Institutional Summary

2014 Undergraduate Degree Program Assessment Reports

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

1. Executive Summary: Undergraduate Degree Program Assessment in 2014

WSU's undergraduate degree programs report annually in June on their system of assessing student learning, a practice begun in 2009. This report summarizes 2014 data.

Strengths

a. **Student Learning Outcomes (SLOs)**: Substantially all programs provide students with the learning outcomes of the degree, and most make SLOs available on department website and the WSU catalog.

b. **Key Assessment Elements**: Substantially all programs have a curriculum map for their degree, an assessment plan, and at least one direct measure and one indirect measure of student learning.

c. **Using Data**: Many programs report using assessment data in decisions about curriculum or instruction (77% in 2014, 87% in the past three years), as well as other decisions intended to support student learning.

d. **Systematic Assessment**: As an overall trend, annual reports indicate that undergraduate degree programs are making gradual, credible progress in systematizing assessment and using its results. Systematic assessment can contribute information to guide decisions and initiatives that support Theme 2 of WSU's Strategic Plan, Goal 1 (excellent teaching and learning) and Goal 3 (quality curricula).

Challenges and Areas for Attention

Since the data presented in this report are frequencies, they do not reveal the *quality, extent or utility of particular assessment practices, measures or elements.* ATL is working with programs over a five-year period to self-assess their key assessment elements and deepen quality and utility.

For 2014-15, ATL recommends continued attention in the areas below in order to strengthen assessment and keep WSU on track to meet the next accreditation standards by 2017 and resolve recommendations:

a. **Direct and Indirect Measures**: Ensure that programs have a direct measure of student learning near the end of each degree that provides useful data, and that indirect measures provide information about student learning. ATL is available to help programs develop or refine these measures, is collecting samples to share, and will provide a rubric for programs to self-assess their measures in 2014 and 2015.

b. **Complementary Measures**: Ensure that programs draw on multiple, complementary measures, especially for comprehensive or high stakes decisions intended to support student learning; ensure that assessment results are analyzed, aligned, and shared on a timely basis for use by faculty and chairs/directors.

c. **Assessment Systems, Communication, and Faculty Engagement:** While progress has been made, programs should ensure that chairs/directors, teaching faculty, and/or a faculty committee discuss assessment regularly, at least annually. Almost 20% of programs did not report doing so in 2013-14.

d. **Infrastructure**: Clarify expectations about infrastructure and assessment archives in the coming year. For example, it appears that up to half the programs need to regularize or improve their archive for assessment materials, and ensure it is updated, secure, and accessible to members of the department. A well-established infrastructure makes evidence of student learning readily available for faculty and departments to use in decision-making, and reduces the logistical burden on faculty.

e. **Multi-campus and Online Programs**: While improvement has been made, continued effort is needed to involve all campuses, including Global Campus, in assessment systems and communication.

Notes

a. **Accomplished in 2014: Programs Self-Assess Student Learning Outcomes and Curriculum Maps**: In 2013-2014, most programs self-assessed the quality of their SLOs and curriculum maps, and are using that information to improve those elements as needed.

b. **Task Force on Assessment in Online Degrees**: Six undergraduate programs participated in the Provost's task force on assessment in online degrees and contributed recommendations to strengthen assessment and ensure learning outcomes information from online degrees is consistently included in assessment.

c. **Updated EPPM on Assessment**: Faculty Senate recently updated the university's policies on assessment, which will need attention by deans, chairs/directors, and faculty to operationalize.

2. Key Assessment Elements

Undergraduate degree programs[1] reported on their *Key Assessment Elements*, forming the foundation for systematic, effective assessment, as identified by ATL in 2011 (Figures 2A - 2E).

<div align="right">Figure 2A</div>

Key Element	2013 Number of Programs	2013 Percentage of Programs	2014 Number of Programs	2014 Percentage of Programs
Student Learning Outcomes	55	100%	60	100%
Curriculum Map	55	100%	55	92%
Direct Measure	55	100%	58	97%
Indirect Measure	54	98%	59	98%
Assessment Plan	54	98%	59	98%
Use of Assessment Data	53	96%	55	92%
Total Number of Programs	**55**	**100%**	**60**	**100%**

ATL Comments

Overall, WSU programs have had the key assessment elements in place for the past three years, which represents a strong foundation institution-wide. Since frequency data do not tell us the *quality or utility of these key elements,* ATL is also working with programs to systematically assess the quality of each element over five years. (See Appendix C for ATL's framework)

Progress in 2013-14: Student Learning Outcomes and Curriculum Maps

By June, 2014, most undergraduate programs had self-assessed the quality of their student learning outcomes (91%) and curriculum maps (89%), using rubrics developed by ATL and taking into account the unique context and needs of each program.

> Student Learning Outcomes. Programs reviewed their own SLOs against good practices, such as whether outcomes focus on key skills and knowledge, if outcomes are measurable, how outcomes were vetted (e.g., by professionals, advisory board or association, graduate schools, and/or environmental scan), and when outcomes were last approved by faculty.

> Curriculum Maps. Programs reviewed their curriculum maps against good practices, such as whether their map includes all SLOs and all majors in the degree, if there are gaps or redundancies in the curriculum, when the map was last approved by faculty, and how it is shared with new instructors, faculty, and advisors.
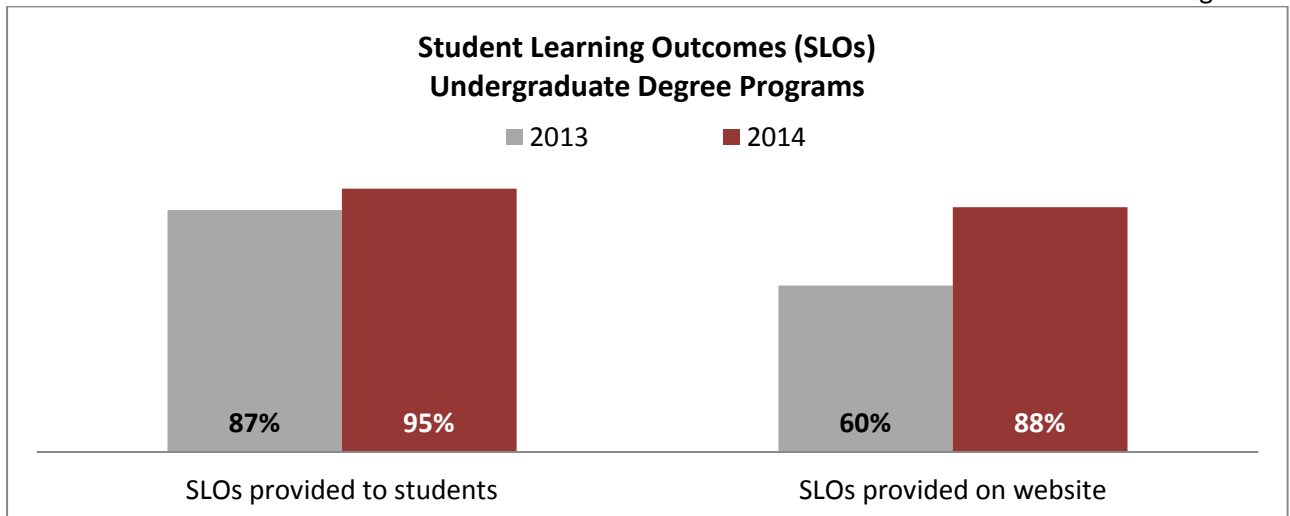
> Programs identified their own areas of strength, work in progress, and any improvements needed to implement good practices in their context. From this work, ATL is collecting strong samples to share within the university.

