2012

WSU Undergraduate Academic Program Assessment

Compiled Results from 54 Undergraduate Programs

Institution-Wide Summary

Contents

Prepared by the Office of Assessment of Teaching and Learning, 11/14/2012
Washington State University

1. Purpose, Scope, and Goals for 2012

A) Purpose and Scope of Institution-Wide Summary Report

This summary compiles data from the Fall 2012 annual assessment reports from all WSU undergraduate programs.[1] This summary, like the program reports from which it is derived, shows key or representative uses, and is not intended to document all assessment activities. For more information about the purpose and scope, see Appendix.

The purpose of the compiled summary report for WSU is to:

1. Provide a snapshot of undergraduate program assessment institution-wide.
2. Provide data for decision-making.
3. Support effective, systematic assessment and institutional accreditation.

B) Goals for 2012: WSU's Undergraduate Program Assessment and Reporting

Based on results from 2011 assessment reports, WSU set the following goals for 2012:

Goals for Undergraduate Program Assessment in 2012	Status (2012 Reports)
1. **Key Assessment Elements**. Support undergraduate programs so that all programs have the following elements in place and up-to-date by 9/1/2012: • Student learning outcomes • Assessment plan • Curriculum map of key learning outcomes • Direct and indirect measures • Documentation of how assessment results contribute to decision-making in the program	**Achieved – 100%**
2. **Use of Assessment: College and Institution**. Clarify and document how assessment results are being used or contribute to decision-making at the college and institutional level.	**Achieved – 100%**
3. **Multi-campus Communication**. Improve multi-campus communications; and coordinate program, college and campus assessment planning, activities, and data-analysis and sharing. Support coordinated assessment for programs operating on more than one campus.	**Achieved – Initiated and Ongoing institution-wide**
4. **Capacity-building**. Build or sustain assessment capacity in programs, departments, colleges, and institution. Clarify roles in assessment systems, including leadership roles at each level.	**Achieved – Initiated and Ongoing institution-wide**

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[1] 54 total in 2012: 52 degree-granting undergraduate programs and UCORE and Honors College participated. See Appendix for a complete list of program reports.

In each program, an assessment coordinator reported on assessment using an institution-wide template. The Office of Assessment of Teaching Learning (ATL) collected the reports and analyzed that data to generate this summary. See ATL's website for more information and the report template.

Summary of 2012 Undergraduate Program Assessment Reports

Key Assessment Elements
- All programs have all six key assessment elements in place and updated, meeting WSU's goal set in 2011.
- 45 of 54 (83%) programs make their learning outcomes available to students. (WSU also publishes student learning outcomes for all degrees in the university catalog.)

Using Assessment Results
- In 2012, 100% of programs reported using assessment results to make changes to improve or sustain teaching and learning and/or their assessment processes, a 25% improvement over 2011.
- All 54 programs reported *how* they use assessment results (the kinds of decisions assessment has helped inform), meeting the goal set in 2011.
- Uses most commonly reported relate to curriculum (78%) and instruction (65%). More than two-thirds of programs also use assessment results to inform changes to their assessment process.

Communication
- In the majority of programs, assessment results are discussed by an assessment committee, a curriculum committee, or an undergraduate committee.
- Two-thirds of chairs receive assessment results.
- In about half of programs, all faculty receive assessment results.
- Of the 17 programs that offer degrees on more than one campus, 14 have an assessment plan that includes more than one campus. The remaining 3 programs may have entirely separate assessments or may conduct assessment on one campus but not on other campus(es) where degrees are being offered. Further clarification is needed.

Assessment System and Practices
- Three-quarters of programs report that assessment leadership has continuity in some way and may be led by a senior faculty or administrator; these are strong practices.
- Several low-cost methods exist to build assessment infrastructure and capacity, which were fewer than half the programs reported using:
  - "Faculty meetings include a regular time devoted to assessment"
  - "Assessment work is rotated among faculty so all members gradually build familiarity with key components of program assessment and weigh in."
- Programs self-assessed their overall assessment systems as follows:

Beginning	Developing	Refining	Established
4 (7%)	20 (37%)	20 (37%)	10 (19%)

