within a given two year period</u>	100%	98%	98%
Substantially all (≥ 90%) degree programs collect <u>direct</u> measures near the end of the curriculum <u>within a given two year period</u>	94%	84%	86%
Substantially all (≥ 90%) degree programs collect <u>indirect</u> measures near the end of the curriculum <u>within a given two year period</u>	98%	95%	95%

**Key: Goal Met: ≥ 90%; Goal Nearly Met: 80-89%; Goal Substantially Unmet: < 80%**

<sup>1</sup> Expectation to include majors who are nearing the end of the curriculum/program, as seniors or as juniors, as best fits the program context

<sup>2</sup> Includes undergraduate degrees meeting the reporting threshold of six or more seniors admitted to the major on Global Campus (using spring census records).

<sup>3</sup> For the purposes of this summary, multi-campus degrees are those with at least six seniors admitted to the major (using spring census records) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett, and Global.

## University-wide Metrics and Targets for Program Assessment, CONTINUED

University-wide Metrics and Targets for Program Assessment	2020 (65 Degrees)	2021 (64 Degrees)	2022 (66 Degrees)
<b>Degrees Offered Online: Assessment Measures Near End of Curriculum<sup>1,2</sup></b>			
Substantially all (≥ 90%) degree programs collect measures ( <u>direct or indirect</u> ) near the end of the curriculum for online degree <i>within a given two year period</i>	100% (12/12)	100% (15/15)	100% (17/17)
Substantially all (≥ 90%) degree programs collect <u>direct</u> measures near the end of the curriculum for online degree <i>within a given two year period</i>	67% (8/12)	60% (9/15)	71% (12/17)
Substantially all (≥ 90%) degree programs collect <u>indirect</u> measures near the end of the curriculum for online degree <i>within a given two year period</i>	100% (12/12)	93% (14/15)	94% (16/17)
<b>Multi-Campus Degrees: Assessment Measures Near End of Curriculum<sup>1,3</sup></b>			
Substantially all (≥ 90%) multi-campus degree programs collect measures ( <u>direct or indirect</u> ) near the end of the curriculum on each campus where degree is offered <i>within a given two year period</i>	100% (27/27)	100% (28/28)	100% (28/28)
Substantially all (≥ 90%) multi-campus degree programs collect <u>direct</u> measures near the end of the curriculum on each campus where degree is offered <i>within a given two year period</i>	81% (22/27)	79% (22/28)	79% (22/28)
Substantially all (≥ 90%) multi-campus degree programs collect <u>indirect</u> measures near the end of the curriculum on each campus where degree is offered <i>within a given two year period</i>	100% (27/27)	93% (26/28)	93% (26/28)
<b>Achievement of Program SLOs Near End of Curriculum<sup>1</sup></b>			
Substantially all (≥ 90%) degree programs review/discuss representative direct assessment data that indicate <u>SLO achievement by majors</u> near the end of the curriculum <i>within a given two year period</i>	75%	61%	48%
<b>Use of Program-level Assessment to Inform Decision-making</b>			
Substantially all (≥ 90%) degree programs use <u>any program assessment</u> (direct or indirect) to inform <u>any decision-making</u> <i>each year</i> (includes decisions about curriculum and instruction, as well as advising, scheduling, assessment, etc.)	88%	83%	77%
Substantially all (≥ 90%) degree programs use <u>SLO-aligned program assessment</u> (direct or indirect) to inform <u>any decision-making</u> <i>within a given three year period</i> (includes decisions about curriculum and instruction, as well as advising, scheduling, assessment, etc.)	94%	94%	76%
Substantially all (≥ 90%) degree programs use <u>SLO-aligned program assessment</u> (direct or indirect) to inform <u>decision-making about curriculum, instruction, assignments &amp; faculty development</u> <i>within a given three year period</i>	86%	83%	68%
<b>Faculty Engagement in Assessment</b>			
Substantially all (≥ 90%) degree programs <u>discuss assessment with program leadership</u> <i>each year</i>	98%	86%	92%
Substantially all (≥ 90%) degree programs <u>discuss assessment with the majority of faculty who teach OR a faculty committee</u> <i>each year</i>	100%	89%	92%
Substantially all (≥ 90%) degree programs <u>discuss assessment with the majority of faculty who teach</u> <i>within a given two year period</i>	98%	95%	77%
Substantially all (≥ 90%) degree programs <u>engage two or more faculty in program assessment activities</u> <i>each year</i>	98%	94%	95%

**Key: Goal Met: ≥ 90%; Goal Nearly Met: 80-89%; Goal Substantially Unmet: < 80%**

<sup>1</sup> Expectation to include majors who are nearing the end of the curriculum/program, as seniors or as juniors, as best fits the program context

<sup>2</sup> Includes undergraduate degrees meeting the reporting threshold of six or more seniors admitted to the major on Global Campus (using spring census records).