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[1] Sixty undergraduate degree programs reported in 2014. See Appendix A for list of programs and Appendix B for scope of annual assessment reports. About one-third of WSU's undergraduate degrees are professionally accredited.

2.1 Key Assessment Elements: Student Learning Outcomes

Programs reported on ways they ensure that students receive the learning outcomes for their degree or major (Figure 2B).

**Student Learning Outcomes (SLOs)
Undergraduate Degree Programs**

■ 2013   ■ 2014

	SLOs provided to students	SLOs provided on website
2013	87%	60%
2014	95%	88%

ATL Comments
With coordinated efforts among ATL, the Registrar's Office, and undergraduate programs in 2014, substantially all undergraduate programs now have student learning outcomes for their <u>degree</u> on the departmental website (88%) and clearly identified in the university catalog (100%).

In 2013 and 2014, ATL worked with the Provost Office and others to develop and publish *Syllabus Guidelines*, which require that all WSU syllabi provide SLOs for the <u>course</u>. ATL maintains the webpage for these guidelines and related resources.

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)

2.2 Key Assessment Elements: Measures

Most programs report having direct and indirect measures in place, and a wide range of measures are being collected (Figures 2C – 2E).
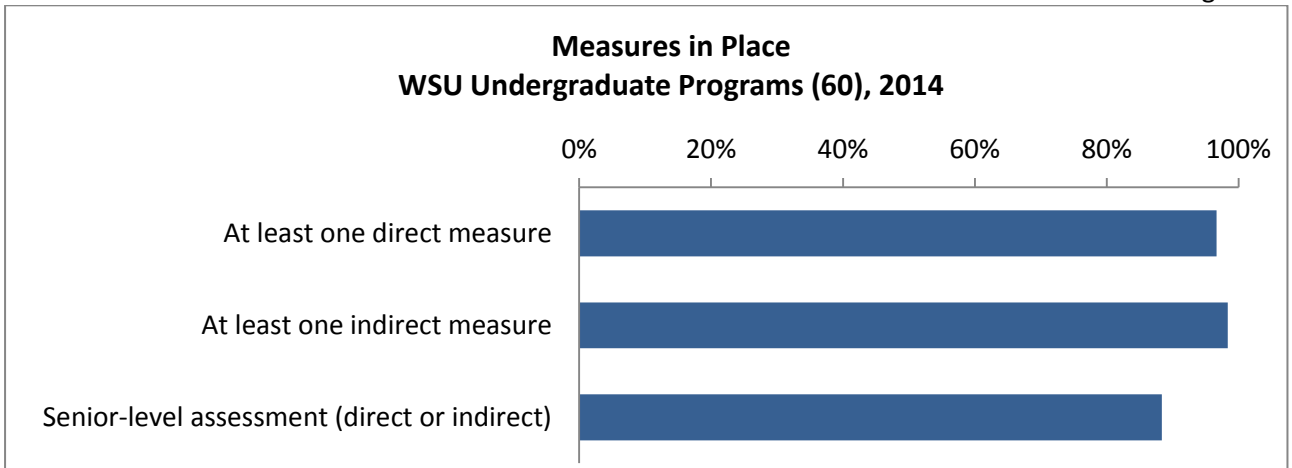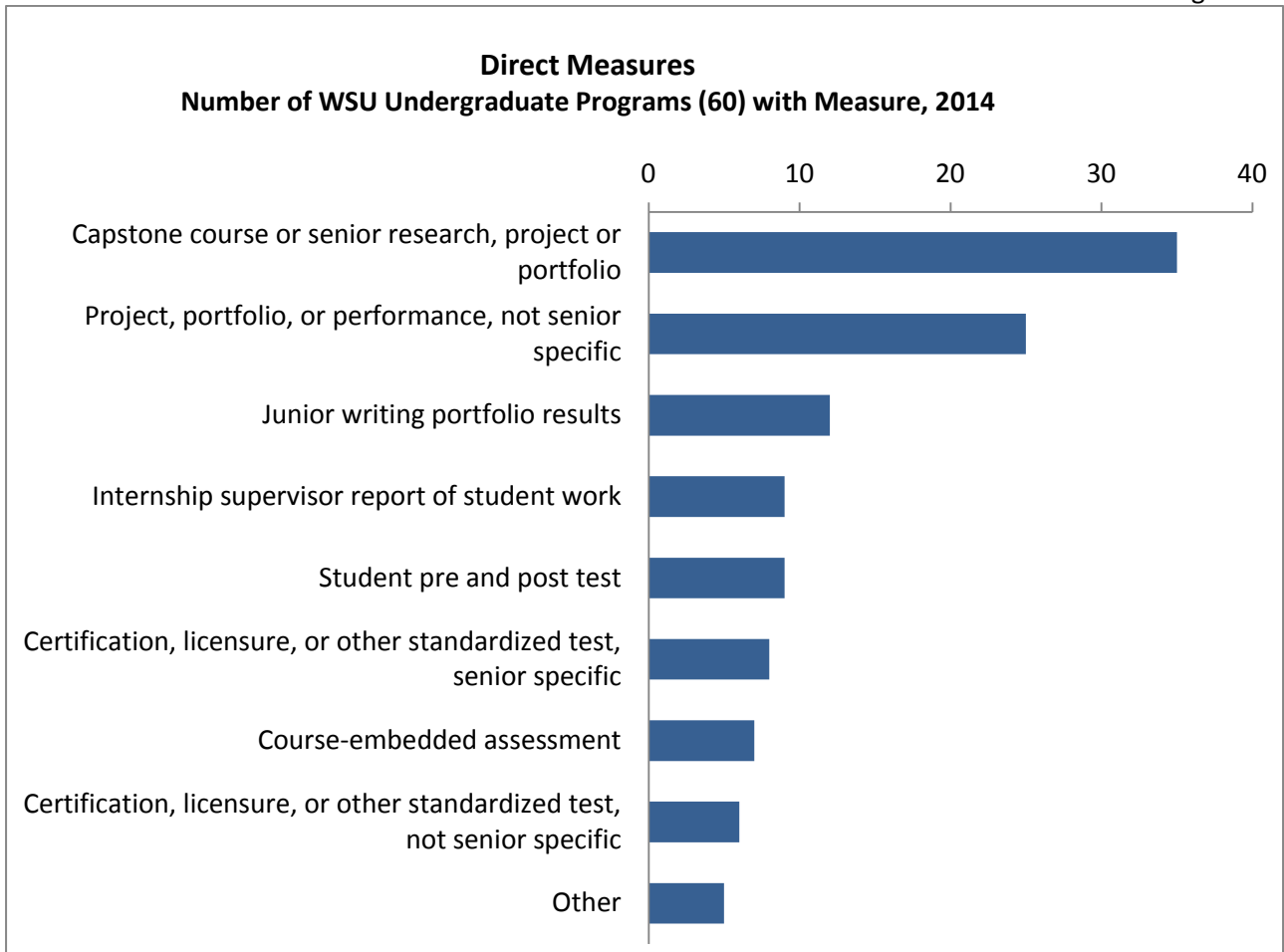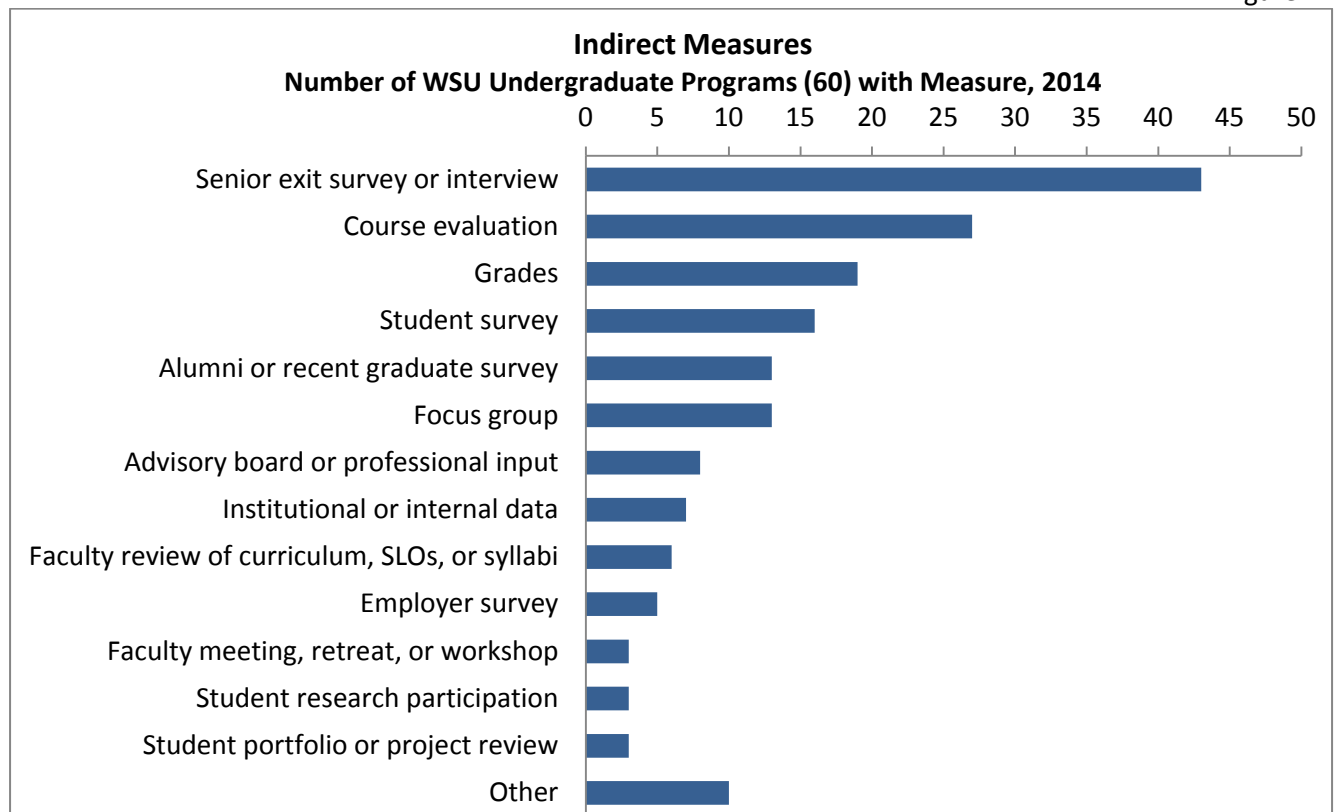
Measures in Place
WSU Undergraduate Programs (60), 2014