  - The bulk of programs fall in the center of the spectrum: about 75% of the programs self-assessed their system as "developing" or "refining." Many of these programs are piloting new tools and processes and are actively adjusting their assessment system to fit program needs and reporting requirements.
  - Programs in the "established" category tend to have more years of assessment experience—many are professionally accredited.
  - The "beginning" category includes programs that have undergone significant changes due to mergers, reorganizations, and/or revamped curricula. (These programs have previously used data to make decisions and reported doing so.)
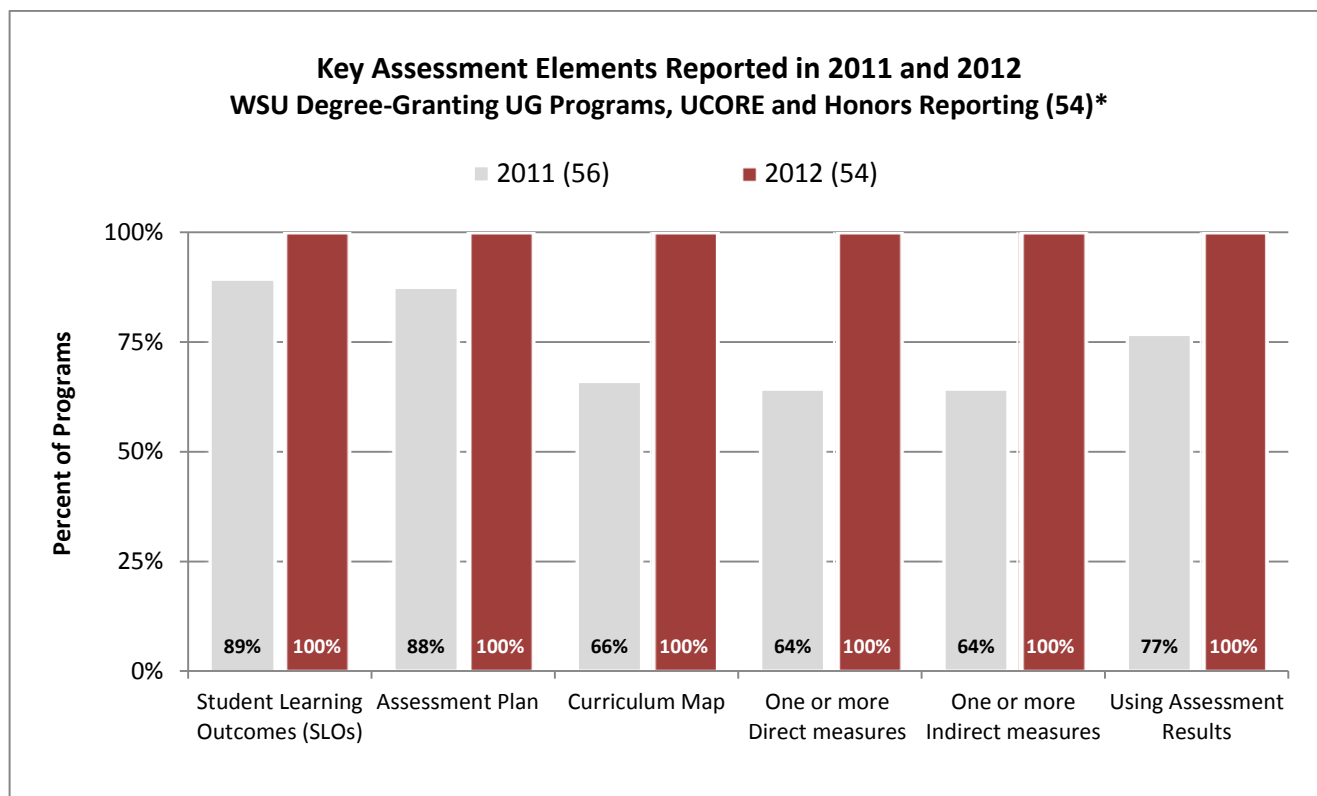
Professional Development in Assessment
- Most programs (96%) engage in some sort of activity for professional development in assessment.
- "In-house professional development" includes activities, such as faculty brownbags, that can require a higher level of leadership and faculty engagement in professional development compared to other activities; it is notable that this was one of the most commonly reported categories, with 65% of programs.

3. Key Assessment Elements

Framework

The elements below form the foundation for systematic, effective assessment in academic programs.   The first goal of 2012 was that all programs would have these elements in place and up-to-date by September 1, 2012. (See Appendix for Glossary of Assessment Elements.)

Key Assessment Elements Reported in 2011 and 2012
WSU Degree-Granting UG Programs, UCORE and Honors Reporting (54)*

■ 2011 (56)   ■ 2012 (54)

Element	2011	2012
Student Learning Outcomes (SLOs)	89%	100%
Assessment Plan	88%	100%
Curriculum Map	66%	100%
One or more Direct measures	64%	100%
One or more Indirect measures	64%	100%
Using Assessment Results	77%	100%

*Due to program reorganizations, the total number of undergraduate programs changed between 2011 and 2012

Student Learning Outcomes Available to Students (check all that apply) **Undergraduate Programs Reporting (54), 2012**	**Number of Programs (out of 54)**
Student Learning Outcomes (SLOs) available to Students through department or program	45
SLOs published on website	28
SLOs on course syllabi	22
SLOs not published through department or program	7
Unsure how SLOs are available to students in department or program	2
WSU Catalog publishes SLOs for all degree programs	54

Observations

- All programs have all six key assessment elements in place and updated, meeting WSU's goal set in 2011. Note: in 2011, programs were not required to report on all elements.
- While all programs have assessment elements in place, their quality or use by the program has not been evaluated.
- 45 of 54 (83%) of programs make learning outcomes available to students.

