

WSU-Wide Executive Summary, 2025

Undergraduate Degree Program Assessment Reports

Prepared by the Office of Assessment for Curricular Effectiveness
Washington State University | 7/14/2026

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 67 reports submitted in 2025 represent 62 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 institutional accreditation standards under the Northwest Commission on Colleges and Universities (NWCCU) (see [Appendix C](#)).

2025 WSU-wide Context. Overall, the university's undergraduate degree offerings continued to evolve, with the approval of a new degree, the BA in Economic Sciences, and degrees approved to extend to another campus/location. Several leadership changes occurred in 2025, including the hiring of a new president, the elimination of the Pullman chancellor position, the retirement of the Spokane chancellor and transition of Spokane Campus leadership to the provost and executive vice president, the appointment of an interim Vancouver chancellor, a new dean in the College of Agricultural, Human, and Natural Resource Sciences, an interim dean in the College of Pharmacy and Pharmaceutical Sciences, an interim dean in the College of Nursing, a permanent dean in the College of Arts and Sciences, and a permanent dean in the Voiland College of Engineering and Architecture. Additionally, in September 2025, the president announced six strategic pillars to help guide the university's decision-making, replacing WSU's 2020-2025 System Strategic Plan.

2025 Annual Reporting Summary Dashboards in Tableau. ACE is providing 2025 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 improvement, 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](#)).

In line with *WSU's Strategic Pillars* in support of *Academic Excellence and Modernization*, *Access and Student Success*, and *Systemwide Integration and Institutional Agility*, WSU's overarching goal is for program assessment to help faculty and programs collaboratively develop, maintain, and improve curricula that advance student learning. 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 meaningful, useful, and 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.*

WSU Undergraduate Program Assessment: Areas of Strength

- A. **Faculty Engagement in Assessment.** All programs reported that two or more faculty engaged in assessment activities in 2025 (100%). Additionally, substantially all programs reported that assessment was discussed by program leadership (97%) and by a faculty committee or the majority of faculty who teach (97%) in 2025. Further, substantially all programs reported that assessment was discussed by the majority of faculty who teach within the past two years (92%). Faculty who engage in program assessment 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 faculty play critical roles in interpreting and discussing assessment to assist in making data-informed decisions.
- B. **Using Assessment to Inform Any Decision-making Each Year.** Substantially all programs reported using any program-level assessment (direct or indirect) to any inform decision-making in 2025 (94%). Program assessment activities and data, including direct and indirect assessment, are intended to regularly inform faculty reflection and discussion about effective teaching, learning, and curricula, and ultimately inform decision-making to support student learning (such as decisions about courses, sequencing, instructional methods, assignments, advising, assessment processes, and policies). Decisions may include intentionally choosing to continue current effective practices, building on the program's existing strengths, and/or making changes to the program.
- C. **Having Up-to-date Program-level Student Learning Outcomes (SLOs) in Place.** All programs reported having program-level SLOs in place (includes SLOs under or in need of minor revision) in 2025 (100%) and substantially all programs reported having up-to-date program-level SLOs in place within the past two years (98%). Program-level SLOs identify the core skills and knowledge that students are expected to achieve upon successful completion of a curriculum or program of study.
- D. **Collecting Direct and Indirect Measures Near the End of the Curriculum.** Substantially all programs reported collecting at least one direct measure (98%) and at least one indirect measure (95%) near the end of the curriculum within the past two years. Assessment measures collected near the end of the curriculum provide information about student performance on program-level SLOs and the related student experience as students are completing the curriculum.
- E. **Collecting Any Indirect Measure Each Year.** Substantially all programs reported collecting at least one indirect measure at any point in the curriculum in 2025 (98%). Indirect measures include perspectives, input, and other indicators (from students or others) that provide evidence related to student performance on program-level SLOs (e.g., students' perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, the availability or quality of learning opportunities, student progress through the curriculum, etc.).