Direct Measures
Number of WSU Undergraduate Programs (60) with Measure, 2014

Figure 2E

Indirect Measures
Number of WSU Undergraduate Programs (60) with Measure, 2014

Measure	
Senior exit survey or interview	43
Course evaluation	27
Grades	19
Student survey	16
Alumni or recent graduate survey	13
Focus group	13
Advisory board or professional input	8
Institutional or internal data	7
Faculty review of curriculum, SLOs, or syllabi	6
Employer survey	5
Faculty meeting, retreat, or workshop	3
Student research participation	3
Student portfolio or project review	3
Other	10

ATL Comments

Programs are collecting a wide range of direct and indirect measures. As noted, the frequency data do not indicate the *quality or utility of the measures,* which is the upcoming area of focus for program assessment. In 2014 and 2015, ATL will meet with programs to self-assess their measures for good practices, and will continue supporting programs to develop, align, and analyze measures of student learning.

Many programs have already invested time into collecting or improving their measures. In spring, 2014, ATL worked closely with about one third of the undergraduate programs on assessment activities and/or data analysis. (See Appendix C for ATL's framework and summary of support/services.)

Attention Needed: For 2014-15, ATL recommends continued attention in these areas:
1. **Direct Measures**: Ensure that programs have a direct measure of student learning near the end of each degree which is providing useful data.
2. **Indirect Measures:** Ensure that indirect measures are providing useful information about student learning and academic experience.
3. **Complementary Measures**: Draw on multiple, complementary measures, especially for comprehensive or high stakes decisions.
4. **Aligning Data for Timely Use**: Ensure chair/director, faculty committee, and faculty have timely access to assessment results for discussion and use in decision-making (see also Sections 4 and 5, regarding communication and infrastructure). For example, measures should align with each other and with specific student learning outcomes, and be presented in ways that facilitate interpretation and use.

Note

WSU is investing in new software and systems that may assist faculty in assessment activities and offer opportunities to enhance measures, including a new course evaluation system, a new LMS, a new system for grading student writing with feedback, and increased access to central data through OBIEE and SSC/EAB. ATL will be working with programs to understand and leverage assessment in the new systems over time, and increase the number, quality, and availability of complementary measures.

It's likely to require an investment of time and professional development for faculty and staff in order for these tools to yield assessment results and contribute to the suite of measures programs use.

WSU Accreditation

By 2016, the steps outlined above, implemented in the context of ATL's framework for undergraduate program assessment, will help demonstrate how WSU is meeting NWCCU standards 4 and 5.

- 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. (4.A.3)
- Faculty with teaching responsibilities are responsible for evaluating student achievement of learning outcomes. (4.A.3)
- Faculty have a primary role in the evaluation of educational programs and services. (4.A.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; 2013 Recommendation).

3. Using Assessment Results

Annual reports asked programs to provide examples of using assessment results in decision-making intended to improve teaching and learning, and other decisions to support student achievement or improve the program's assessment process (Figure 3A).

<div align="right">Figure 3A</div>

Kind of Decisions Assessment Has Informed in Undergraduate Programs (60)	Past Year (2014)		Past Three Years (2011-14)	
	Number of Programs	Percent	Number of Programs	Percent
Curriculum	43	72%	49	82%
Instruction	42	70%	49	82%
Assessment processes	34	57%	49	82%
Professional development	22	37%	29	48%
Advising	19	32%	30	50%
Course scheduling	16	27%	22	37%
Facilities	12	20%	20	33%
TA training	11	18%	17	28%
Support units	6	10%	13	22%
Other	15	25%	22	37%

ATL Comments

In 2014, substantially all programs reported one or more uses of assessment results (92%), and for the past three years, WSU programs have reported that they are using assessment. Use of results can involve changes to teaching and learning but also can include the choice to continue effective practices or build on strengths. 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.

Attention Needed: As noted, frequency data do not indicate quality, extent, or utility, or if current practice is meeting data needs of the departments and faculty. In 2016-17, ATL will work with programs to self-assess their uses of assessment data.