4. Using Assessment Results

Framework

In 2011, 75% of programs reported using assessment results to make decisions. Conversations with ATL suggested that use of assessment was under-reported. A goal for the 2012 reporting cycle was to clarify various ways that programs are using and reporting assessment as well as how assessment results contribute to decision-making.

Kinds of Decisions Assessment Has Helped Inform (check all that apply) WSU Degree-Granting UG Programs, UCORE and Honors Reporting (54) Fall 2012	Number of Programs (out of 54)
Programs Using Assessment Results within the Past Two Years	**54 (100%)**
Curriculum (e.g., revise one or more courses for knowledge and skills; revise course sequence or prerequisites; continue or expand a successful course)	42 (78%)
Assessment Processes, Plan, or Infrastructure (e.g., change methods of data collection; revise student outcomes; adjust process or infrastructure to support assessment)	37 (69%)
Instruction (e.g., pilot new instructional approach or assignment; improve communication of SLOs to students and faculty; continue or expand a successful approach or assignment)	35 (65%)
Advising (revise advising practices)	26 (48%)
Faculty, professional development (e.g., opportunity for faculty to apply an aspect of assessment in their own courses; training for faculty on assessment; changing faculty participation in assessment)	15 (28%)
Course Scheduling (modify frequency or schedule of class offerings)	16 (30%)
Facilities (labs, classrooms, etc.)	11 (20%)
Recommendations that involve other units of the university (e.g., units such as libraries, that provide support to other programs)	9 (17%)
TA Training (e.g., introduce or adjust TA training)	8 (15%)

Observations

- In 2012, 100% of programs reported using assessment results to make changes to improve or sustain teaching and learning and/or their assessment processes, a 25% improvement over 2011.
- All 54 programs reported *how* they use assessment results -- the kinds of decisions assessment has helped inform -- meeting the goal set in 2011.
- Uses most commonly reported relate to curriculum (78%) and instruction (65%). More than two-thirds of programs also use assessment results to inform changes to their assessment process.
- Assessment results may contribute to formal and informal decision-making by faculty and administration. It is an ongoing challenge to record/report all such uses.
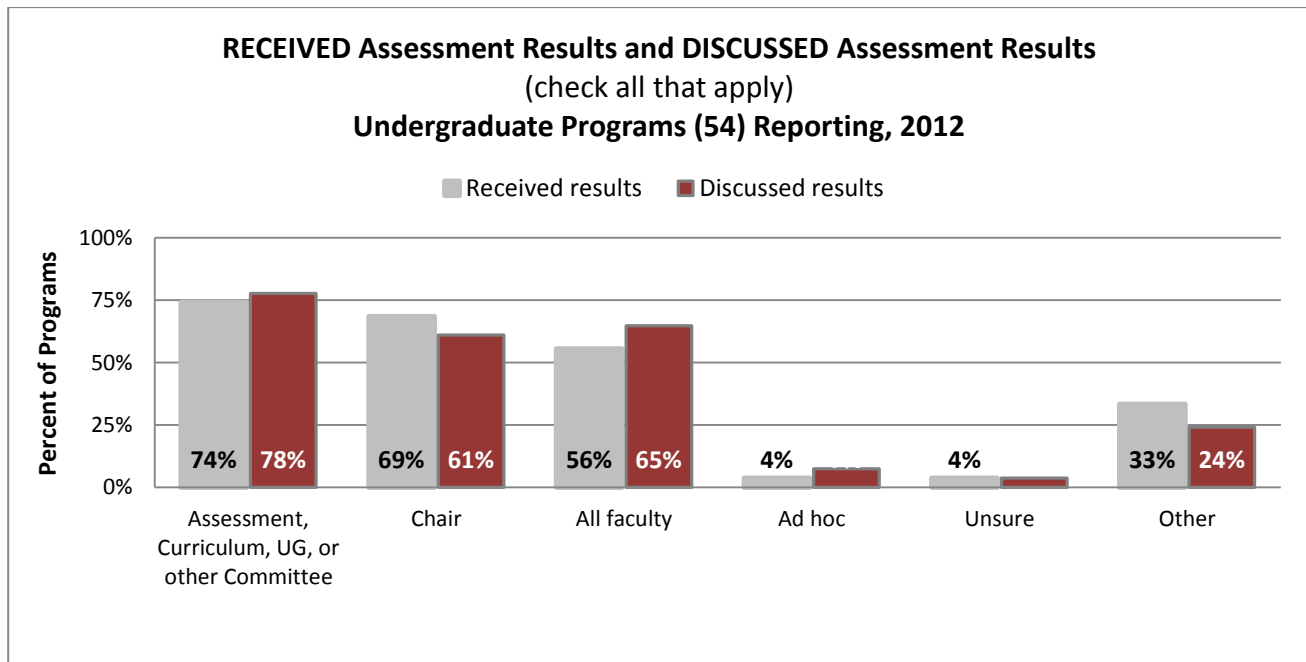
5. Communication

