

# WSU-Wide Summary, 2017

## Undergraduate Degree Program Assessment Reports

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# 1. Executive Summary

WSU’s undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. This document summarizes 2017 data from undergraduate program assessment reports; the 64 reports submitted represent 63 undergraduate degrees, with over 90 majors, 80 minors, 100 in-major specializations (see Appendix A, Degree Programs Reporting). This summary, like the annual program reports themselves, looks at key or representative activities and uses, and is not intended to be exhaustive or show all assessment undertaken by WSU programs. Because effective assessment takes time, this summary provides information on the most recent year and on the past three years.

**Targets for Meaningful Assessment.** WSU aims to have **substantially all (≥ 90%) programs** reporting that assessment elements and other indicators of quality assessment are in place. The university’s overarching goal is for assessment to be meaningful and useful to faculty and students. Thus, in any given year, a number of programs may experience a change in their program context, prompting faculty to revisit basic assessment processes or tools. Faculty might decide to adjust a particular measure or process to increase the quality of their data or a program might pilot a new assessment measure which needs several iterations to produce meaningful data. WSU’s approach encourages deeper involvement in assessment and increases in quality over time as programs make improvements to meet evolving assessment needs (see Appendix B, Quality Indicators and Targets).

## 1. WSU Undergraduate Assessment System Strengths

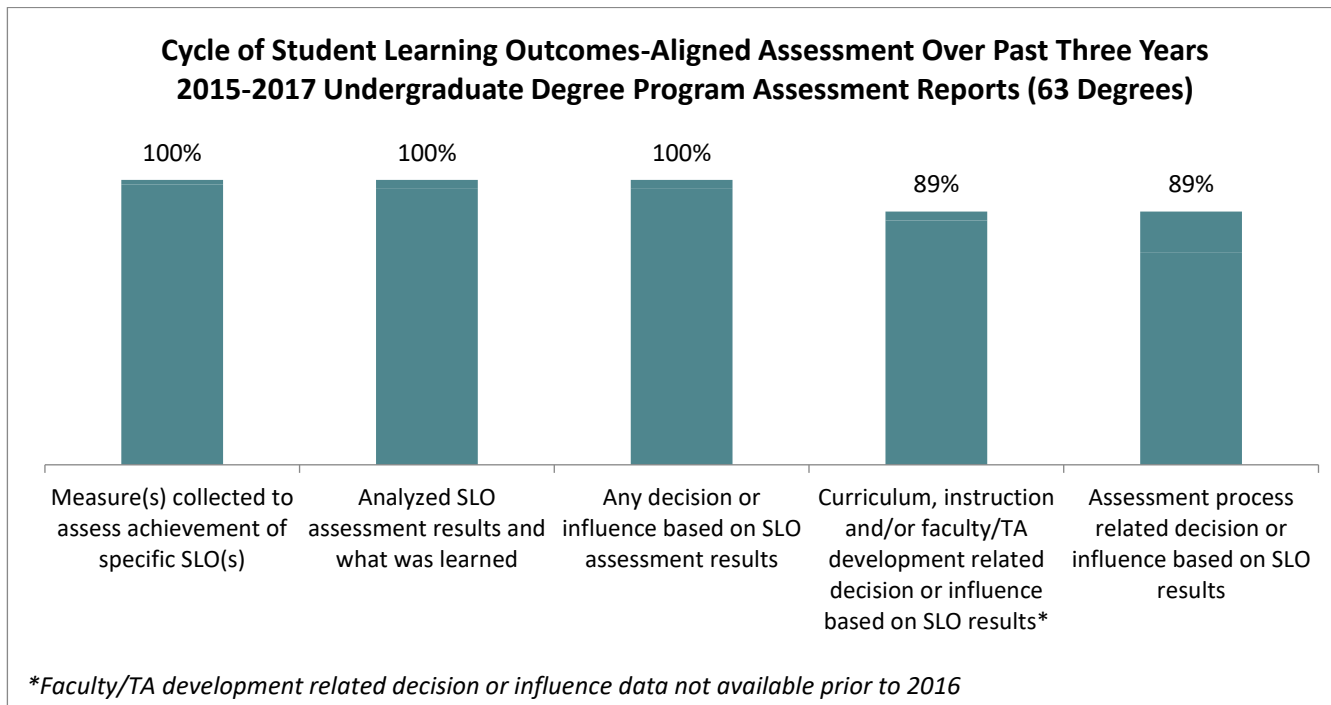
Substantially all WSU undergraduate degree programs demonstrate an “effective, regular, and comprehensive system of assessment of student achievement,” as expected by the Northwest Commission on Colleges and Universities (NWCCU), WSU’s regional accreditor. WSU programs use assessment of student learning outcomes to improve the degree program in various ways, including decisions about curriculum, instruction, faculty development, or improving assessment processes. Substantially all programs regularly engage in assessment activities and discuss assessment, involving both faculty who teach and program leadership. In this way, *program-level assessment at WSU enhances student learning.*

A. **Assessment Contributes to Meeting WSU’s Strategic Plan Goal Theme 2, Transformative Student Experience.** Program-level assessment contributes information to guide decisions and initiatives that support Theme 2 of WSU’s Strategic Plan, particular for excellent teaching and learning opportunities for a larger and more diverse student population and for student success in quality curricula.