WSU Accreditation

To maintain its institutional accreditation, WSU must demonstrate it:
- Regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6)
- 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.B.2)
- Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public. (5.A.2)

4. Communication

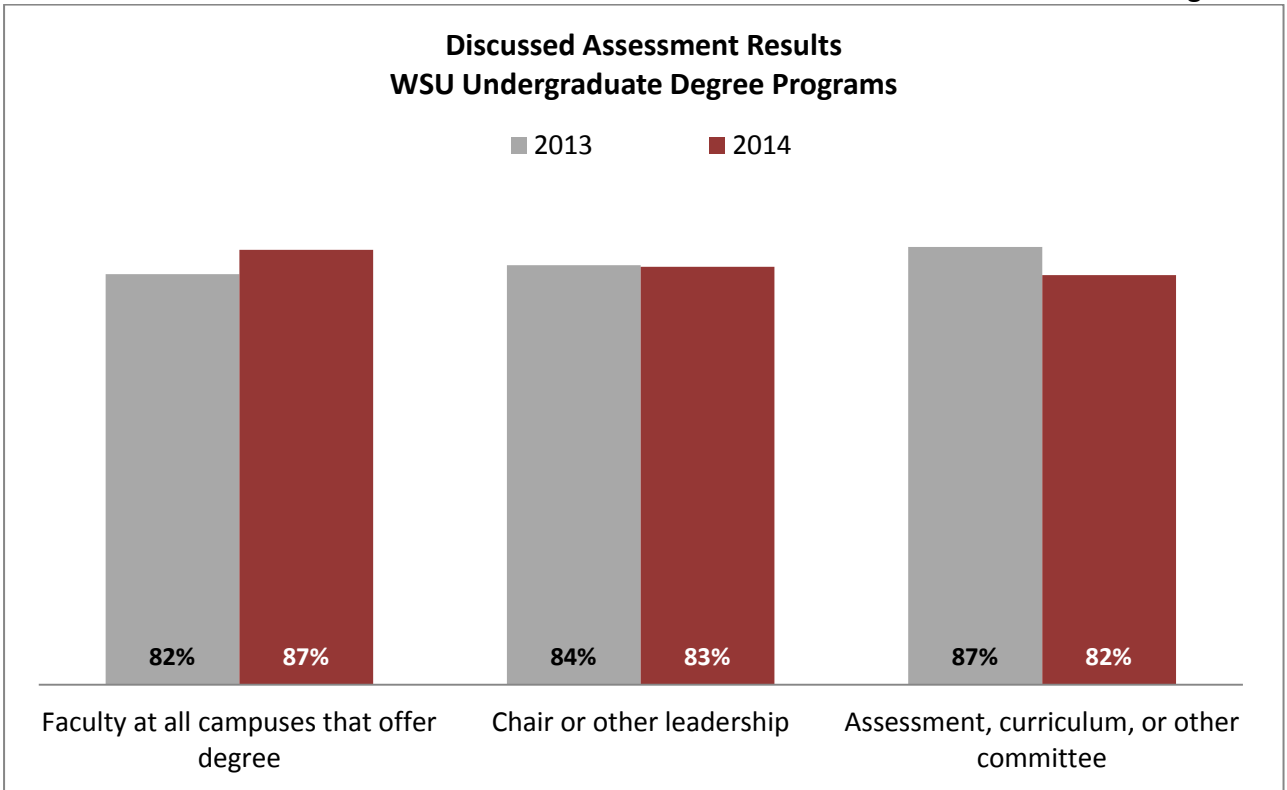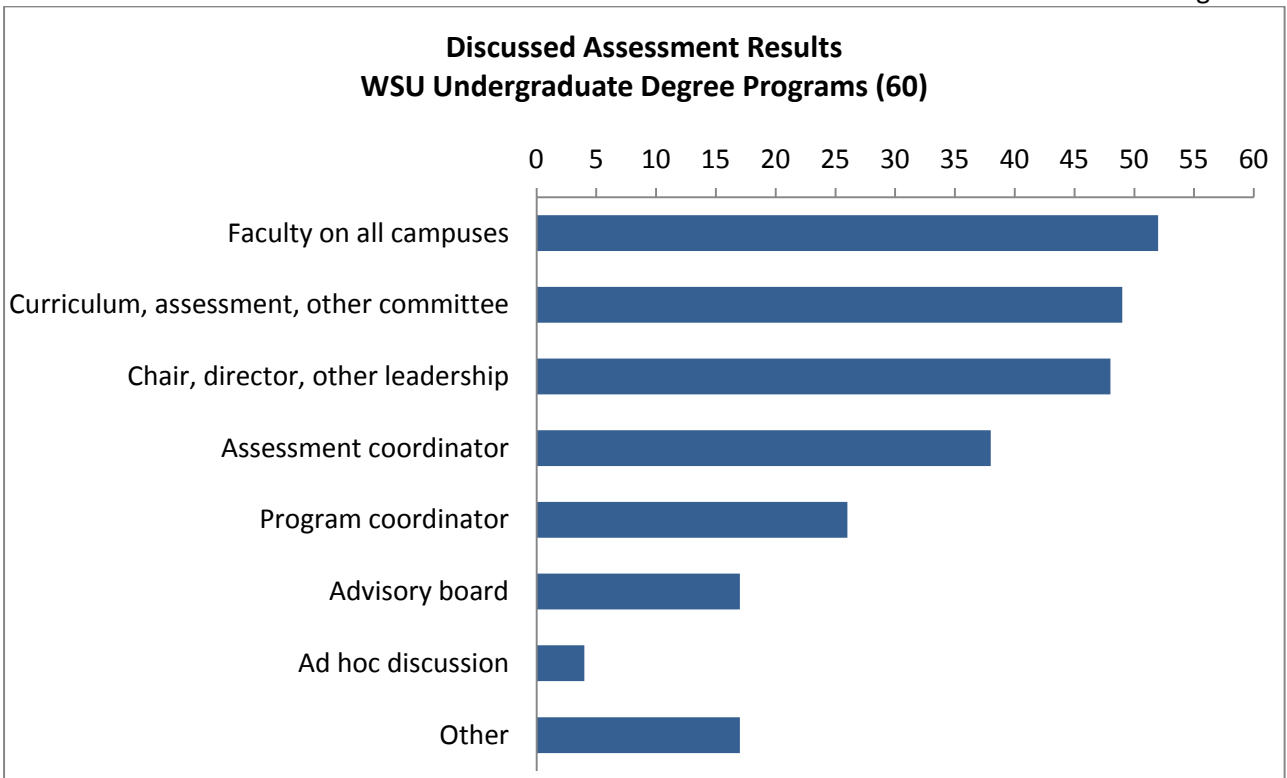Programs reported on how assessment results and activities are communicated (Figures 4A and 4B).

Discussed Assessment Results
WSU Undergraduate Degree Programs

■ 2013   ■ 2014

	Faculty at all campuses that offer degree	Chair or other leadership	Assessment, curriculum, or other committee
2013	82%	84%	87%
2014	87%	83%	82%

Discussed Assessment Results
WSU Undergraduate Degree Programs (60)

ATL Comments

Ideally, substantially all teaching faculty, chairs or other program leadership, and/or a faculty committee discuss assessment results at least annually.

Many programs reported that faculty on all campuses (87%) and chairs or other leadership (83%) discuss assessment results. Assessment discussion also takes place in committees, suggesting that assessment has a place in the organizational infrastructure of many departments (82%). Clarifying and supporting communication about assessment within undergraduate programs, colleges, and campuses, has been a focus of ATL and all campuses since 2011.

Attention Needed

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

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, and
- Ensure that student learning outcome information from online programs and courses are consistently included in assessment processes. (Standard 2.C.5)
- Results of student learning assessments are made available to appropriate constituencies in a timely manner. (Standard 4.B.2)

Multi-campus programs reported on how they communicate about assessment (Figure 4C).