Framework

Clarifying communication channels is part of the process to enhance systematic assessment in programs, colleges, and across WSU. In the 2011 assessment reports, only four programs noted that their assessment covered more than one campus. The 2012 report requested more information about assessment planning and coordination among campuses as well as the communication among faculty, chairs, and committees.

A) Planning Assessment among Campuses

WSU Undergraduate Programs Planning Assessment for One Degree Offered at Multiple Campuses (2012)		
Colleges	Program offers degree on more than one campus	Program's assessment plan includes other campuses
Arts & Sciences	9	6
Business	1	1
CAHNRS	1	1
Education	1	1
Engineering	4	4
Nursing	1	1
Totals	**17**	**14**

B) Sharing Assessment Results within the Program

RECEIVED Assessment Results and DISCUSSED Assessment Results
(check all that apply)
Undergraduate Programs (54) Reporting, 2012

■ Received results   ■ Discussed results

	Received results	Discussed results
Assessment, Curriculum, UG, or other Committee	74%	78%
Chair	69%	61%
All faculty	56%	65%
Ad hoc	4%	
Unsure	4%	
Other	33%	24%

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Observations

- Of the 17 programs that offer degrees on more than one campus, 14 have an assessment plan that includes more than one campus. The remaining 3 programs may have entirely separate assessments or may conduct assessment on one campus but not on other campus(es) where degrees are being offered. Further clarification is needed.
- In the majority of all programs, assessment results are discussed by an assessment committee, a curriculum committee, or an undergraduate committee.
- Two-thirds of chairs receive assessment results.
- In about half of programs, all faculty receive assessment results.

6. Assessment System and Practices

Framework

The 2012 assessment reports sought to clarify roles in assessment systems and to surface practices that form an infrastructure for consistency (including during times of transition, such as changes in leadership, participants, or program re-organization). This information supports the 2012 goal to build or sustain assessment infrastructure and share strong practices among programs.

A) Assessment System and Practices: Practices that support systemic assessment within programs

Assessment System and Practices (check all that apply) WSU Degree-Granting UG Programs, UCORE and Honors Reporting (54) Fall 2012	Number of Programs (out of 54)
Assessment leadership has continuity in some way; may be led by a senior faculty or administrator	40 (74%)
Assessment is integrated into a regular standing committee (e.g. undergraduate studies or curriculum)	39 (72%)
Faculty meetings include a regular time devoted to assessment	24 (44%)
Annual retreat to discuss assessment	17 (31%)
Assessment work is rotated among faculty so all members gradually build familiarity with key components of program assessment and weigh in	14 (26%)
Program or college has paid part-time or full-time position devoted to assessment.	11 (20%)
Chair of assessment committee given one-course reduction	5 (9%)

B) Program Self-Assessment: Programs provided a holistic self-assessment of their assessment system

Self-Assessment WSU Degree-Granting UG Programs, UCORE and Honors Reporting (54) Fall 2012				
Number of Programs:	**4** (7%)	**20** (37%)	**20** (37%)	**10** (19%)
Development of Assessment System and Practice	BEGINNING = one iteration of assessment process begun; may be in pilot stage; may not yet have data or data may not yet be shared or discussed	DEVELOPING = Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	REFINING = Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate student learning; use of results is being regularly documented	ESTABLISHED = Several iterations of assessment cycle; process is structurally driven with wide participation; process and tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate student learning

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Observations

- Three-quarters of programs report that assessment leadership has continuity in some way and may be led by a senior faculty or administrator; these are strong practices.
- Several low-cost methods exist to build assessment infrastructure and capacity, which fewer than half the programs reported using:
    - "Faculty meetings include a regular time devoted to assessment"
    - "Assessment work is rotated among faculty so all members gradually build familiarity with key components of program assessment and weigh in."
- Holistic self-assessment of system:
    - The bulk of programs fall in the center of the spectrum: about 75% of the programs self-assessed their system as "developing" or "refining." Many of these programs are piloting new tools and processes and are actively adjusting their assessment system to fit program needs and reporting requirements.
    - Programs in the "established" category tend to have more years of assessment experience—many are professionally accredited.
    - The "beginning" category includes programs that have undergone significant changes due to mergers, reorganizations, and/or revamped curricula. (These programs have previously used data to make decisions and reported doing so.)

