

WSU-Wide Executive Summary, 2023

Undergraduate Degree Program Assessment Reports

Prepared by the Office of Assessment for Curricular Effectiveness
Washington State University | 9/17/2024

Program-level student learning outcome (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. At WSU, departments/schools and faculty have the responsibility to develop, implement, and use meaningful learning outcomes assessment towards the improvement of undergraduate degree programs to meet the evolving needs of students and disciplines.

Purpose and Scope of Annual Program Assessment Reporting. WSU's undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. Annual reporting on program assessment helps programs document their assessment activities and processes and serves as an institutional inventory, providing a snapshot of current assessment activities. The Office of Assessment for Curricular Effectiveness (ACE) collects these reports, analyzes the data, and prepares summaries for the colleges and institution.

This document compiles data from undergraduate program assessment reports; the 68 reports submitted in 2023 represent 64 undergraduate degrees (see [Appendix A](#)). This executive summary looks at key or representative activities and uses in order to provide a useful snapshot for the institution (see [Appendix B](#)); it is not intended to show all assessment undertaken by WSU programs. Another goal of annual reporting is to document regular assessment activities and uses to help meet the university's regional accreditation standards under the Northwest Commission on Colleges and Universities (NWCCU) (see [Appendix C](#)).

2023 WSU-Wide Context. Overall, the university's undergraduate degree offerings continued to expand, with the approval of two new degrees (BS in Cybersecurity and BS in Pharmaceutical and Medical Sciences) and more degrees approved to extend to another campus/location. Several leadership changes occurred in 2023, including a new interim dean in the Carson College of Business, the appointment of a permanent dean in the Elson S. Floyd College of Medicine, and an inaugural Pullman campus vice chancellor for academic engagement.

2023 Annual Reporting Summary Dashboards in Tableau. ACE is providing 2023 annual undergraduate program assessment reporting summaries using Tableau, available to all WSU employees. This executive summary is intended to summarize the data presented in the Tableau dashboards, organized into WSU-wide areas of strength and areas for attention, for the broader WSU community and the public.

The Tableau dashboards summarize data reported by programs over the past three years about aspects of their program-level assessment, including:

- A. Program-level student learning outcomes (SLOs) and curriculum maps; assessment plans; measures of student learning (including measures collected near the end of the curriculum); student achievement of program-level SLOs near end of curriculum
- B. Use of program assessment to inform decision-making (including decisions about curriculum and instruction)
- C. Faculty engagement in assessment activities and discussion of data; chair/director engagement
- D. Assessment in multi-campus degrees and in degrees offered online

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 (see [Appendix B](#)). 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. *Note: 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.*

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 systems that are sustainable, with room to respond to the evolving needs of teaching, learning, and curriculum. ACE is available to work with programs to develop or improve the usefulness of their program assessment elements, processes, and tools, and ACE offers a variety of consultations and resources for program faculty. *Note: See [Appendix D](#) for a glossary of assessment terms, as used throughout this summary.*

