

# Institutional Summary

## 2013 Undergraduate Program Assessment Reports

### Sections

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3. Using Assessment Results
4. Communication
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Undergraduate program assessment goals 2013-14; list of programs reporting in 2013; scope and purpose of annual reports and summary; NWCCU standards and recommendations (selected); glossary

Prepared by the Office of Assessment of Teaching and Learning  
Washington State University

# 1. Executive Summary

**Summary of Results** (See report sections for data and further comments)

Key Assessment Elements (SLOs, assessment plan, curriculum map, direct and indirect measures, use of assessment)

- Nearly all WSU programs have maintained key assessment elements over at least two years (96%-100%).
- 87% of programs make program-level SLOs available to students (in addition to listing them in the Catalog).

Using Assessment Results

- Most programs (89%) reported one or more uses of results connected to teaching and learning.
- Most programs (80%) reported using results to guide changes to assessment processes.

Communication

- Over 80% of the programs reported that assessment results are discussed by faculty and chair/leadership.
- While multi-campus programs have increased communication and coordination among campuses, this is an area for continued attention, to ensure current practices are meeting data needs on all campuses.

Assessment System and Practices

- Programs reported on ways they are developing their assessment systems and providing faculty with professional development in assessment. This is an area for continued attention by department, college and central leadership to ensure that enough good practices are in place that programs can a) refine and institutionalize a sustainable assessment system, and b) produce useful results.
- The programs' holistic self-assessment indicates gradual, credible progress towards more established assessment.

## Next Steps

As the report results presented here are frequencies, they do not tell us the *quality, extent or utility of particular assessment practices or elements*. This is the next area of focus for program assessment across WSU.

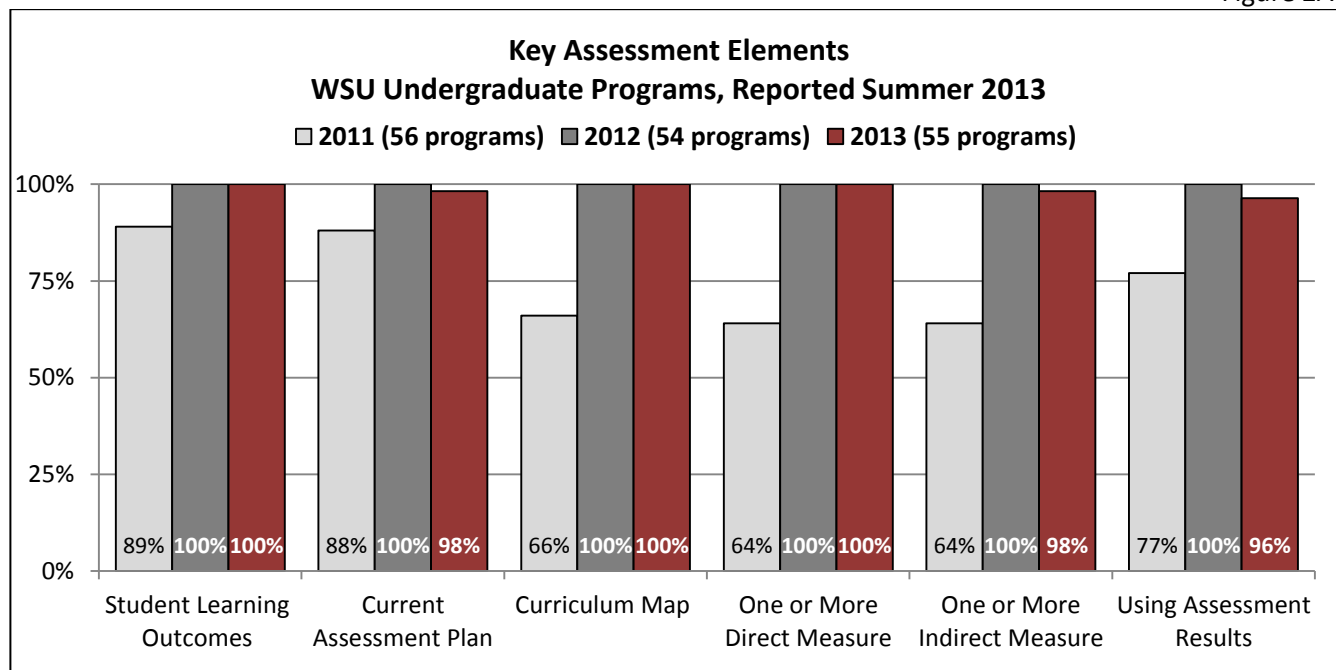
In order to strengthen assessment quality overall, and keep WSU on track to meet the next accreditation standards, ATL offers these recommendations. (See also WSU-wide Assessment Goals for 2013-14 in Appendix.)