<sup>3</sup> For the purposes of this summary, multi-campus degrees are those with at least six seniors admitted to the major (using spring census records) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett, and Global.

## Appendix E: NWCCU Standards and Recommendations (Selected)

### NWCCU 2020 Standards Regarding Program-level Assessment

The NWCCU 2020 revised standards for WSU's continuing accreditation through the Northwest Commission on Colleges and Universities (NWCCU) took effect on January 1, 2020, and include the following:

- **Learning Outcomes.** Learning outcomes are identified and published for degree programs. Expected student learning outcomes for all courses are provided to enrolled students. **(1.C.3)**
- **Curriculum.** Degrees and programs are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning. Programs have appropriate content and rigor and culminate in achievement of identified student learning outcomes in recognized fields of study. **(1.C.1 and 1.C.2)**
- **Effective and Systematic Assessment is in Place.**
  - An effective system of assessment evaluates the quality of learning in degree programs. **(1.C.5)**
  - Undergraduate learning outcomes and/or core competencies (*at WSU, the WSU Undergraduate Learning Goals*) are assessed across all bachelor's degree programs or within the general education curriculum. **(1.C.6)**
  - A continuous process is in place to assess institutional effectiveness, including student learning and achievement. **(1.B.1)**
- **Assessment Results Support Student Learning and Student Achievement.**
  - Results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs. **(1.C.7)**
  - Indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity. **(1.D.4)**
  - An ongoing and systematic evaluation and planning process is used to inform and refine effectiveness, assign resources, and improve student learning and achievement. **(1.B.1)**
- **Faculty Roles.** Faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs. **(1.C.5)**

### Selected NWCCU Commendations and Recommendations: Spring 2018 Year Seven Evaluation

In 2018, the NWCCU commended WSU for its assessment practices. New recommendations based on the NWCCU 2010 standards that impact undergraduate program assessment planning and priorities include the need to:

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

## Appendix F: Glossary

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

**Assessment Cycle:** The process of planning, collecting, and analyzing assessment measures and data for the purpose of sustaining and improving teaching, learning, and curricula.

**Assessment Plan:** A program's process and timeline for conducting program assessment activities, and for collecting, analyzing, and using program assessment data.

**Assessment Results:** Analyzed or summarized assessment data (quantitative or qualitative) or other impacts of assessment activities; shared formally or informally.

**Curriculum Map:** A matrix aligning program-level student learning outcomes (SLOs) with the courses for a degree program or major.

**Direct Measure:** Assessments (by faculty or other professionals) of students work products or performances that provide demonstrated evidence of program-level SLOs (i.e., skills and knowledge).

**Indirect Measure:** Perspectives, input, and other indicators (from students or others) that provide evidence related to program-level SLOs (e.g., perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, the availability or quality of learning opportunities, student progress, etc.).

**Key Assessment Elements:** At WSU, the principle elements of program assessment forming a framework for useful, sustainable assessment. Specifically, the program-level SLOs for the degree or major, curriculum map, assessment plan, direct measures, indirect measures, and use of assessment of inform decision-making.

**Program-level Student Learning Outcomes Assessment:** A process of faculty identifying what students should know and be able to do by the end of an academic program, measuring student progress toward meeting those learning outcomes, and using that information to inform decision-making about teaching, learning, and curricula.

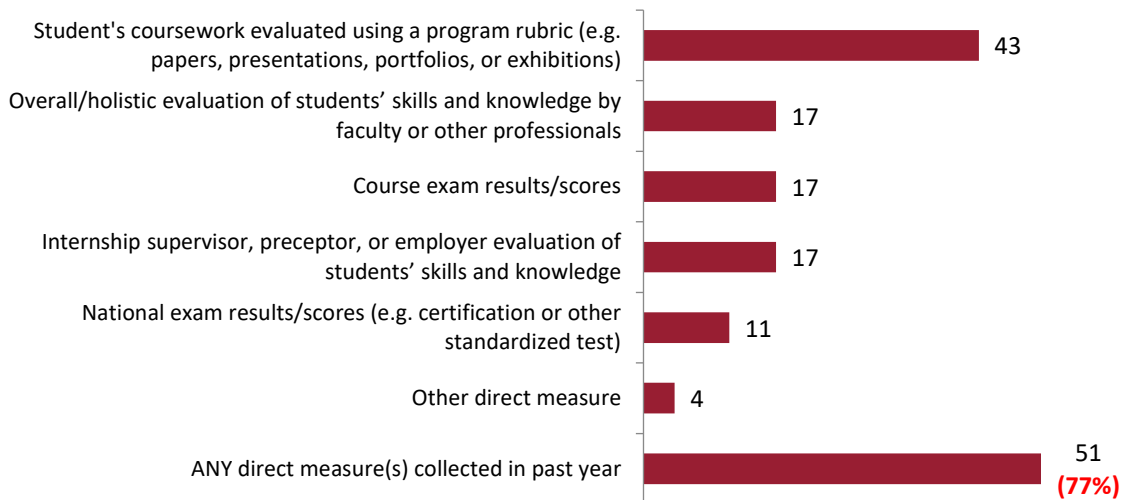
**Program-level Student Learning Outcomes (SLOs):** Core skills and knowledge that students are expected to demonstrate upon successful completion of a program (e.g., core courses and electives for the major).