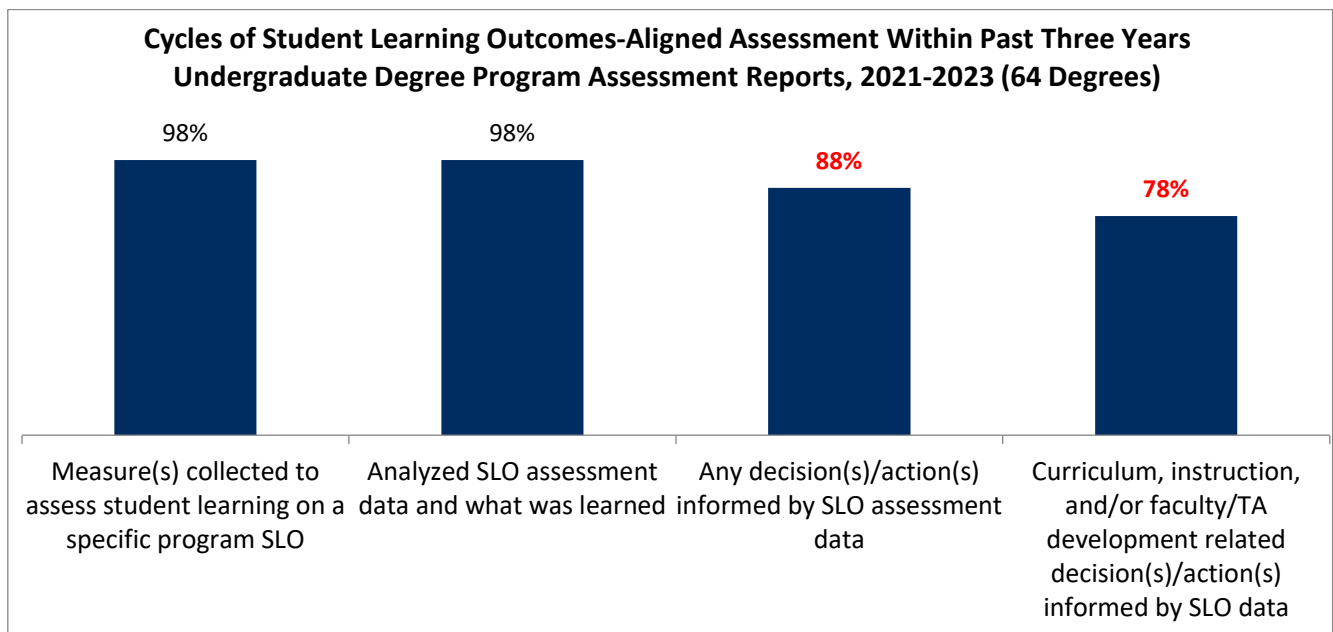
WSU Undergraduate Program Assessment: Areas of Strength

- 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. In this way, 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, supports student learning.
- B. **Faculty Regularly Engage in Assessment Activities.** Substantially all programs reported that two or more faculty engaged in assessment activities in 2023 (95%). Additionally, substantially all programs reported that assessment was discussed by program leadership (91%) and by a faculty committee or the majority of faculty who teach (91%) in 2023. Faculty who engage in program assessment activities conduct important work toward continuous improvement of curriculum, instruction, and assessment processes. Assessment activities offer ways for faculty to think about student learning in the curriculum, and how to advance program-level student learning outcomes (SLOs), to increase shared faculty understanding of the curriculum, teaching, and learning.
- C. **Undergraduate Degree Programs Regularly Collect Indirect Measures and Collect Indirect Measures Near the End of the Curriculum.** Substantially all programs reported collecting at least one indirect measure in 2023 (92%). Additionally, substantially all programs reported collecting at least one indirect measure near the end of the curriculum within the past two years (94%). Indirect measures include perspectives, input, and other indicators (from students or others) that provide information related to program-level student learning outcomes (SLOs), such as perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, or the availability or quality of learning opportunities.