1. **Self-Assess Student Learning Outcomes (SLOs) and Curriculum Maps:** In 2013-2014 all WSU programs will self-assess the quality of their SLOs and curriculum maps. ATL will provide tools and support, as well as guides for assessment plans that serve a variety of disciplines.
2. **SLOs on Websites:** All programs should post program-level student learning outcomes on the department, school, or program website for all degrees offered, so that the SLOs are clearly labeled and easy to find. Multi-campus programs should coordinate their SLOs and their consistent publication on department websites across all campuses.
3. **Direct Measures:** Programs should ensure they have a direct measure near the end of their degree that is providing useful data to them. ATL is available to assist programs and share strong samples.
4. **Assessment of Online Learning:** Ensure that student learning outcome information for online programs and courses are consistently included in assessment processes (NWCCU).
5. **Faculty Engagement:** Ensure that faculty with teaching responsibilities are responsible for evaluating student achievement of learning outcomes, and are consistently involved in assessment (NWCCU).
6. **Capacity Building:** Clear expectations about good practices, infrastructure and professional development in assessment should increase in the coming year, to support successful accreditation in 2017.

## 2. Key Assessment Elements

Programs reported on their *Key Assessment Elements*, identified by WSU in 2011 as forming the foundation for systematic, effective assessment in undergraduate programs (Figures 2A and 2B).

Figure 2A



### ATL Comments

Overall, WSU undergraduate programs have had the key assessment elements in place – at least minimally -- for the past two years, which represents a strong initial step institution-wide. However, the report results presented here are frequencies; they do not tell us the *quality or utility of these key elements*. This is the next area of focus for program assessment.

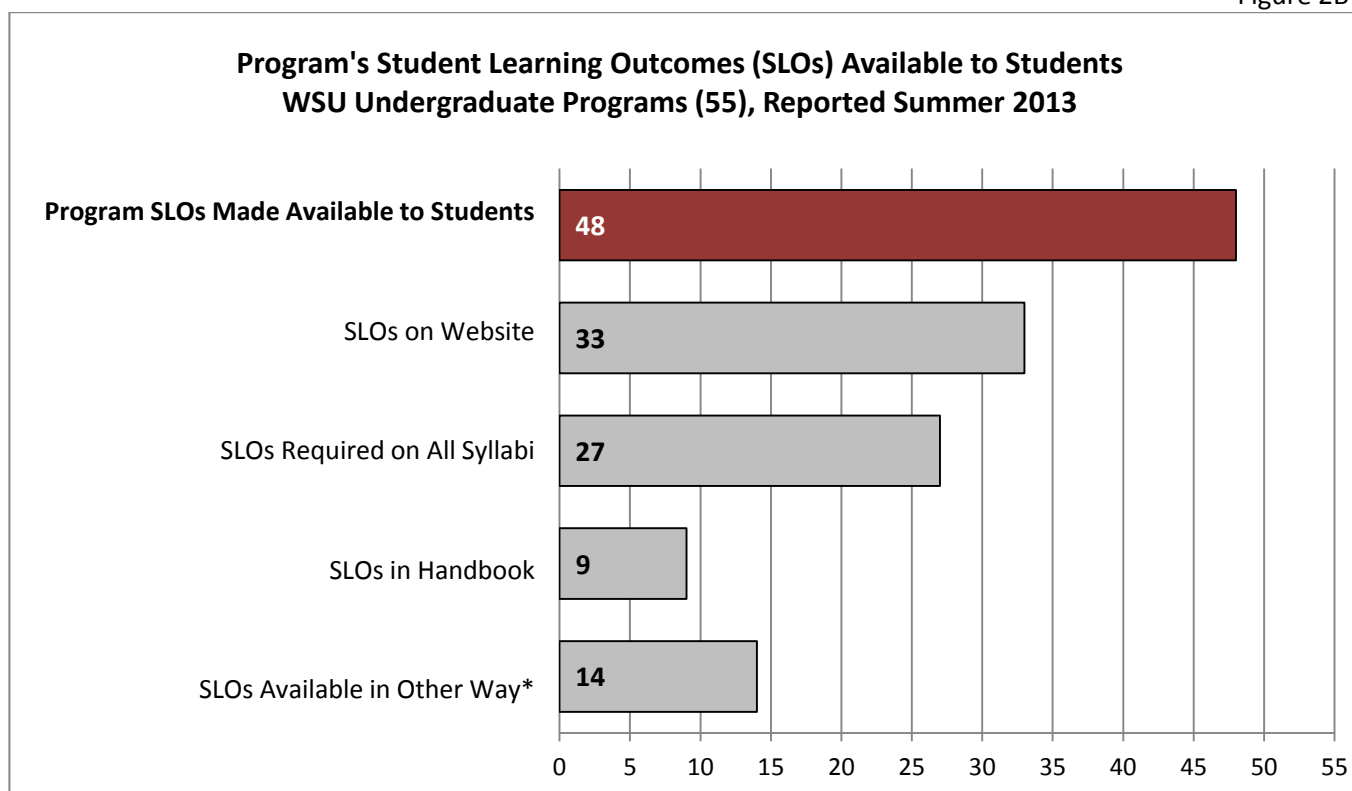
For 2013-14, ATL recommends that undergraduate programs:

1. **Student Learning Outcomes (SLOs) and Curriculum Maps:** Self-assess their SLOs and curriculum maps, to promote quality in assessment elements. ATL will provide tools and support, as well as guidelines for **assessment plans** that serve a variety of departments and disciplines.
2. **Direct Measures:** Ensure they have a direct measure near the end of their degree that is providing useful data to them. ATL is available to assist programs in developing or refining these measures, and will be collecting strong samples from diverse disciplines to share.

### WSU Accreditation

By 2016, these steps will help demonstrate how academic programs are meeting NWCCU standard 4, which requires that WSU document, through an “effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes”. Faculty with teaching responsibilities are responsible for evaluating student achievement of learning outcomes, and should be consistently involved in assessment.

Figure 2B



### ATL Comments

WSU now requires all undergraduate academic programs to post SLOs on their websites, a requirement set after the 2013 assessment report deadline. ATL is working with the Provost, the Liaison Council for Undergraduate Programs, and the Graduate School to accomplish this step system-wide in all departments, targeting the end of the fall semester.<sup>1</sup>

ATL recommends that multi-campus programs coordinate their SLOs and publish them consistently on department websites on all campuses offering the degree. (For multi-campus programs, the 2013 annual reports did not distinguish if the program's SLOs were published on websites connected to departments on particular campuses.)

### WSU Accreditation

To maintain its institutional accreditation, WSU must:

- Identify and publish the expected learning outcomes for each of its degree and certificate programs. (Eligibility Requirement 22)
- Identify and publish expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. (2.C.2)

<sup>1</sup> In addition, WSU's Catalog publishes student learning outcomes for all degrees.

### 3. Using Assessment Results

The 2013 annual reports asked programs to provide examples of using assessment results in decision-making intended to improve teaching and learning or to improve the program's assessment process.