7. Professional Development in Assessment

Framework

Programs that engage in effective assessment routinely provide opportunities for faculty to build assessment skills, knowledge, and organizational capacity.

The 2012 reports sought to clarify the ways that programs build or sustain assessment capacity, supporting a goal for 2012 (see also Section 6: Assessment System and Practices).

Professional Development in Assessment (check all that apply) **WSU Degree-Granting UG Programs, UCORE and Honors Reporting (54) 2012**	**Number of Programs (out of 54)**
Programs reporting at least one type of activity for professional development in assessment	**52 (96%)**
In-house professional development occurs: faculty share ideas, practices or questions about teaching, learning, and assessment at informal activities (idea-shares, brownbags, etc.).	35 (65%)
Faculty attend workshops or conference sessions on assessment	28 (52%)
Training sessions for faculty in assessment process – offered by the program or college, or others	23 (43%)
Publications are available on assessment, teaching, or curriculum development	23 (43%)
Faculty attend professional accreditation workshops and/or evaluator training	11 (20%)

Observations

- Most programs (96%) engage in some sort of activity for professional development in assessment.
- The "in-house professional development" category listed above includes activities, such as faculty brownbags, that can require a higher level of leadership and faculty engagement in professional development in assessment compared to other categories listed; it is notable that this was one of the most commonly reported categories at 65%.

8. Appendices

A. **WSU's Accreditation and Recent Reports: Transition from 10-year to 7-year Cycle**

B. **Undergraduate Academic Programs Reporting in 2012**

C. **Purpose and Scope of Annual Assessment Reports and Institution-wide Summary**

D. **Glossary of Assessment Elements**

E. **Wheel of Assessment Roles**

F. **Developing Effective Assessment Over Time**

WSU Accreditation and Recent Reports: Transition from 10 year to 7 year cycle*

WSU	NWCCU
2009 Report submitted March (end of ten-year accreditation cycle)	**Accreditation Reaffirmed (Aug 2009)** with three **Recommendations** to be addressed in Progress Report due Oct 2010: 1. Provide a contemporary enterprise management system. 2. Continue to enhance and strengthen its assessment process. Insure inclusion of all educational programs, including graduate programs, and programs offered at the branch campuses. 3. Involve all stakeholder groups in matters where they have direct and reasonable interest as the University embarks on an aggressive strategy of institutional transformation and change.
2010 Progress Report, submitted October	**NWCCU Responds (**Spring 2011) **to 2010 Progress Report** Finds that 1. Recommendation 1 is resolved. 2. Adequate progress had not been documented on Recommendations 2 and 3.
Year One Report submitted March 2011 • Beginning of new, seven-year accreditation cycle • Focus of Report was Standard 1: Mission, Core Themes, and Expectations	**Year One Peer-Evaluation Report** (July 2011) received from NWCCU. **Accreditation reaffirmed (Aug 2011)** on basis of Year One Evaluation, with the following commendations and recommendations. **Commendations** included the University's 1. Efforts to embrace recommendations to systematize assessment and engage its stakeholders in making resource and capacity decisions. 2. Establishment of two levels of mission fulfillment, reflecting both a commitment to maintaining mission-critical levels and to moving forward toward its aspirational goals. **Recommendations** 1. Focus objectives, outcomes and indicators on resource and capacity decisions. 2. Incorporate student learning outcomes data into evaluation of core theme achievement and mission fulfillment. 3. Clarify the relationship between core theme indicators and mission fulfillment.
2012: Year Three Report & Off-Site Visit Preparation **(Report due Jan 2013; off-site visit April 2013)** • **Focus of Report is Standard 1 plus Standard 2: Resources and Capacity** • **Report must include responses to recommendations from 2010 Progress Report and Year One Peer-Evaluation Report**	**Off-Site Visit** (April 2013) **by NWCCU**

Subsequent Years: Seven-year cycle will include:

- Internal: Annual assessment reports from undergraduate and graduate programs
- 2017: Year 7 WSU Report adds Standard 3 (Planning and Implementation), Standard 4 (Effectiveness and Improvement) Standard 5 **(**Mission Fulfillment, Adaptation, and Sustainability), and updates Standards 1 and 2.