Figure 4C

Multi-campus Assessment Practices
Multi-campus Undergraduate Degree Programs (21 in 2013 and 22 in 2014)
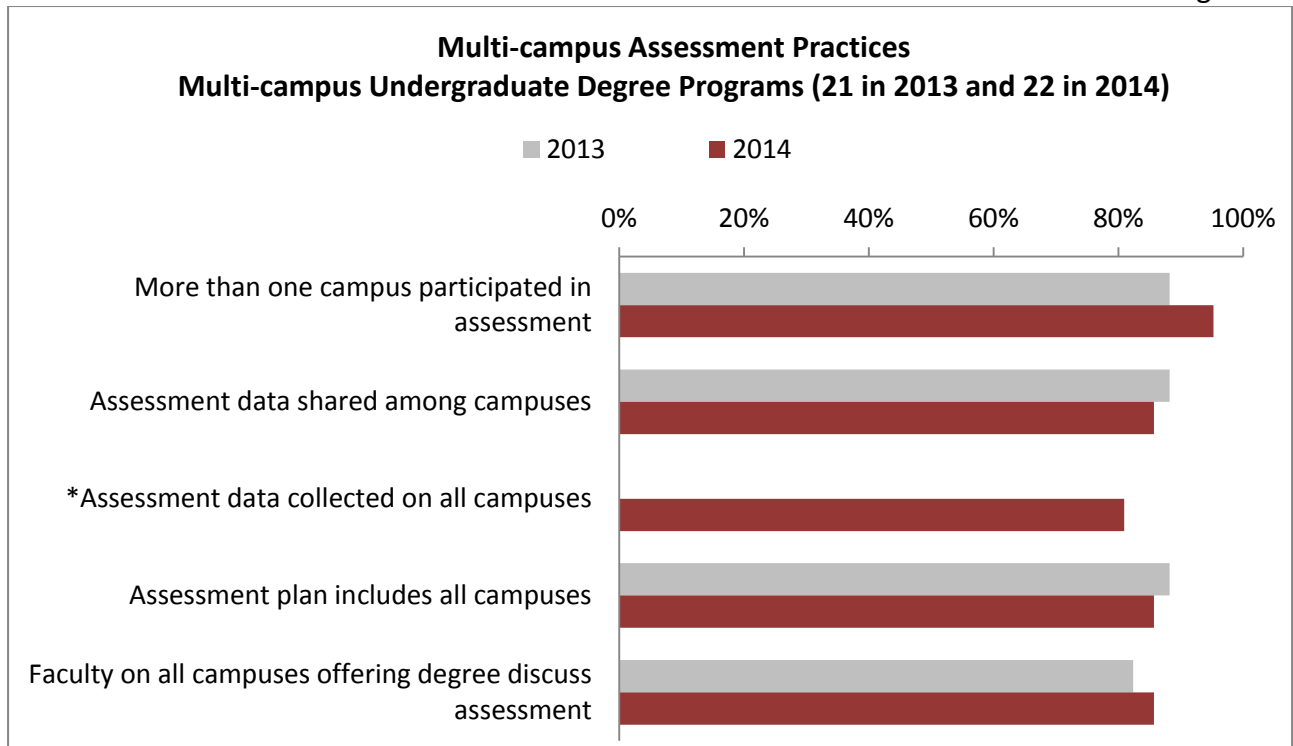
ATL Comments
Multi-campus programs continue to give attention to communication and coordination across campuses, and have made improvements since 2011.[2]

Attention Needed
While the progress has been made, work remains in terms of multi-campus communication and consistent faculty involvement in assessment. This is an area for continued attention, to determine if current practices are meeting data needs on all campuses and to ensure that online students, courses, and faculty are included in assessment. Continued focused efforts by the multi-campus programs and by college and campus leadership will support program quality and help WSU meet NWCCU recommendations.

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[2] 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 in AY 2013-14.
- CAS and Vancouver now maintain a list of campus contacts for assessment, updated annually.
- CAS and CAHNRS are developing Sharepoint sites where departments can archive assessment materials.

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

Note

Six undergraduate programs participated in the Provost's 2014 Task Force on Assessment in Online Degrees, developing recommendations to improve practices in assessment and communication.

Degree	College
BA in Business Administration	Business
BA in Criminal Justice	CAS
BA in Human Development	CAHNRS
BA in Humanities	CAS
BS in Psychology	CAS
BA in Social Sciences	CAS

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, and
- Ensure that student learning outcome information from online programs and courses are consistently included in assessment processes. (Recommendation in 2013 and Standard 2.C.5)
- Results of student learning assessments are made available to appropriate constituencies in a timely manner. (Standard 4.B.2)