Figure 3A

Kinds of Decisions Assessment Has Helped Inform WSU Undergraduate Programs	2012 Number/ Percentage of Programs (54)	2013 Number/ Percentage of Programs (55)	Percentage Change
<b>Assessment Processes, Plan, or Infrastructure</b> (e.g. change methods of data collection; revise student outcomes; adjust process or infrastructure to support assessment)	37 69%	<b>44</b> <b>80%</b>	+11%
<b>Curriculum</b> (e.g. revise one or more courses for knowledge and skills; revise course sequence or prerequisites; continue or expand a successful course)	41 76%	<b>40</b> <b>73%</b>	-3%
<b>Instruction</b> (e.g. pilot new instructional approach or assignment; improve communication of SLOs to students and faculty; continue or expand a successful approach or assignment)	34 63%	<b>38</b> <b>69%</b>	+6%
<b>Advising</b> (revise advising practices)	24 44%	<b>19</b> <b>35%</b>	-9%
<b>Faculty, professional development</b> (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)	17 31%	<b>17</b> <b>31%</b>	same
<b>Course Scheduling</b> (modify frequency or schedule of class offerings)	17 31%	<b>14</b> <b>25%</b>	-6%
<b>TA Training</b> (e.g., introduce or adjust TA training)	7 13%	<b>12</b> <b>22%</b>	+9%
<b>Facilities</b> (labs, classrooms, etc.)	10 19%	<b>11</b> <b>20%</b>	+1%
<b>Recommendations that involve other units of the university</b> (e.g. units such as libraries, that provide support to other programs)	9 16%	<b>9</b> <b>16%</b>	same

#### ATL Comments

**Overall, in 2013, 53 programs (96%) reported one or more uses of assessment results.**

- For the past two years, WSU programs have consistently reported that they are using assessment.
- The size, import, and frequency of data-informed decisions may vary from year to year; in a strong assessment system, we would expect to see a general trend of consistent use of assessment over the course of several years. Use of results can involve changes to teaching and learning but also can include the choice to continue effective practices or build on strengths.

*See next page for additional comments*

### 3. Using Assessment Results, continued

#### Kinds of Decisions Assessment Has Helped Inform:

- 49 programs (89%) reported one or more uses of results connected to teaching and learning (that is, excluding changes to assessment processes).
- Most programs (80%) reported using results to guide changes to assessment processes.

#### WSU Accreditation

To maintain its institutional accreditation, WSU must demonstrate:

4.A.3: The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B.2: The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

## 4. Communication

Figures 4A and 4B below provide information about how assessment plans and data are coordinated and communicated within programs and among campuses.