*More information at websites for the **Provost's Office** and the **Office of Assessment of Teaching and Learning**.

Appendix B

Undergraduate Academic Programs – Reporting in September 2012 (54)			
Undergraduate Bachelor's Degree Programs (52)			**General Education Programs (2)**
College	**Professionally Accredited (20 reports)**	**Not Separately Accredited (32 reports)**	University Core Requirements (UCORE) Honors
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Interior Design Landscape Architecture	Agricultural and Food Systems AMDT Animal Sciences Economic Sciences Food Science Human Development Integrated Plant Sciences	

Arts and Sciences (CAS)	Chemistry
	Music
		Anthropology
		Asia Program
		Biological Science and General Studies
		    Biology
		Critical Culture, Gender, and Race
		    Studies
		Creative Media & Digital Culture
		    (Vancouver)
		Criminal Justice
		School of the Environment
		English
		Fine Arts
		Foreign Languages and Cultures
		General Studies:
		    Humanities & Social Sciences
		History
		Mathematics
		Physics and Astronomy
		Politics, Philosophy, and Public Affairs
		Psychology
		Public Affairs (Vancouver)
		Sociology	

Business (COB)	Hospitality Business Mgmt Business Administration		**NOTES:** 1. For this report, "Professionally-accredited" refers to programs that are accredited by an agency or association in addition to the NWCCU accreditation, and does not include other accredited options (e.g., education option in a particular program).
Education (COE)	Teaching and Learning	Kinesiology Sport Management	
Engineering and Architecture (CEA)	Architecture & Construction Mgmt Bioengineering Chemical Engineering Civil Engineering Computer Engineering Computer Science Computer Science (Vancouver) Electrical Engineering Electrical Engineering (Vancouver) Materials Science and Engineering Mechanical Engineering Mechanical Engineering (Vancouver)		2. The total number of undergraduate programs can change from year to year when programs re-organize, merge, move, or when new programs emerge.
Health Sciences (Division)		Speech and Hearing Sciences (Spokane)	3. A number of other academic non degree-granting programs contribute to undergraduate academic studies and assess student learning, including the Libraries. University College: submitted separate reports from UColl 304 and UColl 497.
Murrow College of Communication		Communication	
Nursing (CON)	Nursing (Spokane)		
Pharmacy (COP)		Nutrition and Exercise Physiology (Spokane)	
Veterinary Medicine (CVM)		Molecular Biosciences Neuroscience	

Purpose and Scope of Annual Assessment Reports and Institution-wide Summary
2012 Undergraduate Program Assessment Reports

This summary report compiles annual assessment reports for Fall 2012 from all WSU undergraduate programs.[2] The summary, like the programs reports themselves, is meant to show key or representative uses, and is not intended to be exhaustive or show all assessment activities.

Program Reports: In each program, an assessment coordinator or chair reports annually on assessment using a common template, developed at WSU. The Office of Assessment of Teaching Learning (ATL) collects the reports and analyzed that data to generate summaries for the colleges and institution. See ATL's website for more information and the template.

Summary: The purpose of the summary report for WSU is to:

1. Provide a snapshot of undergraduate program assessment at WSU.
2. Provide data for decision-making and support systematic assessment throughout the institution in ways that are useful to widely different programs.
3. Support effective assessment and institutional accreditation, by requiring all degree-granting undergraduate programs and Honors College and University Core Requirements (formally General Education) to take these steps and regularly update the foundational elements of their program assessment:

   - Identify key skills and knowledge for the major (= *Student Learning Outcomes*) appropriate to the degree, discipline, and context of WSU; for one-third of the majors, learning outcomes may be connected to professional accreditation standards (such as nursing, engineering, or business)
   - Map the program's student learning outcomes to learning outcomes for WSU's general education *(= Aligned with the Seven Learning Goals of the Baccalaureate)*
   - Map the program's curriculum, to ensure students can build, refine and master the learning outcomes as they progress through the major *(= Curriculum Map)*
   - Implement an assessment plan that examines student learning in the context of current questions in the discipline, department, institution, or industry (= *Assessment Plan*)
   - Collect and interpret a variety of measures to ascertain student attainment of learning outcomes or at key points in the curriculum, including:
     - Assess student work, presentations and/or projects, or other performance (= *Direct Measures*)
     - Assess perspectives of students, employers, supervisors, or others about student learning or experiences (= *Indirect Measures*)
   - Report ways that programs are using assessment results to inform decisions to support effective teaching and learning (= *Using Assessment Results*).