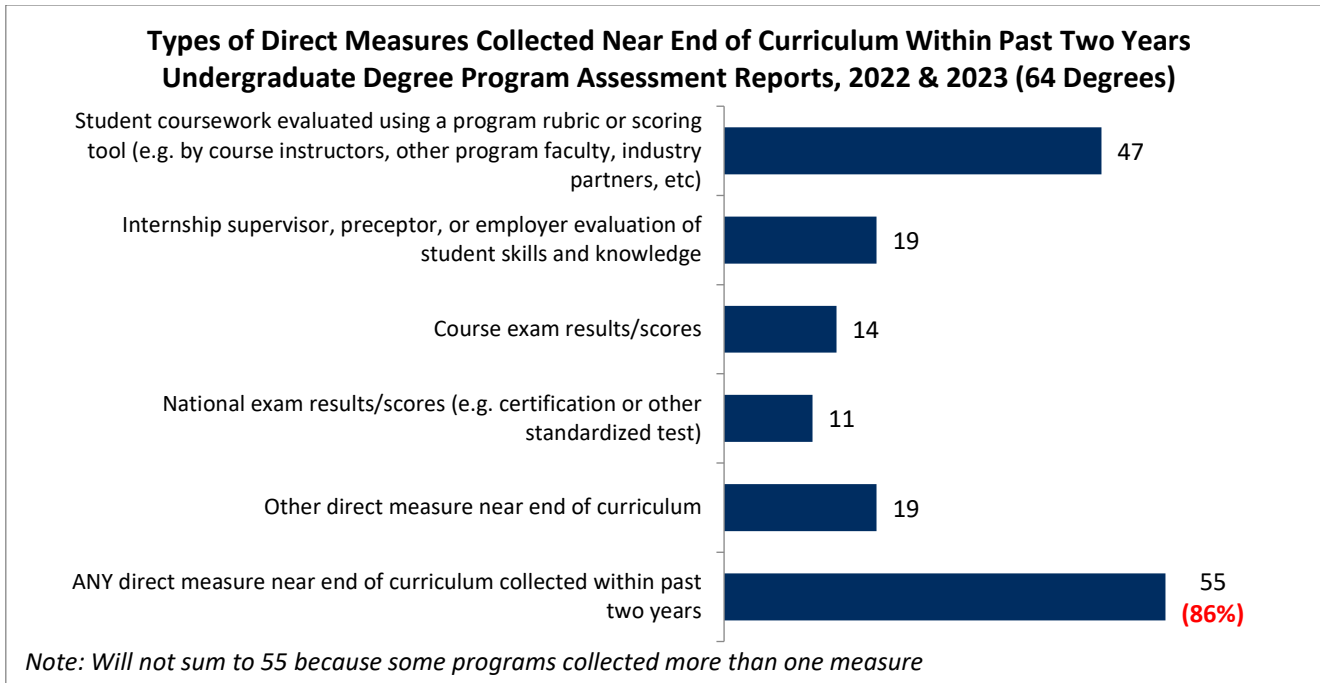
WSU Undergraduate Program Assessment: Areas for Attention

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.