Figure 4A

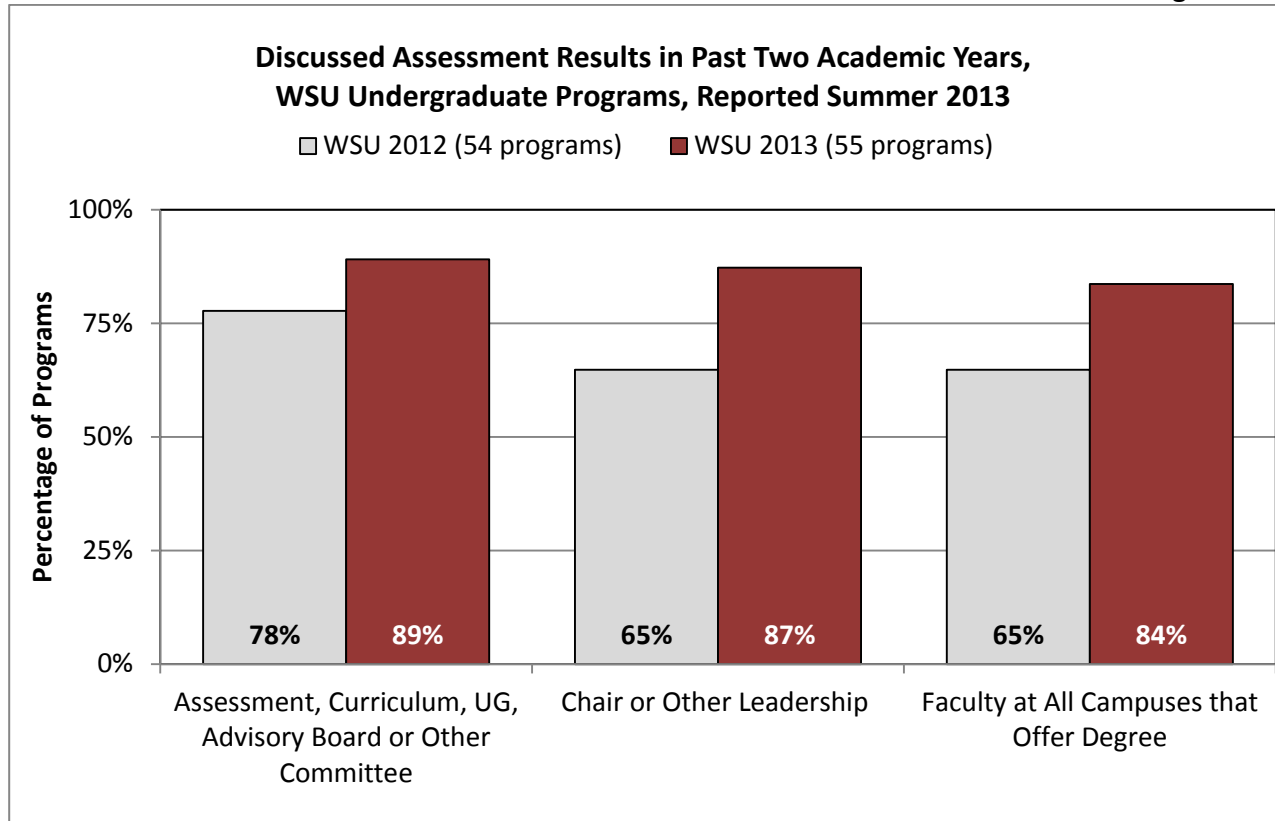


Figure 4B

Undergraduate Program Offers Degree at More Than One Campus, Reported Summer 2013	WSU Undergraduate Programs (55)
<b>No</b>	38
<b>Yes</b>	17
<b>If Yes ...</b> Assessment data shared among campuses	15
More than one campus participated in assessment	15
Assessment plan includes all other campuses	14
Assessment plan aggregated by campus	14
Assessment data disaggregated by campus	11

## 4. Communication, continued

### ATL Comments

- **Communication:** Most programs reported that faculty on all campuses (84%) and chairs or other leadership (87%) discuss assessment results, an increase of nearly 20% since 2012. Assessment discussion also happens in committees and among advisory boards, suggesting that assessment has a place in the organizational infrastructure of many departments (89%).<sup>2</sup> Clarifying and supporting communication about assessment within undergraduate programs and colleges, and across campuses, has been a focus of the assessment Liaison Council in 2012 and 2013.

As noted elsewhere, the report results presented here are frequencies; while they indicate minimums about communication and faculty involvement, they do not necessarily tell us the *extent or quality of that communication or involvement*. This is an area for continued attention.

- **Multi-campus Communication:** Multi-campus undergraduate programs are giving attention to communication and coordination across campuses.<sup>3</sup>
  - Over half the multi-campus programs disaggregate assessment data by campus (65%) and most aggregate data (82%) among campuses. This is an area for continued attention, to determine if current practice is meeting data needs on all campuses and departments, looking more closely at the extent, quality, and usefulness of practices.
  - While the progress has been made, much work remains in terms of multi-campus communication and consistent faculty involvement in assessment. Continued focused efforts by the multi-campus programs and by college and campus leadership will support program quality and will help WSU meet NWCCU recommendations.

### WSU Accreditation

The NWCCU has recommended that WSU strengthen collective faculty responsibility for assessment of student learning, which includes teaching faculty on all campuses of a program.

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<sup>2</sup> The annual assessment reporting deadline, adjusted to a more faculty-friendly date of June 1, shortened this year's reporting period; as a result, some summer activities are not necessarily part of the 2013 reports. They will be reported in 2014.

<sup>3</sup> Many programs are actively working on multi-campus communication, including:

- Meetings of chairs / directors / program leaders with the college or campus leadership, and visits from ATL to Vancouver, Tri-Cities, and Spokane.
- CAS and Vancouver are creating a list of campus contacts for assessment, updated annually, to facilitate communication.
- CAS and CAHNRS are each developing sharepoint sites where departments can archive and share assessment materials.

These steps are intended to facilitate access and communication across campuses as well as within departments and the college.