5. Assessment System and Practices

Figures 5A -5C present information about how programs engage in practices that can support systematic and sustainable assessment, including how they archive their assessment reports and materials.
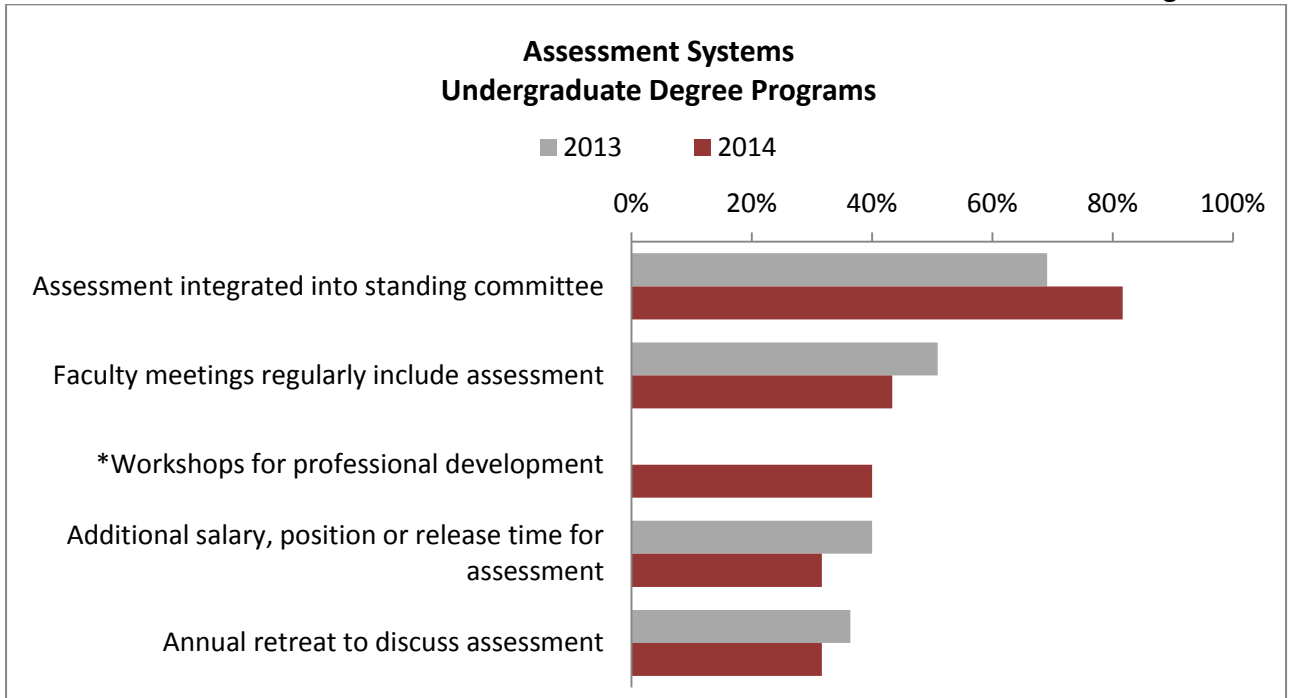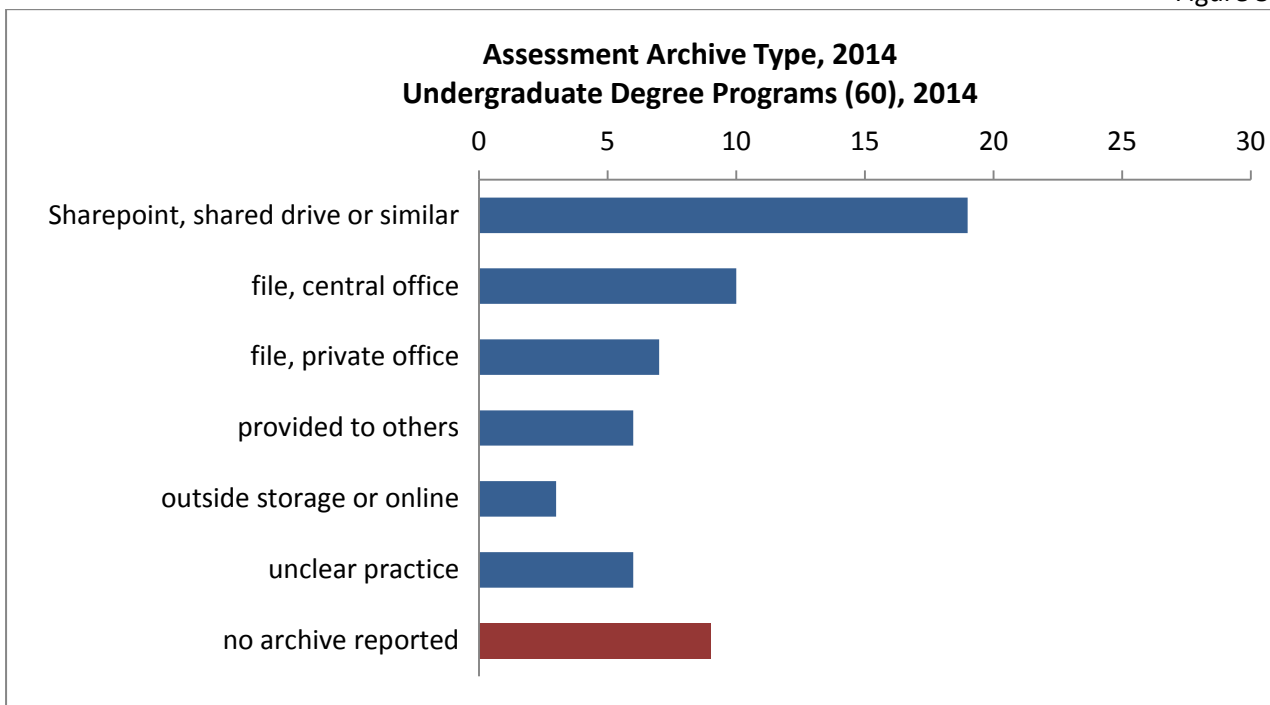
Assessment Systems
Undergraduate Degree Programs

Assessment System Undergraduate Degree Programs	2013		2014	
	Number	Percent	Number	Percent
Assessment integrated into standing committee	38	69%	49	82%
Faculty meetings regularly include assessment	28	51%	26	43%
***Workshops for professional development**	--	--	24	40%
Additional salary, position or release time for assessment	22	40%	19	32%
Annual retreat to discuss assessment	20	36%	19	32%
Total number of degree programs	**55**	**100%**	**60**	**100%**

*Data not available prior to 2014.

5.1 Assessment Archive Type

Assessment Archive Type, 2014
Undergraduate Degree Programs (60), 2014

Category	Value
Sharepoint, shared drive or similar	19
file, central office	10
file, private office	7
provided to others	6
outside storage or online	3
unclear practice	6
no archive reported	9

Scale: 0, 5, 10, 15, 20, 25, 30

ATL Comments
WSU programs reported on their assessment systems (Figures 5A – 5C). 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 sustainable assessment systems, and b) produce useful results about student learning.

Because program context, size, and needs vary considerably, it is difficult to set universal requirements for infrastructure. However, clear expectations about good practices, infrastructure and assessment archives should increase in coming years. For example, it appears that many programs (perhaps up to 50%) need to regularize or improve their archive for assessment materials, and ensure it is updated, secure and accessible to members of the department.

An established infrastructure helps
- Make evidence of student learning available in a timely manner to support efficient and effective decision-making, improvements and innovations
- Reduces the logistical burden on faculty, freeing up faculty time to engage in assessment, interpret data and use it for improvement
- Support continuity during transitions among faculty and chairs/directors

Note: Updated EPPM on Assessment
Faculty Senate recently updated the university's policies on assessment, which will need attention by leadership, including deans, chairs/directors, and faculty to operationalize in the coming year. This includes roles and responsibilities for assessment and for its infrastructure and archives. College policies on faculty workload may also contribute to this discussion.

5.2 Holistic Self-Assessment of System and Practices

Programs also provided a holistic self-assessment of their assessment systems and practices (Figure 5D-5E).
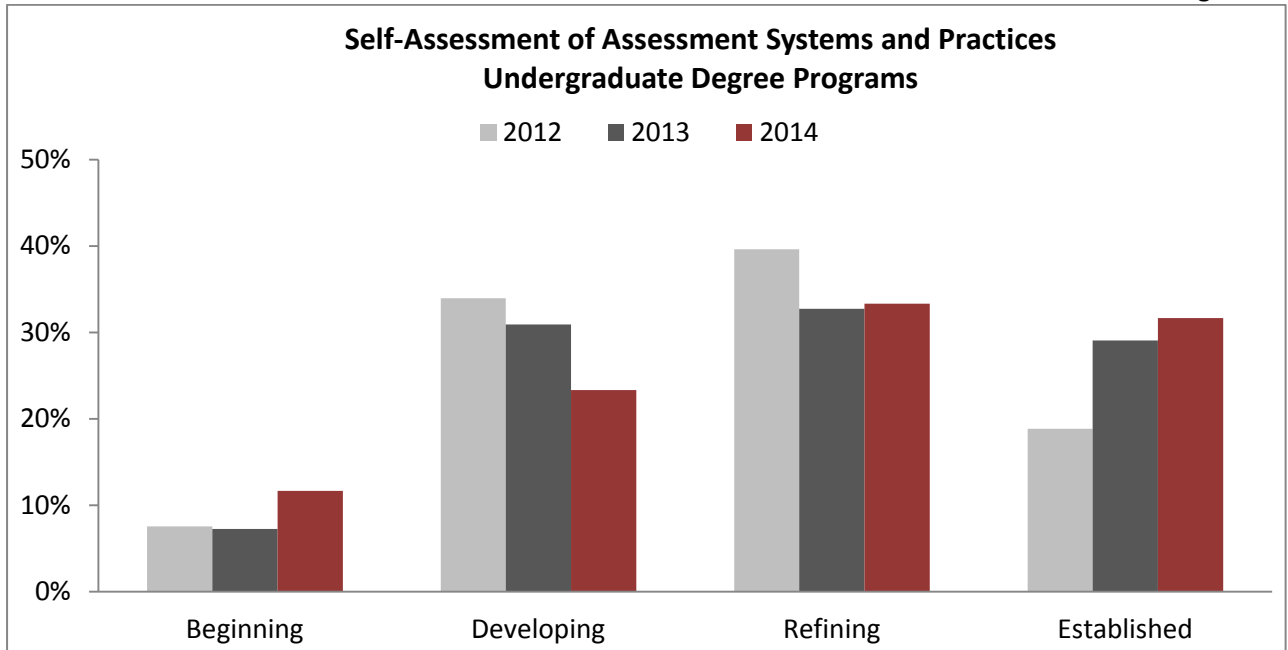
Figure 5D