- F. **Assessing Student Learning in Multi-Campus Programs.** In 2025, 37 undergraduate degrees were offered on more than one campus and, of these, 29 met the threshold for reporting on program assessment for more than one campus. Substantially all of these programs reported collecting a direct measure (93%) and all reported collecting an indirect measure (100%) 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/school 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 2025 census data) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett, and Global. For 2025, the following programs and campuses did not meet the reporting thresholds: BA in Anthropology (Vancouver), BFA in Art (Tri-Cities), BA in Chemistry (Vancouver), BS in Computer Engineering (Everett), BS in Cybersecurity (Everett and Tri-Cities), BA in Economic Sciences (Pullman and Global), BA in English (Tri-Cities), BA in History (Tri-Cities), BA in Hospitality Business Management (Everett and Tri-Cities), BA in Human Biology (Vancouver), BA in Humanities (Tri-Cities), BA in Journalism and Media Production (Global), and BS in Public Health (Pullman, Spokane, and Vancouver).

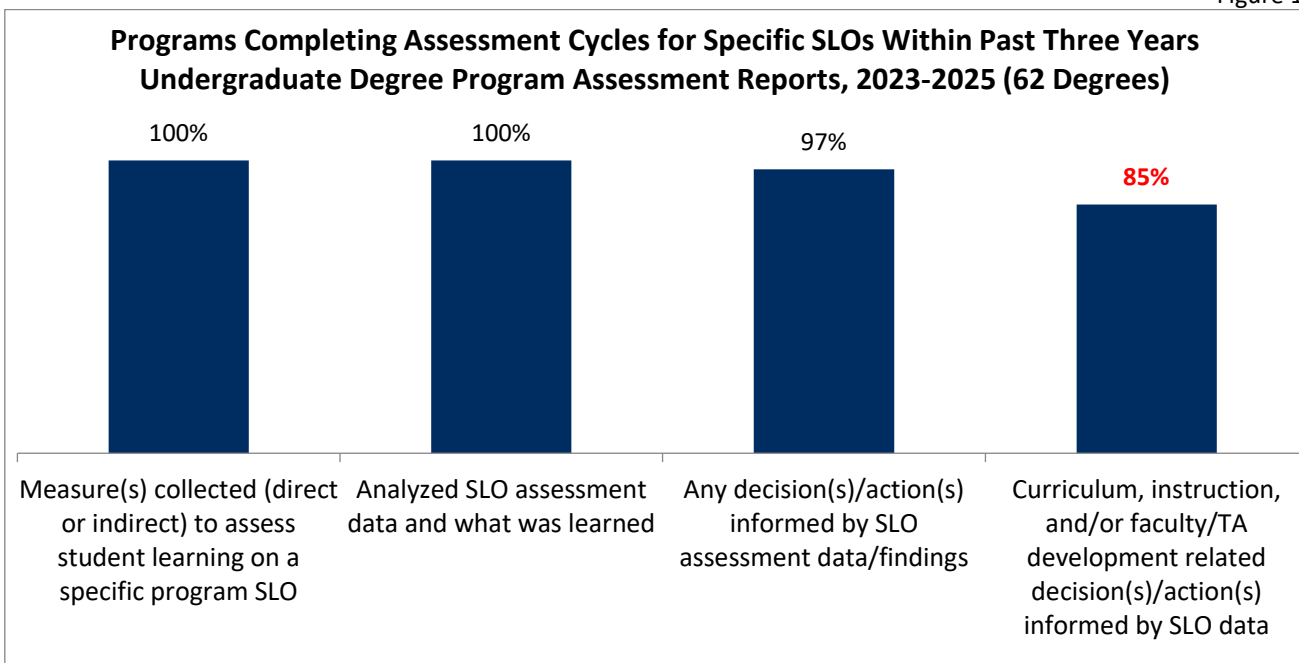
- G. **Assessing Student Learning in Degrees Offered Online.** In 2025, 19 undergraduate degrees were offered online through Global Campus and, of these, 17 met the threshold for reporting on program assessment for the online degree. Substantially all of these programs reported collecting a direct measure (94%) and all reported collecting an indirect measure (100%) near the end of the curriculum for the online degree within the past two years.