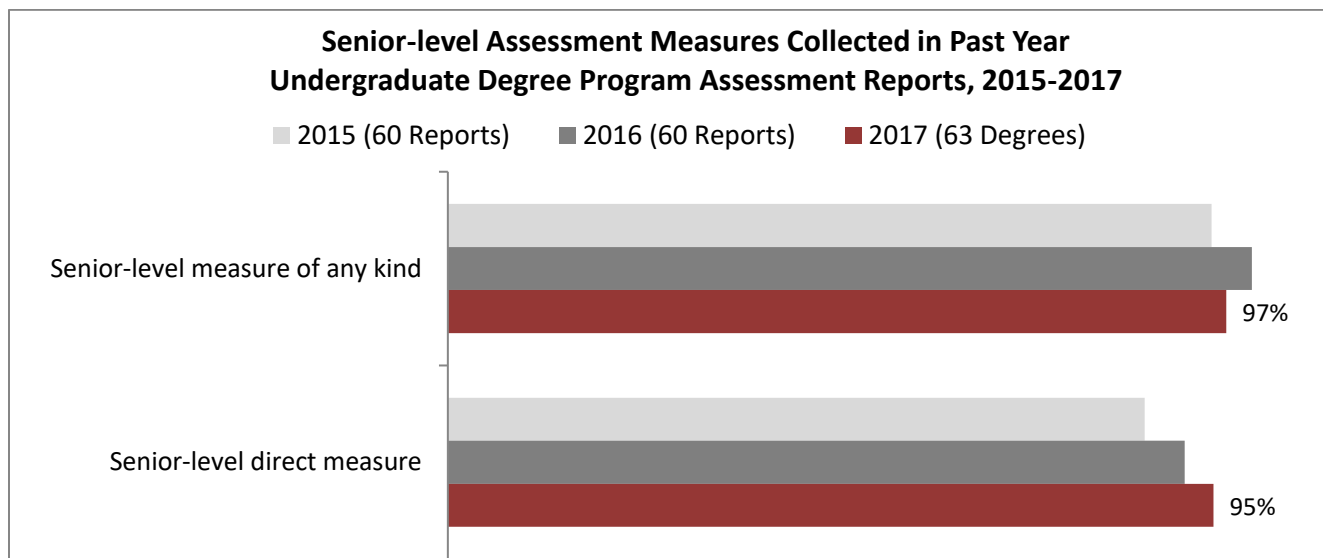
**Metric 16** associated with this WSU Strategic Plan Goal is the percent of undergraduate degrees with all six program assessment elements in place. In 2017, substantially all (≥ 90%) programs reported having all key assessment elements in place. (See below and page 6.)

Key Assessment Elements Undergraduate Degree Program Assessment Reports, 2015-2017						
Key Elements in Place	2015		2016		2017	
	# of Reports	% of Reports	# of Reports	% of Reports	# of Degrees	% of Degrees
Student Learning Outcomes	60	100%	60	100%	<b>63</b>	<b>100%</b>
Curriculum Map	56	93%	58	97%	<b>60</b>	<b>95%</b>
Direct Measure	60	100%	58	97%	<b>61</b>	<b>97%</b>
Indirect Measure	60	100%	60	100%	<b>62</b>	<b>98%</b>
Assessment Plan	56	93%	59	98%	<b>60</b>	<b>95%</b>
Use of Assessment	60	100%	60	100%	<b>62</b>	<b>98%</b>
All Six Elements	53	88%	57	95%	<b>57</b>	<b>90%</b>
Total Number	60	100%	60	100%	<b>63</b>	<b>100%</b>

**B. Use of Assessment Results Aligned with Student Learning Outcomes.** Undergraduate programs regularly use assessment results aligned with student learning outcomes to inform program decisions. All programs (100%) completed an assessment cycle for at least one program-level student learning outcome and used results to inform program decisions over the last three years. *Eighty-nine percent categorized the decisions/change as being about curriculum, instruction or faculty development—the sorts of decisions that can contribute most directly to improving student learning.* Assessment results also contribute to decisions and policies in advising, scheduling, and facilities, intended to support student learning. (See below and page 12.)



**C. Direct Measures of Student Learning at the Senior-level.** Substantially all ( $\geq 90\%$ ) programs have a direct measure of student learning near the end of their degree. Ninety-five percent of programs reported in 2017 that they collected a senior-level direct measure in the past year. An effective system of assessing student achievement includes direct measures at the senior level, near graduation, providing information about what students are able to achieve at the end of the program. (See below and pages 9-10.)