## 5. Assessment System and Practices

Figures 5A and 5B present information about how programs engage in practices that can support systematic and sustainable assessment. Programs also provided a holistic self-assessment of their assessment systems and practices (Figure 5C).

Figure 5A

Assessment System and Practices WSU Undergraduate Programs	2012 Number (54)/ Percentage of Programs	2013 Number (55)/ Percentage of Programs	Percent Change
Assessment reports are available to program faculty and chair	27 50%	<b>51</b> <b>93%</b>	+43%
Assessment leadership has continuity in some way; may be led by a senior faculty or administration	40 74%	<b>47</b> <b>85%</b>	+11%
Assessment is integrated into a regular standing committee	39 72%	<b>38</b> <b>69%</b>	-3%
Faculty meetings include a regular time devoted to assessment	24 44%	<b>28</b> <b>51%</b>	+7%
Assessment discussed at annual retreat	17 31%	<b>20</b> <b>36%</b>	+5%
Assessment work is rotated among faculty so all members gradually build familiarity w/ key components of program assessment	14 26%	<b>15</b> <b>27%</b>	+1%
Program or college has paid part-time or full-time position devoted to assessment	11 20%	<b>13</b> <b>24%</b>	+4%
Assessment coordinator given one-course reduction or other release time	5 9%	<b>11</b> <b>20%</b>	+11%

Figure 5B

Professional Development in Assessment Undergraduate Programs	2012 Number (54)/ Percentage of Programs	2013 Number (55)/ Percentage of Programs	Percent change
In-house professional development occurs: faculty share ideas, practices or questions about teaching, learning, and assessment at informal activities.	35 65%	<b>39</b> <b>71%</b>	+6%
Faculty attend workshops or conference sessions on assessment.	28 52%	<b>24</b> <b>44%</b>	-8%
Training sessions for faculty in assessment process offered by the program or college, or others.	23 43%	<b>25</b> <b>45%</b>	+2%
Publications are available on assessment, teaching, or curriculum development.	23 43%	<b>22</b> <b>40%</b>	-3%
Faculty attend professional accreditation workshops and/or evaluator training.	11 20%	<b>14</b> <b>25%</b>	+5%

## 5. Assessment System and Practices, cont

Figure 5C

<b>Self-Assessment: Assessment System and Practices Undergraduate Programs</b>				
<b>2013 WSU Number/ Percent of Programs (55)</b>	<b>4 7%</b>	<b>17 31%</b>	<b>18 33%</b>	<b>16 29%</b>
<b>2012 WSU Number/ Percent of Programs (54)</b>	<b>4 7%</b>	<b>20 37%</b>	<b>20 37%</b>	<b>10 19%</b>
<b>Development of Assessment System and Practice</b>	<b>BEGINNING</b>  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	<b>DEVELOPING</b>  Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	<b>REFINING</b>  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	<b>ESTABLISHED</b>  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

### ATL Comments

WSU programs reported on ways they are developing their assessment systems and providing faculty with professional development in assessment (Figures 5A and 5B). This is an area for continued attention by department, college and central leadership to ensure that enough good practices are in place that programs can a) refine and institutionalize a sustainable assessment system, and b) produce useful results. For example, requiring in 2013 that chairs submit the annual assessment reports supported a significant gain in the number of programs making their reports available to chairs and faculty (now 93% of programs, a 43% gain over 2012). Clear expectations about good practices, infrastructure and professional development should increase significantly in the coming year.

Figure 5C provides an overview, a holistic self-assessment, and indicate that gradual progress is being made. ATL will be working with all WSU programs over the next few years to self-assess key assessment elements; we expect that a shared understanding of the criteria for evaluating quality in assessment will prove a useful tool for programs, colleges, campuses, and the institution. Over time ATL would expect most WSU programs to end up in *Refining* or *Established*, with some movement back and forth between these two categories as a natural part of the evolution of practices and infrastructure changes. It is expected to take time for programs to move from *Developing* to *Refining*, and also expected that in any given year a few programs will self-assess as *Beginning*, whether they are new programs or have experienced such a fundamental reorganization as to feel the need to start assessment from the beginning.