In degrees offered online, as well as programs considering extending online, it is critical for university, campus, college, and department/school leadership to ensure that assessment is prioritized and resourced to include online students, courses, and faculty.

WSU Undergraduate Program Assessment: Areas for Improvement

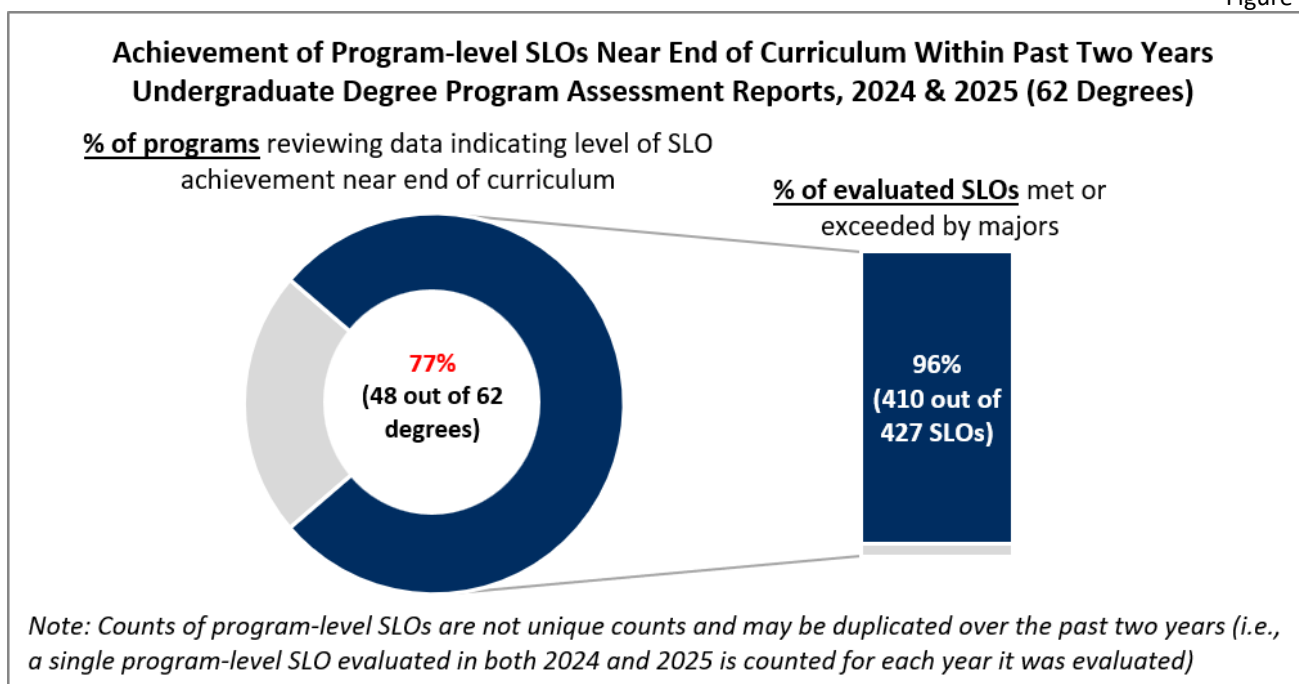
- A. **Status of Curriculum Maps.** While 92% of programs reported having a curriculum map in place (including maps under or in need of minor revision) in 2025, only 76% reported having an up-to-date curriculum map in place within the past two years. A curriculum map is a matrix aligning program-level 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 towards advancing program-level SLOs for the degree.
- B. **Having Assessment Plans with Intended Timelines for Key Activities.** Only 81% of programs reported having assessment plans with intended timelines for key activities in place in 2025. An assessment plan articulates a program's intended process and timeline for conducting program learning outcomes assessment activities, including collecting, analyzing, and using 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.
- C. **Collecting Any Direct Measure Each Year.** Only 89% of programs reported collecting at least one direct measure at any point in the curriculum in 2025. Direct measures are assessments of student work products or performances (evaluated by faculty or other professionals) that provide demonstrated evidence of student performance on program-level SLOs (i.e., skills and knowledge).
- D. **Using Assessment of a Specific Program-level Student Learning Outcome (SLO) to Improve Curriculum and Instruction.** Only 85% of programs reported using assessment of a specific a program-level SLO (direct or indirect) to inform decisions about curriculum, instruction, or faculty development within the past three years (Figure 1). While all assessment activities and data can provide useful information for program improvement, using assessment of specific program-level SLOs to inform decision-making is crucial to supporting quality undergraduate curricula and student achievement, with decisions about curriculum, instruction, and faculty/TA development, specifically, contributing most directly to improving student learning.