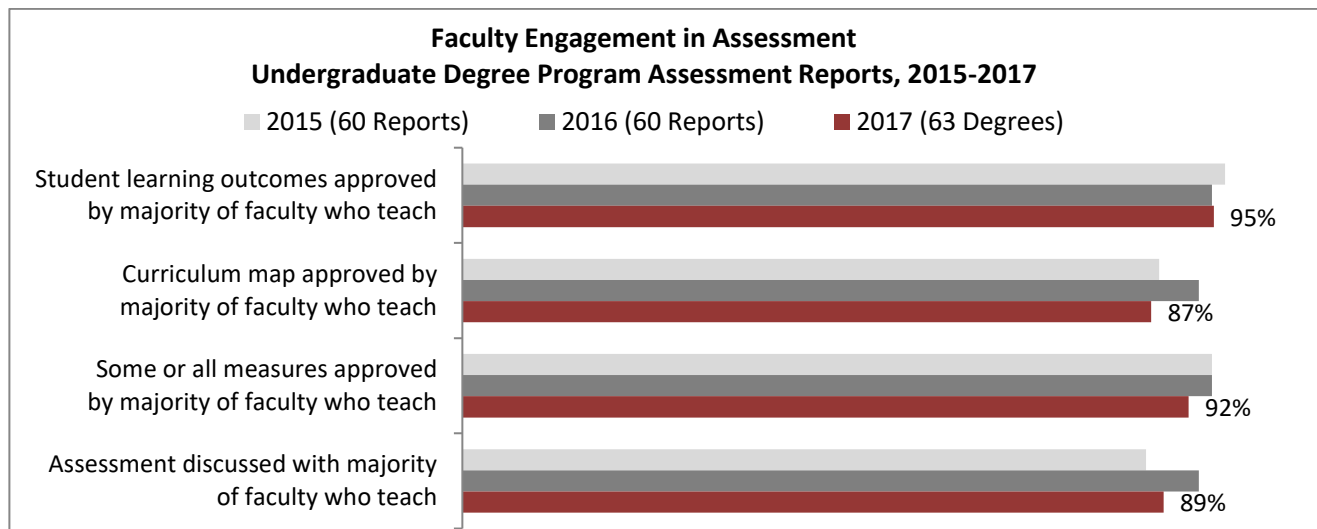
## 2. WSU Areas for Attention

- A. **Useful Measures of Senior-level Achievement.** Continued attention is needed as many programs are refining their senior measures, piloting new measures, including new capstone courses in assessment of seniors, or extending degrees to new campuses or locations. (For greater detail, see pages 9-10 and 14-15.)
- B. **Assessment in Degrees Offered Online.** In 2017, some program-level assessment data about seniors was collected by all seven degrees offered fully online, including collecting data from a *direct* measure of student learning. (See below.) While this shows improvement over 2016, continued attention is needed to ensure that online students and courses are included in meaningful assessment for all degrees offered online, in representative numbers, which will help resolve NWCCU recommendations (see Appendix C). Pilot assessments will need to efficiently scale up; other degrees expanding online should build on effective assessment practices, with capacity to include online courses and students. (See below and page 14.)

Degrees Offered Online: Senior-level Assessment Measures Collected in Past Year Undergraduate Degree Program Assessment Reports, 2016 & 2017* (7 Degrees)					
College	Degree	2016 Any Senior- level Measure Collected for Online Degree	2016 Senior-level <u>Direct</u> Measure Collected for Online Degree	2017 Any Senior-level Measure Collected for Online Degree	2017 Senior-level <u>Direct</u> Measure Collected for Online Degree
Business	Business Admin, BA	Yes	Yes	Yes	Yes
Business	Hospitality Bus Mgmt, BA**	No	No	Yes	Yes
CAHNRS	Human Development, BA	Yes	Yes	Yes	Yes
CAS	Criminal Justice, BA	Yes	No	Yes	Yes***
CAS	Humanities, BA	Yes	No	Yes	Yes***
CAS	Psychology, BS	Yes	Yes	Yes	Yes
CAS	Social Science, BA	Yes	No	Yes	Yes***

\*Data not available prior to 2016 \*\*Degree first offered online in Fall 2015 \*\*\* Involved pilot assessments in AY 2016-17

- C. **Faculty Engagement in Assessment.** Continued attention is needed to ensure that faculty who teach regularly engage in assessment activities, approval of key elements, and discussion of results. Some contexts may require additional efforts, such as multi-campus or interdisciplinary degrees. (For details, see pages 7-8, 15.)



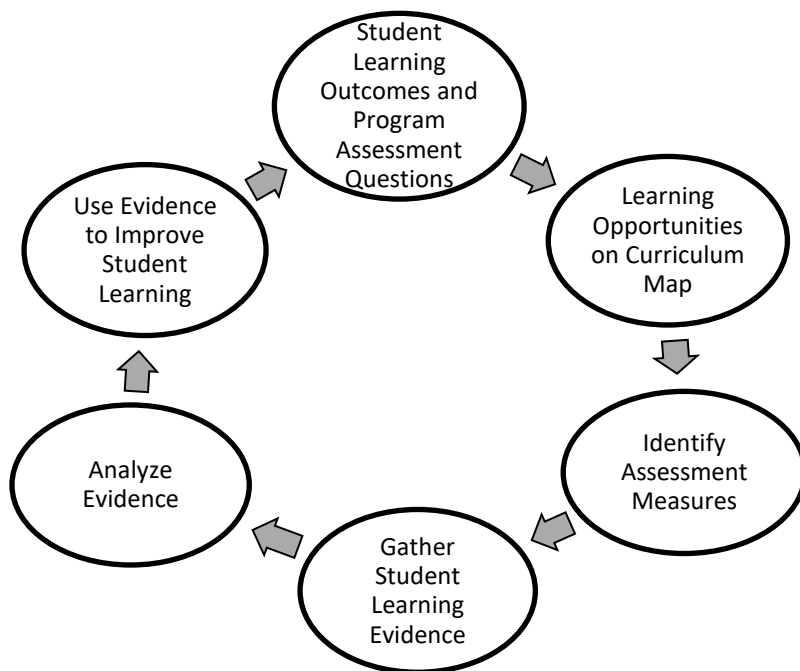
- D. **Recognition of Assessment Effort in Annual Review.** WSU policies communicate the value leadership places on assessment. In 2016, Faculty Senate reapproved EPPM policies on assessment, which include roles and responsibilities for assessment, and recognition of assessment work in annual review at all levels. Attention by the Provost and Faculty Senate will help operationalize this policy and ensure capacity for program assessment.

## 2. Introduction

### Assessment Cycle

Good assessment follows an intentional and reflective process of design, implementation, evaluation, and revision.