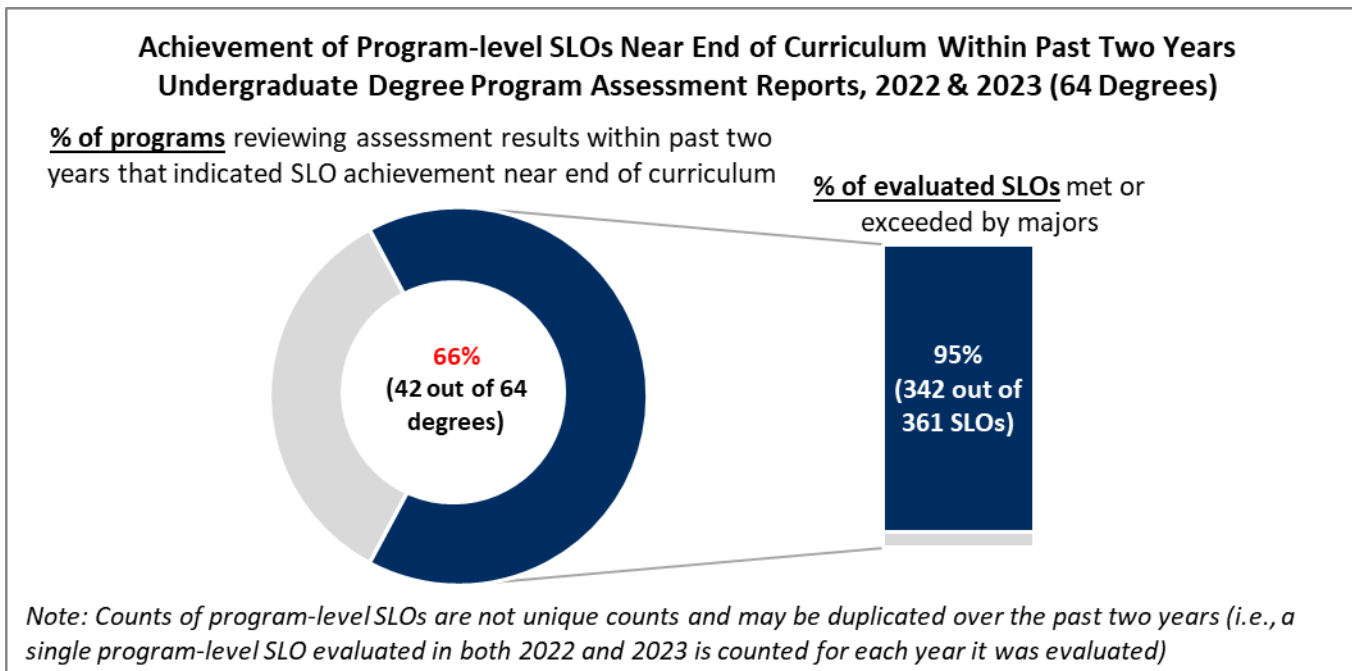
- A. **Status of Program-level Student Learning Outcomes (SLOs) and Curriculum Maps.** While all programs reported having program-level SLOs in place in 2023 (100%), only 86% reported that their program-level SLOs were up to date within the past two years. Further, only 80% of programs reported having a curriculum map in place in 2023 and only 59% reported that their curriculum map was up to date within the past two years. Program-level SLOs identify the core skills and knowledge that students are expected to demonstrate upon successful completion of a program, while curriculum maps help faculty understand how courses situate in the curriculum and the contribution that each course makes towards advancing program-level SLOs for the degree.
- B. **Discussions of Assessment by the Majority of Faculty who Teach.** Only 83% 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 processes. In this way, program assessment offers a meaningful and systematic collaborative process for shared decision-making and actions, with involvement from, and intentional consideration by, program faculty.
- C. **Having Program Assessment Plans with Timelines for Activities.** Only 81% of programs reported that they had an assessment plan in 2023 and only 73% of programs reported that their assessment plan included a specific timeline for assessment activities. An assessment plan articulates a program's intended process for conducting program assessment activities, including collecting, analyzing, and using assessment data. Assessment plans also help communicate program faculty's various roles and responsibilities in the assessment process and support continuity when there are transitions in personnel or roles.
- D. **Regularly Using Assessment to Inform Decision-making, and Using Results Aligned with a Specific Program-level Student Learning Outcome (SLO) to Improve Curriculum and Instruction.** Only 88% of programs reported using any program-level assessment to inform decision-making in 2023. Additionally, only 88% 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 78% of programs reported using assessment aligned with specific a program-level SLO 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, using assessment aligned with a specific program-level SLO to inform decision-making is crucial to supporting quality undergraduate curricula and student achievement.



E. **Regularly Collecting Direct Measures and Collecting Direct Measures Near the End of the Curriculum.** Only 83% of programs reported collecting a direct measure in 2023. Further, only 86% of programs reported collecting a direct measure near the end of the curriculum within the past two years. Direct measures provide demonstrated evidence of student performance on program-level SLOs.



F. **Evaluating Achievement of Program-level Student Learning Outcomes (SLOs) Near End of Curriculum.** Only 66% 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. An effective system of program assessment includes direct measures collected near the end of the curriculum that provide information about student achievement of program 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.



- G. **Assessing Student Learning in Multi-Campus Programs.** In 2023, 32 undergraduate degrees were offered on more than one campus and, of these, 27 met the threshold for reporting on program assessment for more than one campus. While substantially all of these programs reported collecting an indirect measure near the end of the curriculum on each campus where offered within the past two years (96%), only 81% of multi-campus 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.

Note: For the purposes of this summary, multi-campus degrees are those with at least six seniors admitted to the major (using spring 2023 census data) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett, and Global. For 2023, the BS in Agricultural and Food Systems (Everett), BFA in Art (Tri-Cities), BA in Chemistry (Vancouver), BA in Hospitality Business Management (Everett, Tri-Cities, and Vancouver), BA in Human Biology (Vancouver), BA in Humanities (Tri-Cities), BA in Political Science (Vancouver), B of Science (Tri-Cities), BA in Social Sciences (Tri-Cities), and BA in Sociology (Vancouver) fell below the threshold and were not required to report on assessment for that particular campus.