Figure 1



- E. **Evaluating Achievement of Program-level Student Learning Outcomes (SLOs) Near End of Curriculum.** Only 77% of programs reported reviewing assessment data for at least one program-level SLO that indicated the level of SLO achievement near the end of the curriculum within the past two years (Figure 2). An effective system of program-level assessment includes direct measures collected near the end of the curriculum that provide programs with information about student achievement of program-level SLOs as majors are completing the curriculum. While all program-level SLOs do not need to be measured annually, student achievement of program-level SLOs near the end of the curriculum should be measured and reviewed within a reasonable cycle.

Figure 2



Appendix A: WSU Undergraduate Degrees Reporting in 2025

WSU's undergraduate degree programs report annually on their system of assessing student learning. The 67 reports submitted in 2025 represent 62 undergraduate degrees (see table below). The Office of Assessment for Curricular Effectiveness (ACE) collects these reports and prepares summaries for the colleges and institution (see the ACE website for more information: <https://ace.wsu.edu/program-assessment-reporting/>).

Note: Thresholds for program assessment reporting modify the reporting process for small programs. The *BA in Comparative Ethnic Studies*, *BA in Economic Sciences*, *BA in Music*, *BS in Pharmaceutical and Medical Sciences*, *BA in Public Affairs*, *BS in Public Health*, *BA in Social Work*, and *BA in Women's, Gender, and Sexuality Studies* did not meet the reporting threshold of six seniors admitted to the major for the degree overall for 2025. The *BS in Sports Medicine* (part of the 5-year Master's in Athletic Training) did not meet 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. Additionally, the following programs did not meet the reporting threshold of six or more seniors admitted to the major for a specific campus for 2025: *BA in Anthropology (Vancouver)*, *BFA in Art (Tri-Cities)*, *BA in Chemistry (Vancouver)*, *BS in Computer Engineering (Everett)*, *BS in Cybersecurity (Everett and Tri-Cities)*, *BA in English (Tri-Cities)*, *BA in History (Tri-Cities)*, *BA in Hospitality Business Management (Everett and Tri-Cities)*, *BA in Human Biology (Vancouver)*, *BA in Humanities (Tri-Cities)*, and *BA in Journalism and Media Production (Global)*.