The Assessment Cycle (see graphic below) begins with student learning outcomes (SLOs) and questions about student learning in the curriculum. After reviewing the program's SLOs and a curriculum map indicating where particular SLOs are highlighted, faculty select assessment measures to gather evidence of student learning. The evidence is analyzed and discussed by the faculty. Then the evidence is used to inform program decisions, including those about instruction, the curriculum, the assessment, and dialog about teaching and learning.



### Assessment of Student Learning at WSU

At WSU, departments and degree programs are responsible for identifying their own assessment measures and processes within frameworks of good practice. The Office of Assessment of Teaching and Learning supports the development of effective assessment systems in which faculty collaboratively develop, maintain and improve a curriculum that promotes student learning.

In an effective system, faculty regularly complete the assessment cycle by using assessment results to inform and influence program decisions; they weave assessment throughout their programs so that it complements and enhances the work faculty are already doing and supports collective efforts to improve teaching and learning.

### Annual Reporting and WSU Accreditation

WSU's next regional accreditation review and visit are scheduled for Spring 2018. In preparation, ATL continues to work with programs to ensure that all assessment elements are in place and effective. One of the goals of annual assessment reporting is to document programs' regular assessment efforts and uses of assessment, to meet regional accreditation standards. (See Appendix C for a selected list of accreditation Standards and Recommendations relevant to academic programs.)

### 3. Key Elements for Effective Program-Level Assessment

All WSU undergraduate degree programs<sup>1</sup> reported on their *Key Assessment Elements*<sup>2</sup> for systematic, effective assessment, as identified by ATL in 2011 and as developed by programs to fit their unique context and needs.

In 2017, substantially all programs (90%) reported having all key assessment elements in place (Table 1).

Table 1

Key Assessment Elements Undergraduate Degree Program Assessment Reports, 2015-2017						
Key Elements in Place	2015		2016		2017	
	# of Reports	% of Reports	# of Reports	% of Reports	# of Degrees	% of Degrees
Student Learning Outcomes	60	100%	60	100%	<b>63</b>	<b>100%</b>
Curriculum Map	56	93%	58	97%	<b>60</b>	<b>95%</b>
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Use of Assessment*	60	100%	60	100%	<b>62</b>	<b>98%</b>
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Total Number	60	100%	60	100%	<b>63</b>	<b>100%</b>

\*Use of Assessment includes use of any program-level assessment; Section 4 of this report distinguish uses of assessment aligned with specific student learning outcomes achievement for decisions about curriculum, instruction and faculty/TA development.

**Targets for Meaningful Assessment.** WSU expects substantially all programs ( $\geq 90\%$ ) to continuously have their assessment elements in place and updated. The university's overarching goal is for assessment to be meaningful and useful to faculty and students. Thus, in any given year, a number of programs may experience a change in their program context, prompting faculty to revisit basic processes or tools. Faculty might decide to adjust a particular measure or process to increase the quality of their data or a program might pilot a new measure which needs several iterations to produce meaningful data. WSU's approach encourages deeper involvement in assessment and increases quality over time as programs work out changes and improvements to meet evolving assessment needs. ATL has worked with programs over six years to systematically self-assess and improve the usefulness of their Key Assessment Elements, and to collect other quality indicators via annual reports.

Tracking the Key Elements helps WSU meet Strategic Plan Goal Theme 2, Transformative Student Experience, Sub-goal 2.a, *Enhance student engagement and achievement in academics and co-curricular activities*. Quantitative Metric 16 is the percent of undergraduate degrees with all six assessment elements in place.

#### WSU Accreditation Standards Related to Key Assessment Elements

To maintain its institutional accreditation, WSU must:

- Document, through an effective, regular, and comprehensive system of assessment of student achievement, that students achieve course, program and degree learning outcomes. (4.A.3)
- Use results of assessment of student learning to inform academic and learning-support planning and practices intended to improve student learning. (4.B.2)

<sup>1</sup> 63 undergraduate degrees reported on assessment in 2017, including over 90 majors, 80 minors, and 100 in-major specializations, and are listed in Appendix A. See Appendix F for scope of annual assessment reports.

<sup>2</sup> See Glossary (Appendix I) for a definition of each key element.