4. Align annual assessment reports with the new NWCCU standards and the seven year cycle.

5. **Scope:** This summary compiles annual assessment reports for Fall 2012 from all WSU undergraduate programs. Annual program reports are intended to
   - Support programs engaging in assessment to improve teaching and learning,
   - Involve faculty in the evaluation of student achievement of clearly identified learning outcomes in their program, and
   - Institutionalize an effective, regular, and comprehensive system of assessment of student achievement, which is also flexible and responsive to unique program needs and contexts.
   - Note: Annual reports are not intended to document all assessment activities undertaken by any program. Compiled summary reports are generated for the colleges and the institution, and contribute to WSU's accreditation reporting. Assessment for other purposes, such as professional accreditation, is beyond the scope of these annual program reports.

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[2] 54 total in 2012: 52 degree-granting undergraduate programs and UCORE and Honors College participated.

Glossary of Assessment Elements

Assessment Cycle: the process of planning, collecting, and analyzing assessment measures and data for the purpose of sustaining and improving teaching and learning. Typically the assessment cycle refers to the timing of the processes within an academic year, but timing may vary from program to program.

Assessment Plan: A process and timeline for designing, collecting, and analyzing assessment data

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

Curriculum Map: A matrix aligning student learning outcomes with the courses in a program of study

Disaggregate Data: A whole set of data separated into parts and sorted by meaningful categories, such as campus or student demographic information

Direct Measure: A measure of student performance or work product that demonstrates skills and knowledge

Indirect Measure: Information associated with learning, motivation, perceived success, or satisfaction; gathered, for example, through a survey or focus group

Key Assessment Elements: For the purposes of this report, the principle elements of assessment. Specifically, the student learning outcomes, assessment plan, curriculum map, direct measures, indirect measures, and use of assessment. All six of these are required by all departments for this reporting period.

Student Learning Outcomes (SLOs): Core skills and knowledge students should develop through a program of study

Using Assessment Results: Assessment results a) inform continual reflection and discussion of teaching and learning and b) contribute to decision–making to ensure effective teaching and learning. Decisions can include the choice to continue current effective practices or build on strengths.

Administration/Leadership (Provost, Chancellor, Vice Chancellors, Deans, Associate Deans)

- Implement effective assessment of student learning college-wide and institution-wide
- Implement assessment of General Education and WSU 7 Learning Goals
- Identify and allocate resources to build and sustain assessment (and support WSU's accreditation)
- Monitor college aggregate results and results disaggregated by campus
- Share assessment results; ensure data flow and availability to others
- Use assessment results in decision-making and strategic planning

College UG Studies or assessment committee
- Identify current issues and data needs; pool efforts as possible
- Use assessment results

Campus Leadership - Academic Directors or Vice Chancellors
- Implement departmental/school student outcomes assessment processes on their campuses
- Communicate with chair and program's assessment coordinator about assessment and data

Department – Chairs / School Director

- Responsible for overseeing assessment on all campuses in the program
- Implement useful and sustainable assessment plan
- Ensure student learning outcomes are reviewed, distributed and published
- Involve UG Studies Committee or other committee
- Regularly review and reflect on assessment results
- Share assessment results for discussion
- Act on assessment results
- Use best practices for faculty professional development in instruction and assessment; identify needs
- Report assessment annually to ensure continuity and to support WSU accreditation