- H. **Assessing Student Learning in Degrees Offered Online.** In 2023, 17 undergraduate degrees were offered online through Global Campus and all 17 met the threshold for reporting on program assessment for the online degree. While all of these programs reported collecting an indirect measure near the end of the curriculum for the online degree within the past two years (100%), only 82% 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.

Appendix A: WSU Undergraduate Degrees Reporting in 2023

The 68 Undergraduate Degree Program Assessment Reports submitted in 2023 represent 64 undergraduate degrees, and the table below lists the 64 undergraduate degrees reporting in 2023.

Thresholds for program assessment reporting, implemented in 2019, again modified the reporting process in 2023 for small programs and this summary excludes these programs for 2023. The *BA in Comparative Ethnic Studies*, *BS in Cybersecurity*, *BS in Pharmaceutical and Medical Science*, and *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 2023. 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.

Undergraduate Degrees Reporting 2023 Undergraduate Degree Program Assessment Reports (64 Degrees)		
College	Undergraduate Degrees Reporting in 2023	
Agricultural, Human, and Natural Resource Sciences (9 degrees)	Agricultural and Food Systems, BS Animal Sciences, BS Apparel, Merchandising, Design and Textiles, BA Earth and Environmental Science, BS ¹ Economic Sciences, BS	Food Science, BS Human Development, BA Integrated Plant Sciences, BS Viticulture and Enology, BS
Arts and Sciences (28 degrees)	Anthropology, BA Art, BA ² & BFA ² Biology, BS Chemistry, BA ² & BS ^{2,3} Criminal Justice and Criminology, BA Data Analytics, BS ⁴ Digital Technology and Culture, BA Earth and Environmental Science, BS ¹ English, BA Foreign Languages and Cultures, BA History, BA Human Biology, BA Humanities, BA	Mathematics, BS Music, BA ^{2,3} & BMus ^{2,3} 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
Business (2 degrees)	Business Administration, BA ³	Hospitality Business Management, BA ³
Communication (2 degrees)	Journalism and Media Production, BA	Strategic Communication, BA
Education (3 degrees)	Education, BA ³ Kinesiology, BS	Sport Management, BA
Engineering and Architecture (15 degrees)	Architectural Studies, BS Bioengineering, BS ³ Chemical Engineering, BS ³ Civil Engineering, BS ^{2,3} Computer Engineering, BS ³ Computer Science, BS ^{2,3} Construction Engineering, BS Construction Management, BS ³	Data Analytics, BS ⁴ Electrical Engineering, BS ^{2,3} Interior Design, BA ³ Landscape Architecture, BLA ³ Materials Science and Engineering, BS ³ Mechanical Engineering, BS ^{2,3} Software Engineering, BS ³
Medicine (2 degrees)	Nutrition and Exercise Physiology, BS ³	Speech and Hearing Sciences, BA
Nursing (1 degree)	Nursing, BS ³	
Veterinary Medicine (4 degrees)	Biochemistry, BS Genetics and Cell Biology, BS	Microbiology, BS Neuroscience, BS

¹ The School of the Environment is a cross-college academic unit located within both CAHNRS and CAS.

² As appropriate for the degree program’s structure, some reports represent more than one degree, and some degrees submit more than one report. Three reports included two degrees and four engineering degrees reported separately at Tri-Cities and Vancouver.

³ 20 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).

⁴ Data Analytics is a cross-college academic unit located within both CAS and VCEA.

Appendix B: WSU-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.

