ACE Assessment Digest
OFFICE OF ASSESSMENT FOR CURRICULAR EFFECTIVENESS

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Eight Undergraduate Programs Recognized for Assessment Practices: 2024 WSU Celebration of Assessment Excellence

On November 5th, the Office of the Provost, Division of Academic Engagement and Student Achievement (DAESA), and Office of Assessment for Curricular Effectiveness (ACE) hosted the 2024 WSU Celebration of Assessment Excellence, shining a spotlight on good practices in learning outcomes assessment and the efforts of program faculty, faculty assessment coordinators, chairs, and directors, representing diverse academic programs and colleges.

Eight WSU undergraduate degree programs were recognized for using assessment results from direct measures of program learning outcomes collected near the end of the curriculum to improve curriculum, instruction, assignments, and/or faculty/TA development over the past two years.

Overall, the event illuminated how effective program assessment contributes to WSU's educational quality, student achievement, and land-grant mission in varying disciplines and over multiple campuses. With over 1,500 students currently admitted to these eight degree programs, improvements to curriculum and instruction informed by program assessment have the potential to benefit a substantial number of WSU undergraduates.

Program Assessment Spotlight: A Streamlined Approach to Assessing Student Achievement of Program Learning Outcomes (Journalism and Media Production)

An effective system of assessing student learning includes measures collected near the end of the curriculum, providing information about what students are able to achieve at the end of the program. For many undergraduate programs, these measures include the evaluation of student performance in 400-level courses, based on coursework that demonstrates specific program-level student learning outcomes.

WSU's Journalism and Media Production, BA degree program has worked since spring 2023 to pilot and scale up a process where instructors of selected 400-level courses for each of the program's four majors use student work products in their own courses – papers, presentations, or other types of assignments – to evaluate student achievement of program learning outcomes. Specifically, participating faculty use their expert judgement to fill out an assessment form that collects a mix of quantitative data (evaluation of the number of students at each level of performance on a rating scale for the program learning outcome that are appropriate to the course context and assignments) and qualitative data (comments about strengths and weaknesses in student performance on program learning outcomes). >> Read More …

2023 Examples of Direct Measures Collected Near the End of the Curriculum at WSU

WSU expects undergraduate degree programs to regularly collect direct measures near the end of the curriculum, providing programs with information about student achievement of program-level student learning outcomes as students are completing the curriculum. WSU encourages programs to choose measures that provide useful information to their faculty and fit with disciplinary expectations.

Each year, we compile selected examples of direct measures collected near the end of the curriculum by WSU undergraduate degree programs, as reported in the annual undergraduate degree program assessment reports. The examples are intended to show a range of direct measures collected near the end of the curriculum and are not intended to be exhaustive or show all measures collected by WSU programs.

Resources in Our Direct Measures Toolkit: Resources for Developing and Refining Direct Measures of Student Learning

Direct measures are assessments (by faculty or other professionals) of student work products or performances that provide demonstrated evidence of program-level student learning outcomes (SLOs) (i.e., skills and knowledge). Direct measures come in many forms and may vary to best meet the needs of a program.

Our Direct Measures Toolkit includes resources intended to help WSU programs and faculty as they choose, develop, implement, and refine direct measures for assessing student performance on program-level SLOs, including our:

- Quick Guide: Overview of Types of Direct Measures for Undergraduate Program Assessment (PDF)
- Quick Guide: Approaches to Evaluating Student Coursework for Undergraduate Program Assessment (PDF)
- Quick Guide: Internships and Other Field/Professional Experiences for Program-level Assessment (PDF)
- Quick Guide: Considering [CAPS] Assessment Reports for UCORE as Evidence for Degree Program Assessment (PDF)
- Quick Guide: Types of Rubrics for Program Assessment (PDF)
- Quick Guide to Sampling, Sample Sizes, and Representation (PDF)
- Quick Guide to Setting Meaningful Performance Expectations for Undergraduate Program Assessment (PDF)

We are also available to collaborate with undergraduate degree programs to design rubrics or other tools to measure student learning on program-level SLOs; contact us for additional information.

An Approach to Making Learning Outcomes Assessment Data More Actionable

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. In her article, Meaningful Measurement, Gloria Rogers (Senior Adjunct Director for Professional Offerings at ABET) describes how defining program-level student learning outcomes into a few measurable performance indicators or criteria can help faculty identify strengths and weakness in student performance.

FYI – Calendar of Fall 2024 Dates Related to Program Assessment

Month	Date	Activity
Aug	Early Aug	Spring 2024 [CAPS] instructors receive a pdf copy of their [CAPS] Assessment Report for UCORE from UCORE via email. *Note: Typically, assessment in a [CAPS] course for majors can contribute toward degree program level assessment of student learning – see our resource related to [CAPS] Assessment Reporting for UCORE as part of degree program assessment.*
	19th	First day of instruction for the term.
Sept	17th	Deadline for undergraduate students to drop a course without record.
	Late Sept	Fall 2024 [CAPS] instructors receive an email from UCORE with initial information about [CAPS] Assessment Reporting for UCORE for the fall term.
Oct	1st	Fall submission deadline for major Curricular Change Requests for new and revised courses & new and revised requirements.
Nov	1st	Program assessment coordinators receive an email from ACE with information about 2024 Undergraduate Program Assessment Reporting, including the report planning sheet. ACE is also available to help assessment coordinators complete the report; contact us for additional information.
	5th	Fall 2024 WSU Celebration of Assessment Excellence at 3pm in the CUB Junior Ballroom (Zoom option available).
	15th	Deadline for undergraduate students to withdraw from a course.
Dec	Early Dec	Fall 2024 [CAPS] instructors receive their link to the [CAPS] Assessment Reporting for UCORE form in Qualtrics via email (i.e., reporting opens).
	6th	Last day of instruction for the term.
	Mid Dec	Program assessment coordinators receive an email from ACE with a unique link to their 2024 Undergraduate Program Assessment Reporting form in Qualtrics. Assessment coordinators can submit their report during the open reporting window — anytime from mid-Dec 2024 through Feb 2025.
	17th	Final grade submission ends.
Jan	3rd	Fall 2024 [CAPS] Assessment Reports for UCORE are due (i.e., reporting closes).

ACE Support for Program Assessment Efforts

We work with colleges and programs to assess student learning towards the improvement of undergraduate degree programs. ACE also provides assessment support for university-wide undergraduate education, serving all colleges, campuses, and UCORE general education. See What We Do for more information, including our mission.