### 3.1 Student Learning Outcomes and Curriculum Maps

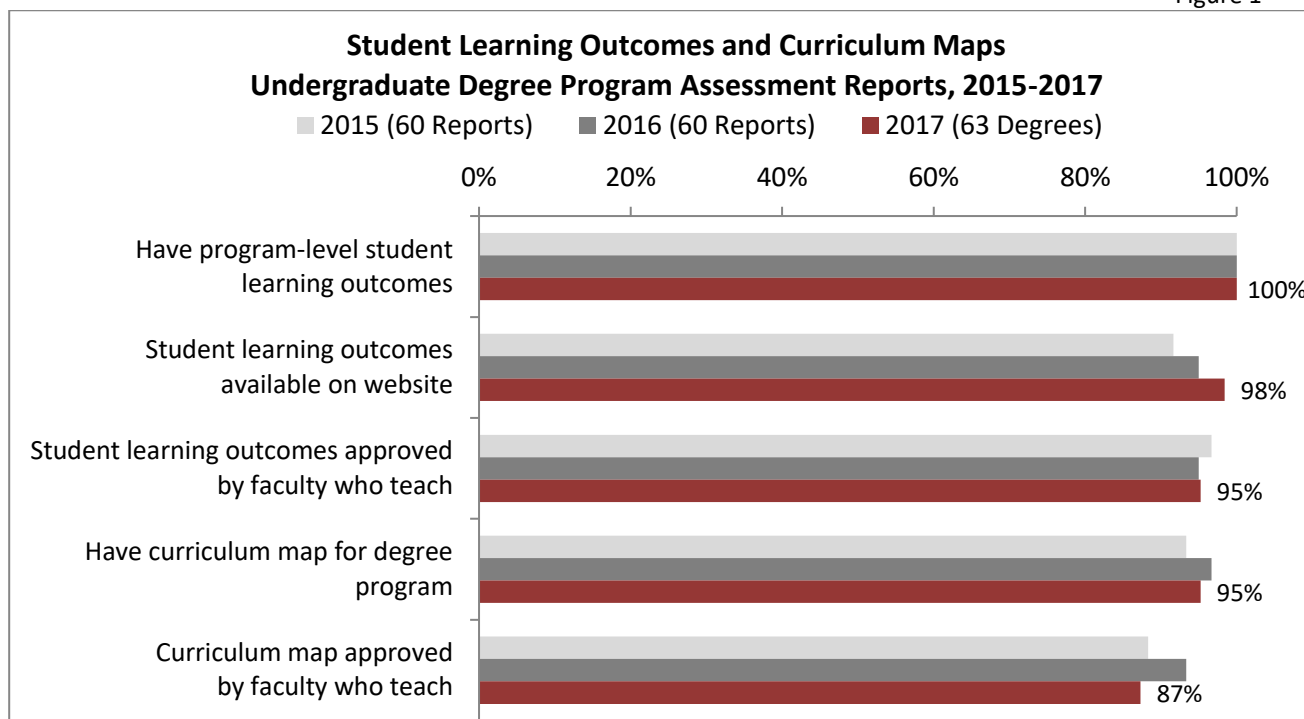
Substantially all WSU undergraduate degree programs meet the quality indicators below for student learning outcomes and many programs reported working to revise their curriculum maps in the past year.

**Student Learning Outcomes (SLOs).** Substantially all programs have program-level SLOs which have been approved by faculty (95%), posted on the program/department website (98%), and published in the university catalog (100%), allowing ready access by students, faculty, staff, regional accreditors, and other stakeholders (Figure 1).

**Curriculum Maps.** Most programs (87%) report having a curriculum map approved by faculty (Figure 1). Over half of WSU programs reported revising their curriculum map in the past year, with some revisions still in progress before approval by faculty. Curriculum maps show the alignment of core courses and learning outcomes for the degree.

Faculty-developed curriculum maps help each instructor understand how his/her course is situated in the curriculum, and the essential contributions that course makes toward student learning outcomes for the degree. An important aspect of curriculum mapping is the faculty discussion which occurs in the process of creating and refining the map – a forum to consider strengths and weaknesses of the curriculum, inviting dialog and the chance to deepen connections among assignments, learning activities, and departmental approaches to teaching.

Figure 1



#### WSU Accreditation Standards Related to Student Learning Outcomes and Curriculum Maps

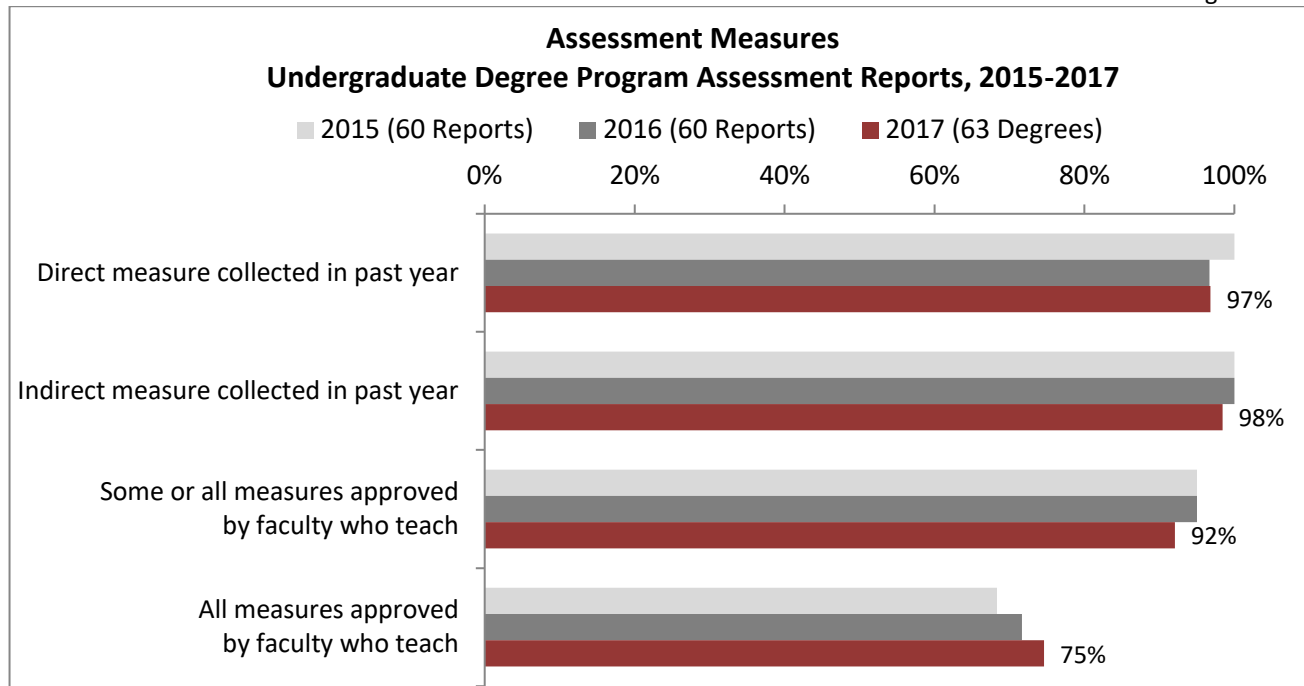
To maintain its institutional accreditation, WSU must:

- Publish course, program, and degree learning outcomes and provide students in writing with the learning outcomes for courses. (2.C.2)
- Ensure that curricula demonstrate a coherent design, with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)

## 3.2 Measures of Student Learning

Programs regularly collect measures of student learning and substantially all programs (92%) report that some or all measures have been approved by faculty who teach (Figure 2). Periodic review and approval of measures by faculty help ensure that measures are meaningful and credible to faculty and are useful in relation to the curriculum. Reviewing measures also gets faculty collectively involved in program assessment. (See Appendix D for types of direct and indirect measures collected at WSU.)