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	2021 (64 Degrees)	2022 (66 Degrees)	2023 (64 Degrees)
Program-level Student Learning Outcomes (SLOs)			
Substantially all (≥ 90%) degree programs have program-level student learning outcomes (SLOs) <u>in place</u> <i>each year</i>	100%	97%	100%
Substantially all (≥ 90%) degree programs have program-level SLOs that are <u>up to date</u> <i>within a given two-year period</i>	81%	80%	86%
Curriculum Maps			
Substantially all (≥ 90%) degree programs have a curriculum map <u>in place</u> <i>each year</i>	94%	80%	80%
Substantially all (≥ 90%) degree programs have a map that is <u>up to date</u> <i>within a given two-year period</i>	63%	56%	59%
Assessment Plans			
Substantially all (≥ 90%) degree programs have an assessment plan <u>in place</u> (with or without specific timeline for activities) <i>each year</i>	92%	83%	81%
Substantially all (≥ 90%) degree programs have an assessment plan <u>with a timeline</u> for specific assessment activities <i>each year</i>	78%	73%	73%
Assessment Measures (collected at any point in curriculum)			
Substantially all (≥ 90%) degree programs collect assessment measures (<u>direct or indirect</u>) <i>each year</i>	95%	97%	98%
Substantially all (≥ 90%) degree programs collect <u>direct</u> measures <i>each year</i>	81%	77%	83%
Substantially all (≥ 90%) degree programs collect <u>indirect</u> measures <i>each year</i>	88%	92%	92%
Assessment Measures Near End of Curriculum¹			
Substantially all (≥ 90%) degree programs collect measures (<u>direct or indirect</u>) near the end of the curriculum <i>within a given two-year period</i>	98%	98%	97%
Substantially all (≥ 90%) degree programs collect <u>direct</u> measures near the end of the curriculum <i>within a given two-year period</i>	84%	86%	86%
Substantially all (≥ 90%) degree programs collect <u>indirect</u> measures near the end of the curriculum <i>within a given two-year period</i>	95%	95%	94%

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

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

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

³ 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.

WSU-wide Metrics and Targets for Program Assessment, CONTINUED

University-wide Metrics and Targets for Program Assessment	2021 (64 Degrees)	2022 (66 Degrees)	2023 (64 Degrees)
Degrees Offered Online: Assessment Measures Near End of Curriculum^{1,2}			
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% (15/15)	100% (17/17)	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>	60% (9/15)	71% (12/17)	82% (14/17)
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>	93% (14/15)	94% (16/17)	100% (17/17)
Multi-Campus Degrees: Assessment Measures Near End of Curriculum^{1,3}			
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% (28/28)	100% (28/28)	96% (26/27)
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>	79% (22/28)	79% (22/28)	81% (22/27)
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>	93% (26/28)	93% (26/28)	96% (26/27)
Achievement of Program SLOs Near End of Curriculum¹			
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>	61%	48%	66%
Use of Program-level Assessment to Inform Decision-making			
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.)	83%	77%	88%
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%	76%	88%
Substantially all (≥ 90%) degree programs use <u>SLO-aligned program assessment</u> (direct or indirect) to inform <u>decision-making about curriculum, instruction, assignments & faculty development</u> <i>within a given three-year period</i>	83%	68%	78%
Faculty Engagement in Assessment			
Substantially all (≥ 90%) degree programs <u>discuss assessment with program leadership</u> <i>each year</i>	86%	92%	91%
Substantially all (≥ 90%) degree programs <u>discuss assessment with the majority of faculty who teach OR a faculty committee</u> <i>each year</i>	89%	92%	91%
Substantially all (≥ 90%) degree programs <u>discuss assessment with the majority of faculty who teach</u> <i>within a given two-year period</i>	95%	77%	83%
Substantially all (≥ 90%) degree programs <u>engage two or more faculty in program assessment activities</u> <i>each year</i>	94%	95%	95%

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

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

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

³ 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 C: NWCCU Standards (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)**

Appendix D: Glossary

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

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

Assessment Plan: A program's intended process and timeline for conducting program assessment activities, including 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. 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.

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: The principal elements of program assessment that form the framework for useful, sustainable assessment at WSU. Specifically, the program-level SLOs for the degree or major, curriculum map, assessment plan, direct measures, indirect measures, and use of assessment to inform decision-making.

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).

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 Outcome (SLO)-Aligned Assessment: In an assessment cycle for a specific program-level SLO, a program assesses student learning on that SLO using 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 that specific program-level SLO) and uses the data to inform program decision-making to support student learning. *Note: Other program assessment may relate more broadly to program-level SLOs or the student experience in a program (e.g., course grades, student progress through the curriculum, etc.).*

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.