Self-Assessment of Assessment Systems and Practices
Undergraduate Degree Programs

Figure 5E

Self-Assessment: Assessment System and Practices Undergraduate Degree Programs, 2014				
Number (60)	7	14	20	19
Percent	12%	23%	33%	32%
Development of Assessment System and Practice	**BEGINNING**	**DEVELOPING**	**REFINING**	**ESTABLISHED**
	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	Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	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	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

Figures 5D and 5E provide an overview, a holistic self-assessment, which indicates that gradual, credible progress has been made in the past three years. ATL is working with programs over a five-year period to self-assess key assessment elements (student learning outcomes; curriculum map; direct and indirect measures; assessment plan, use of assessment); we expect that a shared understanding of the criteria for evaluating quality in assessment will prove useful in programs, colleges, campuses, and the institution, and will help deepen quality.

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. 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 decide to start assessment from the beginning.

The annual assessment reporting system is intended to contribute to strategic planning and decision-making in departments, colleges, and the university. Annual assessment reports can also contribute to academic program review (attention needed for undergraduate programs).

WSU Accreditation

To maintain its institutional accreditation, WSU must demonstrate:
- The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6)
- 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.B.2)
- Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public. (5.A.2)

6. Appendices and Additional Information

Appendices:

     A. List of degree programs reporting in 2014
     B. Reports for multiple degrees
     C. ATL framework and 2014 assessment work
     D. Undergraduate degree program assessment goals at WSU
     E. Scope and purpose of annual reports and summaries
     F. NWCCU standards (selected) and recommendations
     G. Glossary

Undergraduate Academic Programs – Reporting in Summer 2014 (60)[1]

Undergraduate Bachelor's Degree Programs and Honors College (60)

College	Professionally Accredited[2] (25 reports, 42% of programs)	Not Separately Accredited (35 reports, 58% of programs)	
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Interior Design Landscape Architecture	Agricultural and Food Systems Apparel, Merchandising, Design, and Textiles Animal Sciences Economic Sciences Food Science Human Development Integrated Plant Sciences	
Arts and Sciences (CAS)	Chemistry Music[3]	Anthropology Asian Studies Critical Culture, Gender, and Race Studies[3] Creative Media & Digital Culture (Vancouver option of DTC degree) Criminal Justice and Criminology Digital Technology and Culture Earth & Environmental Science English Fine Arts[3] Foreign Languages and Cultures	General Studies – Science Humanities & Social Sciences[3] History Mathematics Physics and Astronomy Politics, Philosophy, and Public Affairs[3] Psychology Public Affairs (Vancouver) School of Biological Sciences[3] Sociology
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[3] Computer Science (Tri-Cities)[3] Computer Science (Vancouver) Electrical Engineering Electrical Engineering (Tri-Cities) Electrical Engineering (Vancouver) Materials Science and Engineering Mechanical Engineering Mechanical Engineering (Vancouver) Mechanical Engineering (Tri-Cities)		
Health Sciences (Division)		Speech and Hearing Sciences (Spokane)	
Murrow College of Communication		Communication	
Nursing (CON)	Nursing (Spokane)		
Pharmacy (COP)		Nutrition and Exercise Physiology (Spokane)	
Veterinary Medicine (CVM - SMB)		Molecular Biosciences[3] Neuroscience	
Honors (non-degree)			

[1] 59 degree-granting programs, plus Honors College, reported in 2014. The total number of undergraduate programs can change from year to year as programs re-organize, merge, move, or when new programs emerge. UCORE is assessing general education separately.

[2] 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).

[3] 8 reports included two degree-granting programs and 1 report included three degree granting programs.

Appendix B: Purpose and Scope of Annual Assessment Reports and Summary

Purpose

Annual Program Reports: Each undergraduate degree 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.

Summary: This summary compiles information from 2014 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 program 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.

1. **ATL Framework for Program Assessment**

ATL's framework is intended to a) support useful, sustainable assessment systems in undergraduate programs, appropriate to their unique context and needs, b) help faculty and leadership build and deepen quality assessment over time, c) provide key services for assessment, and d) position WSU to meet the NWCCU's new accreditation standards by 2017. In 2011, ATL identified six key elements of assessment of student learning for all undergraduate programs, and between 2011 and 2013, ATL helped programs get these elements in place.

From 2103 to 2018, ATL is working with programs to self-assess each element, to ensure its quality and utility.

Self-Assessing Key Elements of Assessment at WSU

1.	SLOs	2013-14
2.	Curriculum map	2013-14
3.	Direct measures	2014 and 2015
4.	Indirect measures	2014-and 2015
5.	Assessment plan	2017-18
6.	Uses of assessment	2016-17

Approach supports quality and utility

- Programs self-assess quality using ATL developed rubric for good practices applicable in varied disciplines and contexts.
- Programs identify their own areas of strength, work in progress, and improvements needed to implement good practices.
- ATL gathers strong samples to share within the university and provides support as needed.

2. **ATL Support and Services.** ATL services and resources for program assessment include
   1. Consultation on assessment planning; meeting facilitation; design of surveys, rubrics and other measures
   2. Focus groups, workshops; survey or rubric online set up and delivery; data collection and analysis
   3. Good practice lit reviews; guidelines for curriculum and assignments, activities, assessment; maintain website
   4. Design of course evaluation instruments, and validation; implementing good practices in local context
   5. Support for planning and deeper assessment projects or applications by individual programs/colleges

In 2013-14, ATL's work included meeting with
   1. 60 programs to discuss assessment planning and self-assess student learning outcomes and curriculum maps, identifying strengths, work in progress, and areas for improvement. Visits to all campuses.
   2. College assessment committees in CAS, CAHNRS, CEA (representing 2/3s of the undergraduate programs)
   3. Institutional leadership to facilitate conversations & collaborations. Efforts included updating the EPPM on assessment; getting SLOs identified in the university catalog; facilitating the Task Force on Assessment in Online Degrees; leading the Liaison Council and building relationships across all colleges and campuses.
   4. In addition, ATL worked closely with the following programs:

| Program	2013-14 Services included	Program	2013-14 Services included
Agricultural Food Systems	Faculty workshop; focus group, data analysis and report	Humanities and Social Science (Gen Studies)	Senior exit survey; focus groups; extensive planning and support
AFS: Viticulture & Enology option	Faculty Cmte. Mtg. regarding curriculum map	Global Campus	Focus group, data analysis and report
Apparel Merchandising and Design	Faculty workshop series; focus groups, data analysis and report	Science (Gen Studies)	Focus groups, data analysis and report; survey design, delivery, and data analysis
Animal Sciences	Focus group, data analysis and report	History	Norming faculty on dept rubric on all campuses; Faculty Cmte. Mtg.
Architecture	Focus group, data analysis and report	Integrated Plant Sciences	Faculty workshop series (fall and spring)
CCGRS	Focus group, data analysis and report	Neuroscience	Focus group, data analysis and report
Criminal Justice	Faculty workshop on curriculum map	School of Design and Construction	Survey design and data analysis
Fine Arts	Facilitate faculty meeting to determine assessment needs and plans.	Science, Tri-Cities	Faculty workshop
UCORE	Science Literary Concept Inventory Pilot, including presentation, delivery, analysis and report, coordinated among three colleges and external organization; ROOTS survey; workshop; Syllabus Resources and webpage		

C. **ATL Technical Services.** ATL operates, supports, and provides security, back-up and emergency service and recovery for Skylight for online course evaluations (and ATL data center, server and computing needs); in 2014, identified and piloted commercial replacement software; began planning and coordinating transition, training, and support enterprise-wide. Helps colleges operationalize good practices in course evaluation data collection, analysis, and reports.