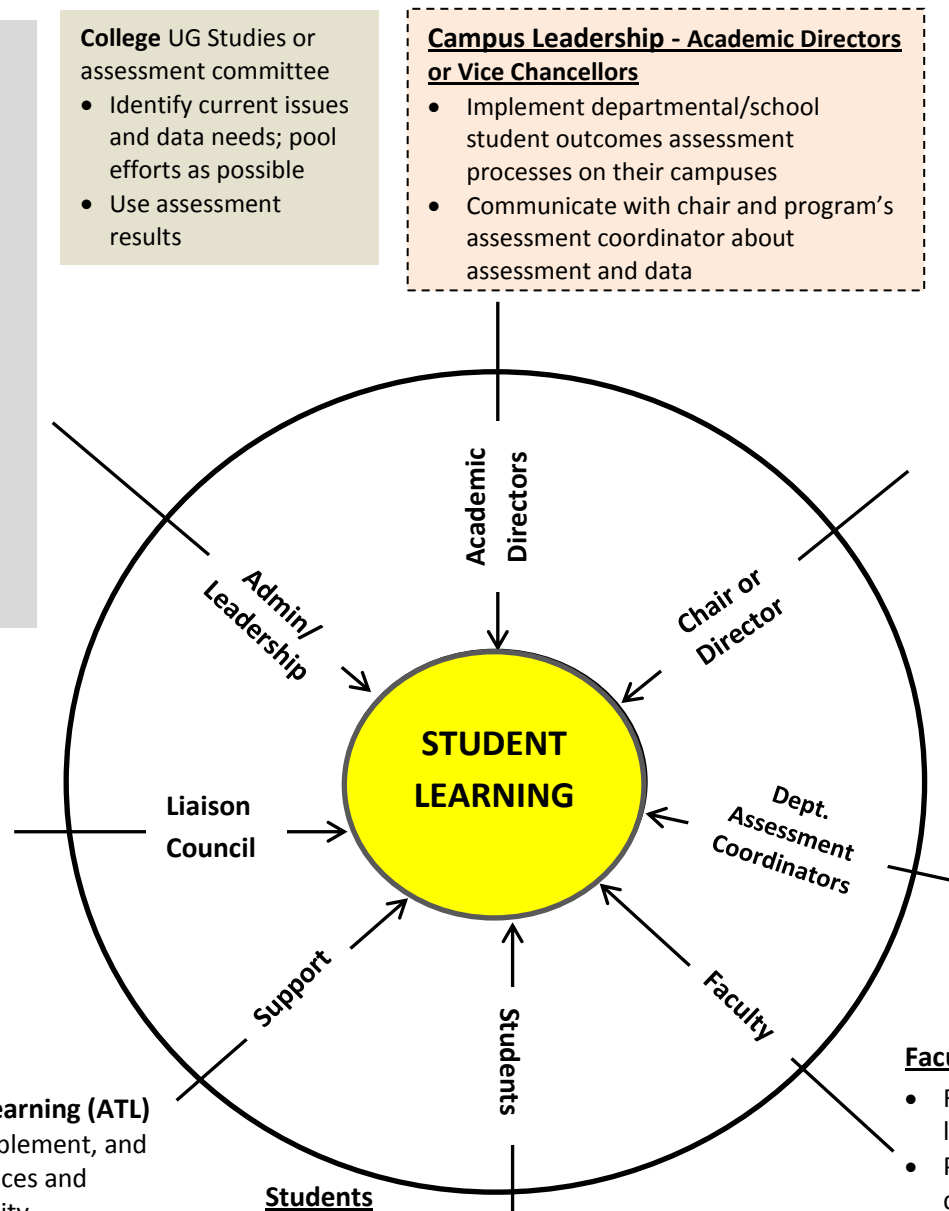**UG Liaison Council (Associate Deans, Vice Chancellors, Provost Office , ATL)**

- Associate Deans and Vice Chancellors participate in an institution-wide system for planning and managing assessment; ensure system works well
- Share best practices in assessment and ways to address common bottlenecks

Support for Assessment
Office of Assessment of Teaching and Learning (ATL)
- Help undergraduate programs plan, implement, and use assessment, identifying good practices and resources; help build assessment capacity
- Aggregate and report program assessment to support WSU accreditation; share results with colleges and WSU

Other support: IR, UCORE, Libraries

STUDENT LEARNING

Academic Directors

Admin/ Leadership

Chair or Director

Liaison Council

Dept. Assessment Coordinators

Support

Students

Faculty

Department Assessment Coordinator

- Coordinate program assessment efforts with committee and broad faculty participation
- Liaise with administration, support offices, and faculty groups
- Share results with chair

Students

- Engage in assessment-related activities (e.g., complete assessment-related assignments and surveys, participate in focus groups or interviews)
- Serve on committees
- Provide feedback on assessment activities

Faculty Members

- Responsible for assessment of student learning in their program
- Participate in assessment activities (e.g., develop learning outcomes, collect student work, score student work for program outcomes, interpret results)
- Communicate learning outcomes and expectations to students
- Act on assessment results

Adapted by WSU's Office of Assessment of Teaching and Learning, from University of Hawaii, Manoa

**Developing Effective Assessment over Time:
Key Characteristics**

Beginning	←→	Developing	←→	Mature

Assessment efforts driven by an individual	Structurally driven with wide participation
Work and/or results are isolated	Work and results are pervasive and systematic
Efforts are temporary or episodic	Efforts are ongoing or cyclic, supported by infrastructure
Occurs at the surface of the program; added on to the regular work	Embedded in program and makes use of regular work
Primarily for external accreditation or similar mandates (institutional or professional or other)	Used for improvement and validation; Aligns with institution and other purposes (such as professional accreditation)

Developing Effective Assessment over Time

Overarching
Where are we now?
What will help us move ahead?

Capacity Building and Resources
How do we build the skills, knowledge and organizational capacity to develop assessment in our programs, colleges, campuses, and institution?
How do we deploy resources effectively?

Change Management: Improving assessment means supporting and managing *change over time*. What principles of change management can faculty, administration, and leadership apply?

Expectations: How long does this process take, to be effective and efficient? What can help accelerate and strengthen this process?