## 6. Appendices and Additional Information

Appendices provide additional data analysis from annual reports and resources. The following materials are included in appendices:

- Appendix A: 2013-14 Goals for Undergraduate Program Assessment, updated
- Appendix B: WSU programs reporting in 2013
- Appendix C: Purpose and Scope of Annual Assessment Report and WSU Summary
- Appendix D: NWCCU Standards and Recommendations (selected)
- Appendix E: Glossary of Assessment

**Appendix A: 2013-14 Goals for Assessment at WSU**  
(ATL, Accreditation Committee, and Liaison Council) [9-30-13, update]

**Goals for undergraduate programs**

<p><b>Key Assessment Elements: Quality</b></p> <p>A. Student learning outcomes (SLOs) for each degree program are current, approved by faculty, and available to students using all methods that make sense in that program (e.g., department website, course syllabi, student handbook, advising packets, etc.)</p> <p>B. Programs self-assess the quality of their SLOs.</p> <p>C. Programs self-assess the quality of their curriculum maps, accounting for all degrees and majors.</p> <p>-----</p> <p>D. Each program’s assessment plan and annual report includes all campuses which offer that degree, including the Global Campus; annual reports are shared with college / campus leadership.</p>	<p align="center">Target 100% In 2013-14</p> <p align="center">-----</p> <p align="center">Baseline data in 2014</p>
<p><b>Use of Assessment.</b> Clarify and document how assessment results are being used or contribute to decision-making at the program, college, and institutional level.</p> <p>E. Assessment results contribute to decision-making by programs and leadership. <b>(100% in 2012) (96% in 2013)</b></p> <p>F. All department chairs / school directors receive and discuss the program’s assessment results. <b>(61% in 2012) (87% in 2013)</b></p> <p>G. Instructional faculty discuss assessment results at least annually. <b>(65% in 2012) (84% in 2013)</b></p>	<p align="center">Target 100% in 2014</p>
<p><b>Communication.</b> Improve communication about assessment, including multi-campus communication; and coordinate program, college and campus assessment planning, activities, and data-analysis &amp; sharing.</p> <p>H. Programs confirm roles and responsibilities for assessment, using the <i>Wheel</i> or another approach they prefer.</p> <p>I. Programs archive assessment report and key documents so they are appropriately accessible to faculty &amp; leadership on all campuses offering the degree.</p>	<p align="center">Baseline data in 2014</p>

## Appendix B: Programs Reporting in 2013

<b>Undergraduate Academic Programs – Reporting in Summer 2013 (55)<sup>1</sup></b>				
<b>Undergraduate Bachelor's Degree Programs (54)</b>				
<b>College</b>	<b>Professionally Accredited<sup>2</sup> (22 reports, 40% of programs)</b>	<b>Not Separately Accredited (32 reports, 60% of programs)</b>		
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	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">                     Anthropology Asia Program Critical Culture, Gender, and Race Studies<sup>3</sup> Creative Media &amp; Digital Culture (a Vancouver only option of DTC degree) Criminal Justice School of the Environment English Fine Arts Foreign Languages and Cultures                 </td> <td style="vertical-align: top;">                     General Studies: Humanities &amp; Social Sciences<sup>3</sup> History<sup>3</sup> Mathematics Physics and Astronomy Politics, Philosophy, and Public Affairs<sup>3</sup> Psychology Public Affairs (Vancouver only) School of Biological Sciences<sup>3</sup> Sociology                 </td> </tr> </table>	Anthropology Asia Program Critical Culture, Gender, and Race Studies <sup>3</sup> Creative Media & Digital Culture (a Vancouver only option of DTC degree) Criminal Justice School of the Environment English Fine Arts Foreign Languages and Cultures	General Studies: Humanities & Social Sciences <sup>3</sup> History <sup>3</sup> Mathematics Physics and Astronomy Politics, Philosophy, and Public Affairs <sup>3</sup> Psychology Public Affairs (Vancouver only) School of Biological Sciences <sup>3</sup> Sociology
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Business (COB)	Hospitality Business Management Business Administration			
Education (COE)	Athletic Training Teaching and Learning	Kinesiology Sport Management		
Engineering and Architecture (CEA)	Architecture Construction Management 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)			
Health Sciences (Division)		Speech and Hearing Sciences (Spokane only)		
Murrow College of Communication		Communication		
Nursing (CON)	Nursing (Spokane)			
Pharmacy (COP)		Nutrition and Exercise Physiology (Spokane only)		
Veterinary Medicine (CVM - SMB)		Molecular Biosciences <sup>3</sup> Neuroscience		

<sup>1</sup> 54 degree-granting programs plus Honors College reported in 2013. The total number of undergraduate programs can change from year to year when programs re-organize, merge, move, or when new programs emerge. UCORE reported separately.