Figure 2



A **direct measure** is a measure of students' performances or work products that demonstrate skills and knowledge, and typically includes projects, portfolio, pre-post tests, course-embedded assessments, licensure exams, internship supervisor evaluations, concept inventories or others.

An **indirect measure** is information associated with learning, motivation, perceived success, or satisfaction, and typically includes student surveys or focus groups, course evaluations, institutional data, alumni or employer surveys, advisory board input or others.

**Continued Attention: Meaningful, Quality Measures.** In recent years, many programs have invested time into improving their measures, for example, improving sample size and representation or data analysis, so that results will be more reliable, valid, and useful. Where all measures are not yet faculty-approved, it may be a measure is under revision or in development. ATL will continue consulting with programs to increase the quality and utility of measures and data analysis.

### WSU Accreditation Standards Related to Measures of Student Learning

To maintain its institutional accreditation, WSU must:

- Document, through an effective, regular, and comprehensive system of assessment of student achievement, that students achieve course, program and degree learning outcomes. (4.A.3)
- Ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement (2.C.5 and 4.A.3) and educational programs (4.A.2)
- Ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Strengthen collective faculty responsibility for assessing student achievement of learning outcomes. (NWCCU Recommendation)



### 3.3 Measuring Learning at the Senior Level

Substantially all programs are assessing students at the senior-level (97%), including collecting a senior-level *direct* measure of student learning achievement (95%) in the past year (Figure 3).

An effective system of assessing student achievement includes *direct measures at the senior level*, near graduation, providing information about what students are able to achieve at the end of the program; this indicator has steadily increased in WSU's undergraduate programs over the past three years (Figure 3). (See Figure 4 and Appendix E for types of senior direct measures collected by programs.)