Appendix D: Annual Reports that Cover more than One Degree

Nine annual assessment reports in 2014 covered more than one degree. For the first time, ATL asked departments to provide an addendum with the rational for a shared report and basic information about practices for assessment of their degrees. The context for each department is unique, and in some cases, degrees are evolving; at this point, it is difficult to standardize assessment requirements. Attention may be needed; for example, 55% have a curriculum map for each degree, and 11% have a separate assessment plan for each degree (see figure below).

To ensure that student learning in each undergraduate degree is being assessed, ATL will include this topic in meetings with college and department/school leadership in the coming year.

College	Departments submitting one annual assessment report for multiple degrees	Degrees
CAS	Critical Culture, Gender, and Race Studies	BA in Comparative Ethnic Studies
		BA in Women's Studies
CAS	Humanities and Social Sciences	BA in Humanities
		BA in Social Sciences
CAS	School of Biological Sciences	BS in Biology
		BS in Zoology
CAS	School of Politics, Philosophy and Public Affairs	BA in Political Science
		BA in Philosophy
CAS	Fine Arts	BA and Bachelor of Fine Arts
CAS	Music	BA and Bachelor of Music
CEA	Computer Science	BS and BA (Pullman and Tri-Cities)
CVM	School of Molecular Biosciences	BS in Biochemistry
		BS Genetics and Cell Biology
		BS Microbiology
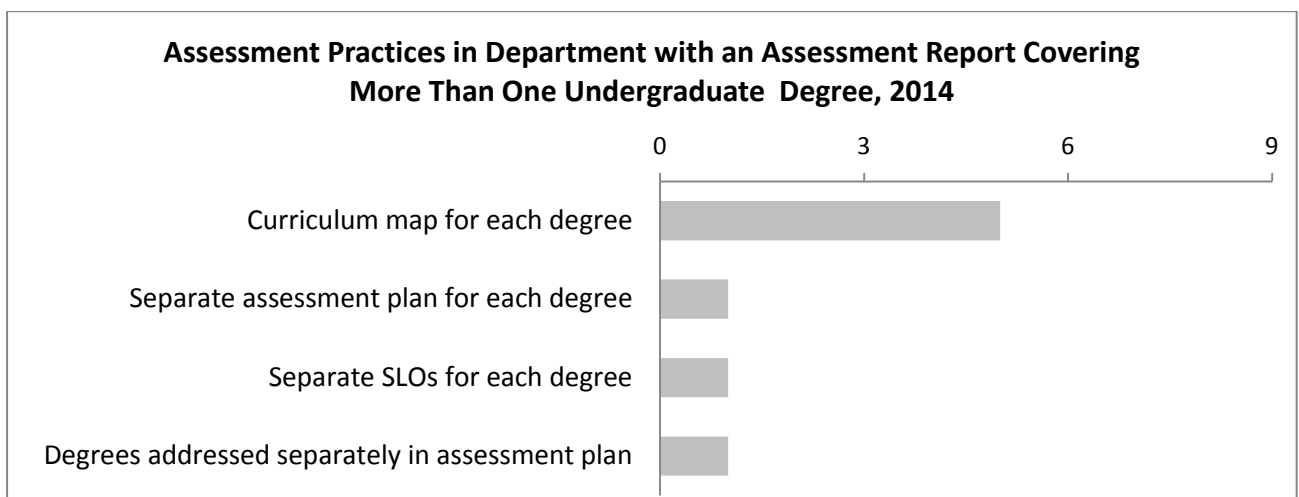
Assessment Practices in Department with an Assessment Report Covering More Than One Undergraduate Degree, 2014

Goals for Undergraduate Assessment at WSU, 2013 and 2014
(ATL, Provost Office/Accreditation Committee, and Liaison Council for Undergraduate Assessment)

Data is collected from the annual assessment reports submitted by programs and other work at ATL. Results indicate where progress has been made and where attention may be needed; and will be shared with leadership to inform assessment goals and ATL initiatives for 2014 – 2017.

Assessment Goals for Undergraduate Degree Programs	2014 annual report data (60 UG degree programs reporting)
Key Assessment Elements: Quality A. Student learning outcomes (SLOs) for each degree program are 1. Current, approved by faculty, and 2. Available to students using all methods that make sense in that program (e.g., department website, course syllabi, student handbook, advising packets, etc.) 3. Available on dept. website B. Programs self-assess the quality of their SLOs. C. Programs self-assess the quality of their curriculum maps, accounting for all degrees and majors. - D. Each program's assessment plan and annual report includes all campuses which offer that degree, including the Global Campus. No prior data	A1. **Unclear**: data not available in 2014 (est. 88%; can collect in 2015) A2. **95%**: Available to students A3. **88%**: Available on website B. **91%** of programs self-assessed C. **89%** of programs self-assessed - D. **88%** of programs' assessment plan includes all campuses offering degree
Use of Assessment. Clarify and document how assessment results are being used or contribute to decision-making at the program, college, and institutional level. E. Assessment results contribute to decision-making by programs and leadership. **(100% in 2012) (96% in 2013)** F. All department chairs / school directors receive and discuss the program's assessment results. **(61% in 2012) (84% in 2013)** G. Instructional faculty discuss assessment results at least annually. **(65% in 2012) (82% in 2013)**	E. **92%** of programs report using assessment to make decisions (**98%** of programs that reported in 2013) F. **100%** receive annual assessment *report*; **83%** discuss *results* G. **87%** faculty at all campuses that offer degree discuss results
Communication. Improve communication about assessment, including multi-campus communication; and coordinate program, college and campus assessment planning, activities, and data-analysis & sharing. H. Programs confirm roles and responsibilities for assessment (using the *Wheel* or another approach they prefer). No prior data I. Programs archive assessment report, key documents and data so they are appropriately stored and accessible to faculty & leadership on all campuses offering the degree. No prior data J. Annual reports are shared with college / campus leadership.	H. **Unclear:** groundwork laid but data unavailable. EPPM on assessment updated March 2014; Provost's Guidelines for Chairs updated July 2014; College workload policies in progress; ATL guidelines drafted and shared for discussion. I. **Baseline**: **up to 50%** of programs may not have an appropriate assessment archive in place. J. **Unclear:** verification path needed.

NWCCU Standards, Selected

The standards for WSU's continuing accreditation include requirements 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." (4.A.3)

- 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)

- Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public. (5.A.2)

- Faculty Roles:
    - Faculty with teaching responsibilities are responsible for evaluating student achievement of learning outcomes. (4.A.3)
    - Faculty have a primary role in the evaluation of educational programs and services. (4.A.2)

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).

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

Complementary Measures: Multiple direct and/or indirect measures, whose results are analyzed, aligned, and shared on a timely basis for use by faculty and chairs/directors. Complementary measures are especially important for comprehensive or high stakes decisions intended to support student learning

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 for the degree or major, assessment plan, curriculum map, direct measures, indirect measures, and use of assessment. All six of these are required by all WSU undergraduate programs.

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.