WSU Undergraduate Degrees Reporting in 2025 (62 Degrees)		
College	Degree Program Name (Campuses)	
Agricultural, Human, and Natural Resource Sciences (9 degrees)	Agricultural and Food Systems, BS (P,E) Animal Sciences, BS (P) Apparel, Merchandising, Design & Textiles, BA (P) Earth and Environmental Science, BS ¹ (P,T,V,G) Economic Sciences, BS (P,G)	Food Science, BS (P) Human Development, BA (P,V,G) Integrated Plant Sciences, BS (P) Viticulture and Enology, BS (T)
Arts and Sciences (26 degrees)	Anthropology, BA (P,G) Art, BA ² (P) & BFA ² (P) Biology, BS (P,T,V,G) Chemistry, BA ² (P) & BS ^{2,3} (P) Criminal Justice and Criminology, BA (P,G) Data Analytics, BS (P,V,E,G) Digital Technology and Culture, BA (P,T,V) Earth & Environmental Science, BS ¹ (P,T,V,G) English, BA (P,V,G) Foreign Languages and Cultures, BA (P) History, BA (P,V,G) Human Biology, BA (P)	Humanities, BA (P,V,G) Mathematics, BS (P,V) Music, BMus ³ (P) Philosophy, BA (P) Physics, BS (P) Political Science, BA (P,V,G) Psychology, BS (P,T,V,G) Science, Bachelor of (P,T) Social Sciences, BA (P,T,V,G) Social Studies, BA (P) Sociology, BA (P,V,G) Zoology, BS (P)
Business (2 degrees)	Business Administration, BA ³ (P,T,V,E,G)	Hospitality Business Management, BA ³ (P,V,G)
Communication (2 degrees)	Journalism and Media Production, BA (P)	Strategic Communication, BA (P,V,E,G)
Education, Sport & Human Sciences (3 degrees)	Education, BA ³ (P,T,V) Kinesiology, BS (P)	Sport Management, BA (P)
Engineering and Architecture (14 degrees)	Architectural Studies, BS (P) Bioengineering, BS ³ (P) Chemical Engineering, BS ³ (P) Civil Engineering, BS ^{2,3} (P,T) Computer Engineering, BS ³ (P) Computer Science, BS ^{2,3} (P,T,V) Construction Management, BS ³ (P)	Cybersecurity, BS (P) Electrical Engineering, BS ^{2,3} (P,T,V,E) Interior Design, BA ³ (P) Landscape Architecture, BLA ³ (P) Materials Science & Engineering, BS ³ (P) Mechanical Engineering, BS ^{2,3} (P,T,V,E) Software Engineering, BS ³ (P,E)
Medicine (2 degrees)	Nutrition and Exercise Physiology, BS ³ (S)	Speech and Hearing Sciences, BA (S)
Nursing (1 degree)	Nursing, BS ³ (S,T,V)	
Veterinary Medicine (4 degrees)	Biochemistry, BS (P) Genetics and Cell Biology, BS (P)	Microbiology, BS (P) Neuroscience, BS (P,V)

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. Two reports included two degrees and four engineering degrees reported separately at Tri-Cities and Vancouver.

³ 19 of these degrees are professionally accredited. For this summary, "professionally accredited" refers to programs that are accredited by an agency or association and does not include other accredited options (e.g., education option in a particular program).

Appendix B: WSU-wide Metrics and Targets for Undergraduate 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.

In line with *WSU's Strategic Pillars* in support of *Academic Excellence and Modernization*, *Access and Student Success*, and *Systemwide Integration and Institutional Agility*, WSU's overarching goal is for program assessment to help faculty and programs collaboratively develop, maintain, and improve curricula that advance student learning. 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 meaningful, useful, and sustainable, with room to respond to the evolving needs of teaching, learning, and curriculum.

WSU Metrics and Targets for Undergraduate Program Assessment	2023 (64 Degrees)	2024 (62 Degrees)	2025 (62 Degrees)
Program-level Student Learning Outcomes (SLOs)			
Substantially all (≥ 90%) degree programs have program-level SLOs in place <i>each year</i> (includes SLOs under or in need of <u>minor</u> revision)	100%	100%	100%
Substantially all (≥ 90%) degree programs have <u>up-to-date</u> program-level SLOs in place <i>within a given two-year period</i>	86%	95%	98%
Curriculum Maps			
Substantially all (≥ 90%) degree programs have a curriculum map in place <i>each year</i> (includes maps under or in need of <u>minor</u> revision)	80%	87%	92%
Substantially all (≥ 90%) degree programs have an <u>up-to-date</u> curriculum map in place <i>within a given two-year period</i>	59%	69%	76%
Assessment Plans			
Substantially all (≥ 90%) degree programs have an assessment plan (<u>with or without an intended timeline</u> for key activities) in place <i>each year</i>	81%	82%	82%
Substantially all (≥ 90%) degree programs have an assessment plan <u>with an intended timeline</u> for key activities in place <i>each year</i>	73%	82%	81%
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>	98%	97%	100%
Substantially all (≥ 90%) degree programs collect <u>direct</u> measures <i>each year</i>	83%	87%	89%
Substantially all (≥ 90%) degree programs collect <u>indirect</u> measures <i>each year</i>	92%	94%	98%
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>	97%	97%	100%
Substantially all (≥ 90%) degree programs collect <u>direct</u> measures near the end of the curriculum <i>within a given two-year period</i>	86%	92%	98%
Substantially all (≥ 90%) degree programs collect <u>indirect</u> measures near the end of the curriculum <i>within a given two-year period</i>	94%	92%	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.