Figure 3

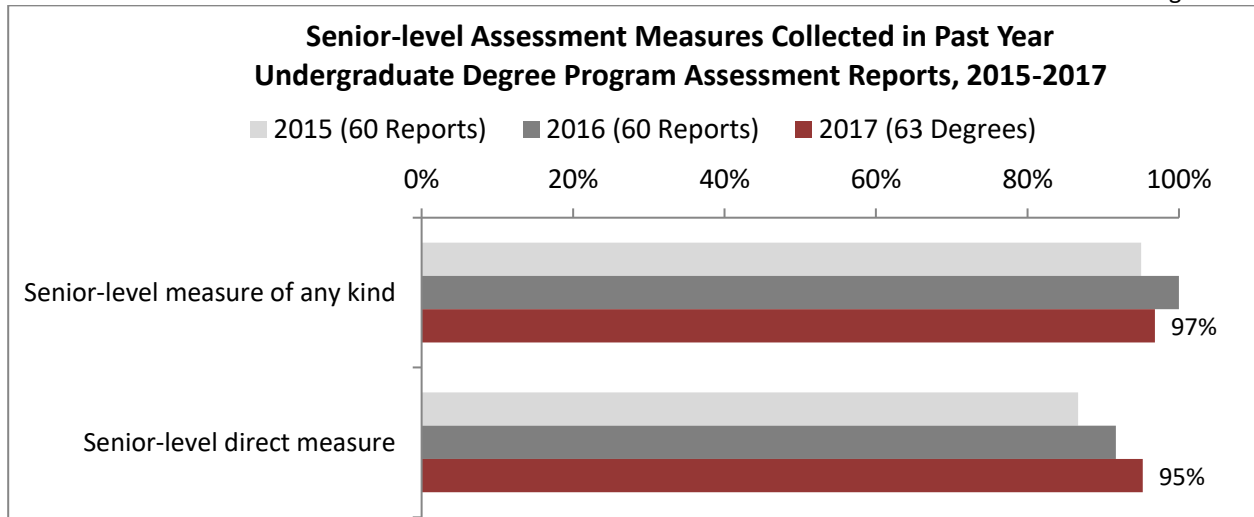
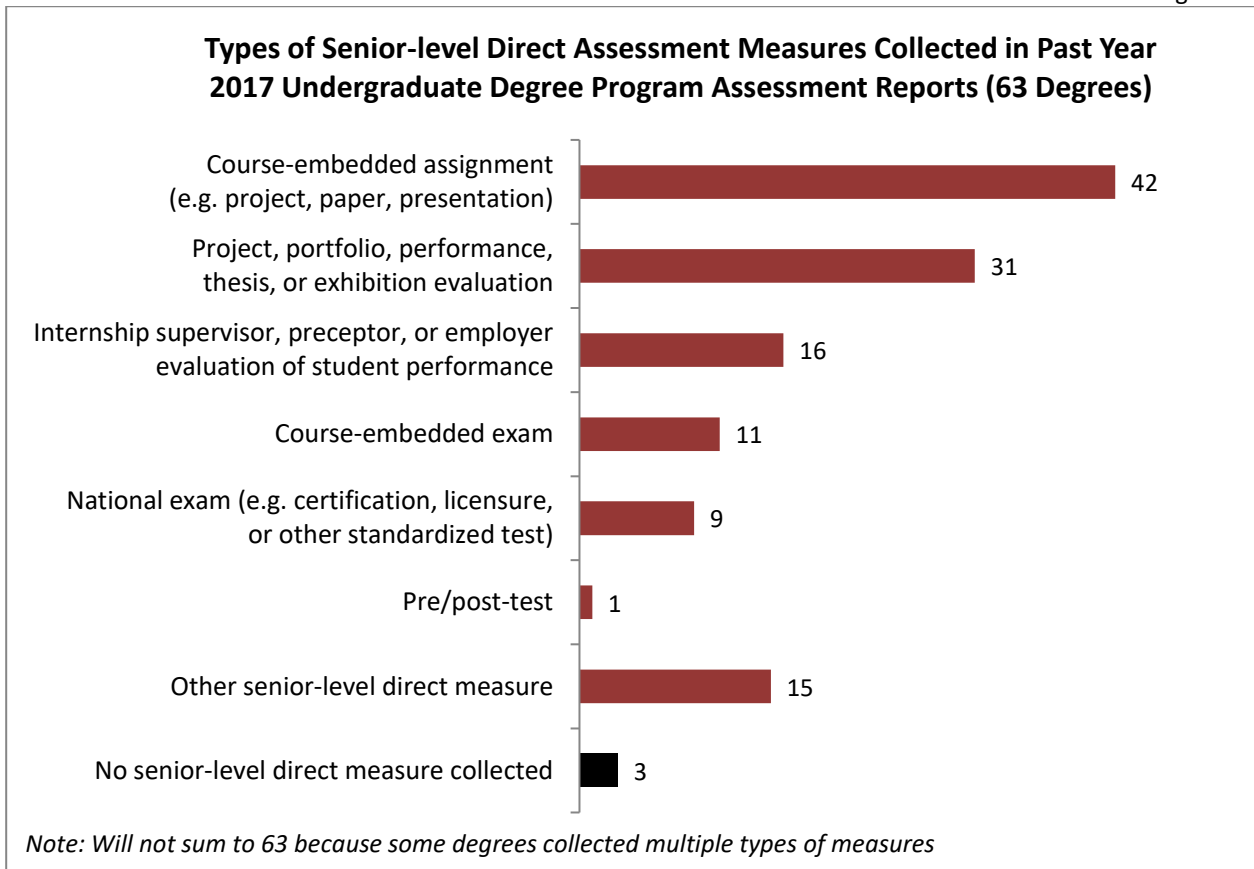
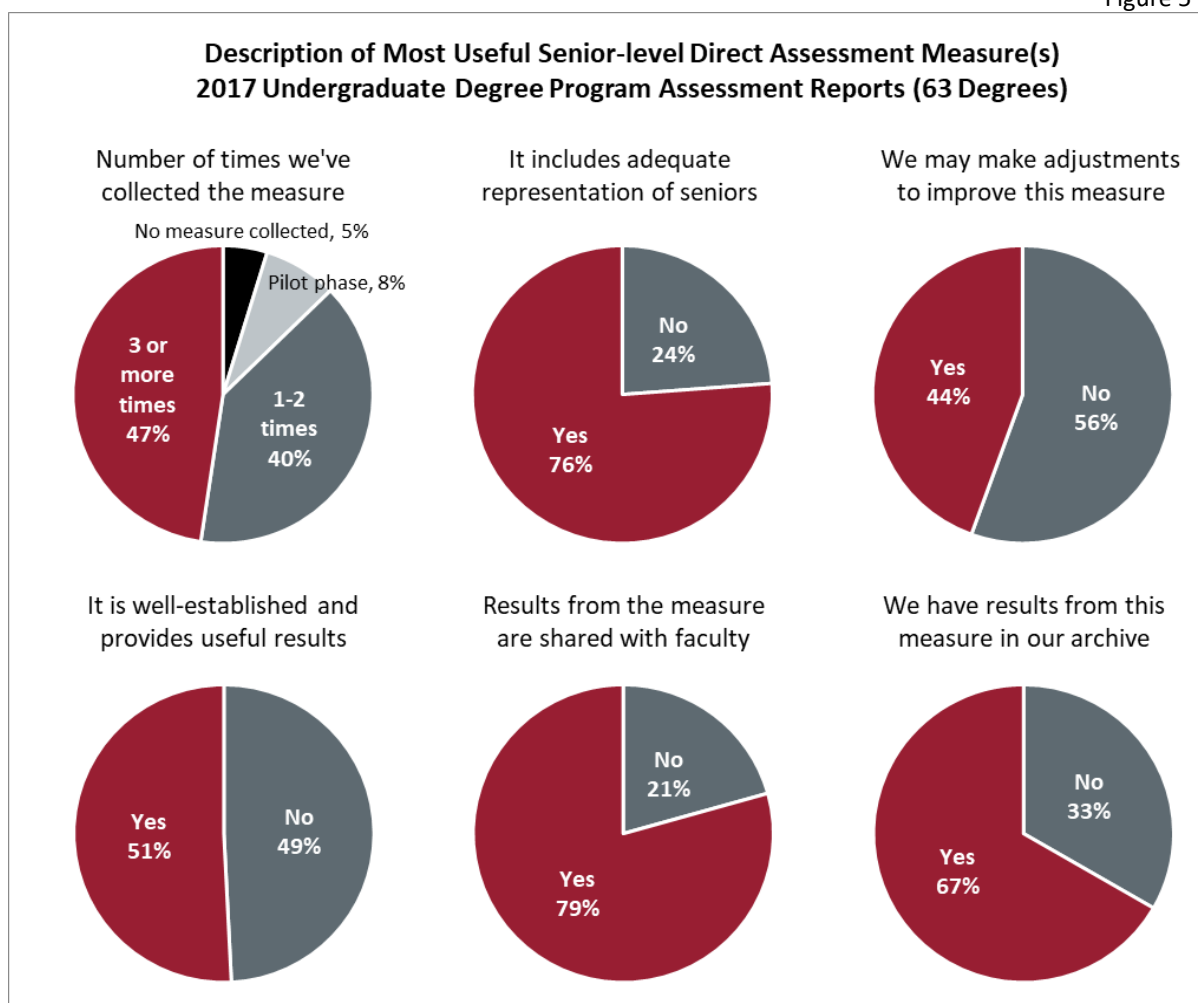