**Assessment Aligned with Program-level Student Learning Outcomes (SLOs):** Assessment measures aligned with specific program-level SLOs; may include direct measures (such as assessment of skills demonstrated in a senior project) and/or indirect measures (such as input from a senior focus group on their experience related to a specific program-level SLO).

**Use of Assessment:** Program assessment activities and results are intended to inform regular faculty reflection and discussion about effective teaching, learning, and curricula, and ultimately contribute to decision-making to support student learning. Decisions may include intentionally choosing to continue current effective practices, building on the program's existing strengths, and/or making changes to the program. Importantly, use of assessment can occur at any point in the process of collecting, analyzing, or discussing direct and/or indirect assessment.

## Appendix G: Types of Direct and Indirect Measures Collected in 2022

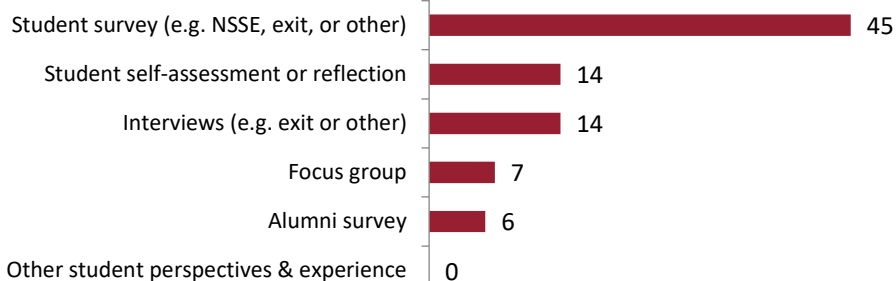
### Types of Direct Assessment Measures Collected in Past Year Undergraduate Degree Program Assessment Reports, 2022 (66 Degrees)



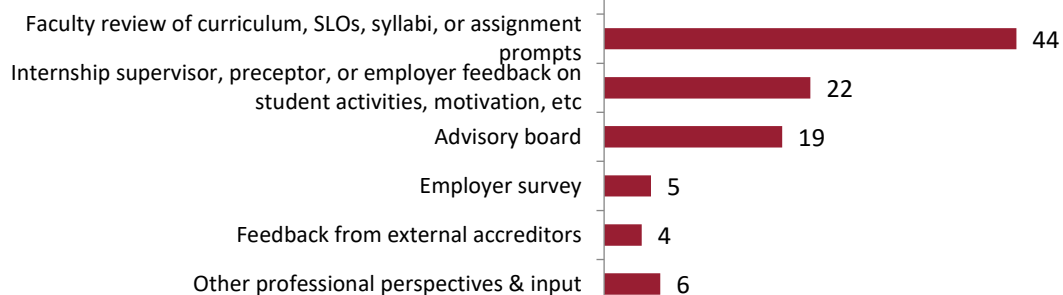
Note: Will not sum to 51 because some programs collected more than one measure

### Types of Indirect Assessment Measures Collected in Past Year Undergraduate Degree Program Assessment Reports, 2022 (66 Degrees)

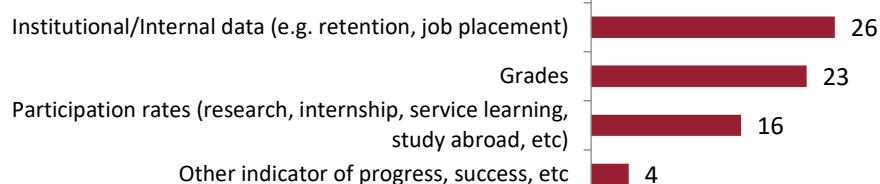
#### Student Perspectives & Experience:



#### Professional Perspectives & Input:



#### Indicators of Progress, Success, etc:



Note: Will not sum to 56 because some programs collected more than one measure