WSU-wide Metrics and Targets for Undergraduate Program Assessment, CONTINUED

WSU Metrics and Targets for Undergraduate Program Assessment	2023 (64 Degrees)	2024 (62 Degrees)	2025 (62 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% (17/17)	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>	82% (14/17)	88% (15/17)	94% (16/17)
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% (17/17)	100% (17/17)	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 with six or more senior majors <i>within a given two-year period</i>	96% (26/27)	96% (27/28)	100% (29/29)
Substantially all (≥ 90%) multi-campus degree programs collect <u>direct</u> measures near the end of the curriculum on each campus with six or more senior majors offered <i>within a given two-year period</i>	81% (22/27)	86% (24/28)	93% (27/29)
Substantially all (≥ 90%) multi-campus degree programs collect <u>indirect</u> measures near the end of the curriculum on each campus with six or more senior majors <i>within a given two-year period</i>	96% (26/27)	96% (27/28)	100% (29/29)
Achievement of Program SLOs Near End of Curriculum¹			
Substantially all (≥ 90%) degree programs review representative direct assessment data for at least one program SLO indicating the level of <u>SLO achievement</u> near the end of the curriculum <i>within a given two-year period</i>	66%	74%	77%
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.)	88%	92%	94%
Substantially all (≥ 90%) degree programs use <u>assessment of specific program SLOs</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.)	88%	92%	97%
Substantially all (≥ 90%) degree programs use <u>assessment of specific program SLOs</u> (direct or indirect) to inform <u>decision-making about curriculum, instruction, assignments, and faculty/TA development</u> <i>within a given three-year period</i>	78%	79%	85%
Faculty Engagement in Assessment			
Substantially all (≥ 90%) degree programs <u>discuss assessment with program leadership</u> <i>each year</i>	91%	97%	97%
Substantially all (≥ 90%) degree programs <u>discuss assessment with the majority of faculty who teach OR a faculty committee</u> <i>each year</i>	91%	100%	97%
Substantially all (≥ 90%) degree programs <u>discuss assessment with the majority of faculty who teach</u> <i>within a given two-year period</i>	83%	89%	92%
Substantially all (≥ 90%) degree programs <u>engage two or more faculty in program assessment activities</u> <i>each year</i>	95%	98%	100%

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.

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. The cycle begins with program-level student learning outcomes (SLOs) and questions about student learning 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 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.

Assessment Plan: A program's intended process and timeline for conducting program learning outcomes assessment activities, including collecting, analyzing, and using 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 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 of student work products or performances (evaluated by faculty or other professionals) that provide demonstrated evidence of student performance on program-level SLOs (i.e., skills and knowledge).

Indirect Measure: Perspectives, input, and other indicators (from students or others) that provide evidence related to student performance on program-level SLOs (e.g., students' perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, the availability or quality of learning opportunities, student progress through the curriculum, 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 achieve upon successful completion of a curriculum or program of study (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. 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.

Use of Assessment: Program assessment activities and data are intended to inform regular faculty reflection and discussion about effective teaching, learning, and curricula, and ultimately inform 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.