<sup>2</sup> For this report, “professionally-accredited” refers to programs or colleges that are accredited by an agency or association, in addition to the NWCCU accreditation of WSU, and does not include other accredited options (e.g., education option in a particular program).

<sup>3</sup> 5 reports included more than one degree-granting program and 2 reports (School of Biological Sciences and Molecular Biosciences) included three degree granting programs.

## Appendix C: Purpose and Scope of Annual Assessment Reports and Summary

### Purpose

**Annual Program Reports:** Each program reports annually on assessment using a common template, developed at WSU. The Office of Assessment of Teaching Learning (ATL) collects the reports and analyzes that data to generate summaries for the colleges and institution. See [ATL's website](#) for more information and the template. Annual college summaries are provided to Associate Deans for review, discussion and any necessary corrections, prior to a final WSU-wide summary.

In 2013, as a result of moving the annual reporting deadline from September to June -- a more faculty-friendly timeframe -- assessment activities that normally occur in the summer were not included in this year's reports. Some indicators of activities may show decline due to the shift in reporting period. ATL anticipates a stable reporting deadline in future years.

**Summary:** This summary compiles information from 2013 annual assessment reports from WSU's undergraduate programs in order to:

1. Provide a snapshot of undergraduate program assessment at WSU.
2. Track progress towards WSU-wide assessment goals for 2013-14.
3. Provide data for decision-making.
4. Support systematic assessment throughout the institution in ways that are useful to widely different programs.
5. Document assessment that supports institutional accreditation, by requiring all degree-granting undergraduate programs to regularly update the key elements of their program assessment (see *Glossary*)
6. Align annual assessment reporting with the new [NWCCU standards](#) and the [seven year cycle](#).

### Scope

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 undertaken by programs.

Annual reports by undergraduate programs are intended to

1. Support programs engaging in assessment to improve teaching and learning;
2. Involve faculty in the evaluation of student achievement of clearly identified learning outcomes in their program; and
3. Institutionalize an effective, regular, and comprehensive system of assessment of student achievement, which is also flexible and responsive to unique program needs and contexts.

Assessment for other purposes, such as professional accreditation, is beyond the scope of these annual program reports.

### NWCCU Standards, Selected

The standards for WSU's continuing accreditation include a requirement that WSU:

- Document an "effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes."
- Identify and publish expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. (2.C.2) Identify and publish the expected learning outcomes for each of its degree and certificate programs. (Eligibility Requirement 22)
- Use the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner. (4.B.2 for 2017)

### NWCCU Recommendations for WSU, 2013

Excerpt from WSU's accreditation reaffirmation letter, July 18, 2013:

**Year Three *Resources and Capacity* Evaluation  
Spring 2013  
Washington State University  
Recommendations**

1. The evaluation committee recommends that Washington State University's academic programs continue to strengthen collective faculty responsibility for fostering and assessing student achievement of learning outcomes and ensure that student learning outcome information from online programs and courses are consistently included in assessment processes (Standard 2.C.5).
2. The evaluation committee recommends that the University incorporate student learning outcomes summary information into the evaluation of overall mission fulfillment (Standard 1.B.2).

### Glossary of Assessment

**Aggregate Data:** Aggregate data is data that has been combined from separate sources or locations, such as data collected from multiple campuses. Disaggregate data is a whole set of data separated into parts and sorted by meaningful categories, such as campus or student demographic information.

**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. Aggregate data is data that has been combined from separate sources or locations, such as data collected from multiple campuses.

**Direct Measure:** A measure of student's 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.