Figure 4



**Most Useful Senior Direct Measures.** Many programs are adjusting their senior measures. As shown below, about half of the programs reported that their *most useful senior measure* is well established and provides useful results, while over a third of the programs reported they have collected that measure 1-2 times and/or they are likely to make adjustments to that measure. Seven programs reported their most useful senior direct measure was a pilot, while three programs collected no senior direct measure in 2017 (Figure 5).

Figure 5



**Continued Attention: Assessment of Seniors.** Many programs have invested time into collecting or improving their measures at the senior level, for example, improving sample size and representation or data analysis, so that results will be more reliable and valid, and thus more useful. New capstone courses also offer new opportunities to assess achievement by seniors. ATL will continue consulting with programs to identify meaningful measures of student learning, to increase the quality and utility of senior-level measures and data analysis, and to scale up pilots in sustainable ways.

#### WSU Accreditation Related to Assessment Measures

To maintain its institutional accreditation, WSU must:

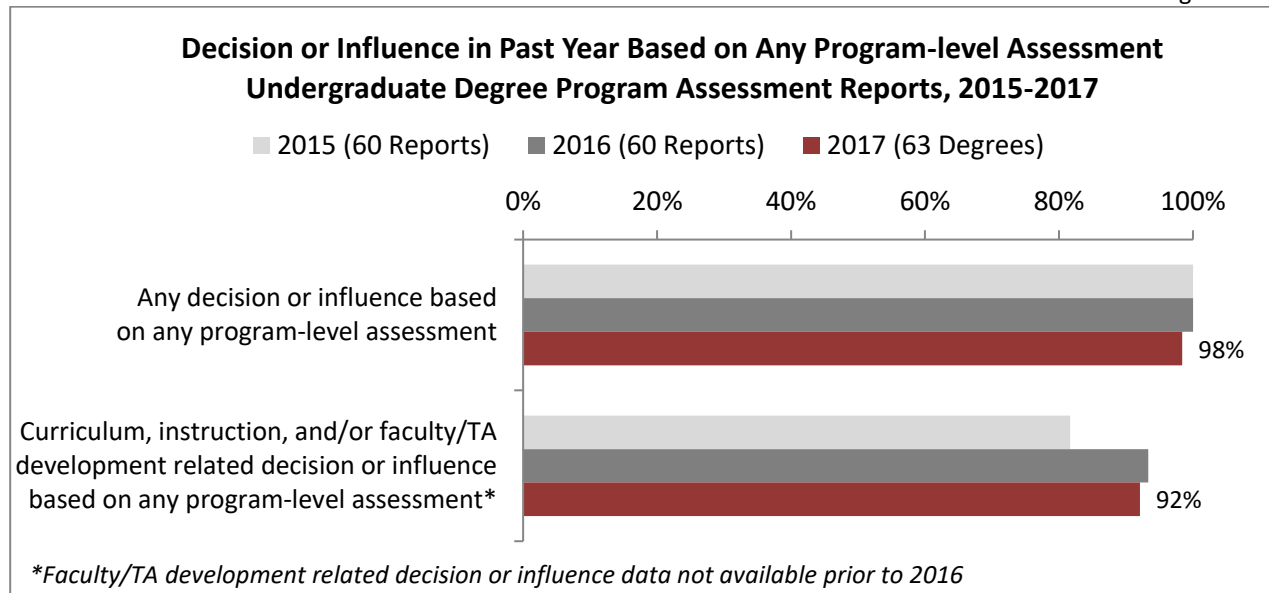
- Document, through an effective, regular, and comprehensive system of assessment of student achievement, that students achieve course, program, and degree learning outcomes. (4.A.3)
- Ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement (2.C.5 and 4.A.3) and educational programs (4.A.2)
- Ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Incorporate student learning outcomes summary information as part of evaluating the university's mission fulfillment. (Standard 1.B.2; and 2013 Recommendation)

## 4. Using Assessment Results

Substantially all programs (98%) reported making decisions in each of the past three years based on assessment results, which included decisions about curriculum and instruction as well as areas such as advising, scheduling, facilities, policy and other changes (Figure 6).

Substantially all programs (92%) reported one or more instances when assessment results influenced curriculum, instruction or faculty/TA development in the past year (Figure 6). Use of results can include changes to teaching and learning, but also can include the choice to continue effective practices or build on strengths.

Figure 6



Note: This summary, like the annual program assessment reports themselves, is meant to show key or representative uses, and is not intended to be exhaustive or show all uses or assessment undertaken by programs.

### WSU Accreditation Standards Related to Using Assessment Results

To maintain its institutional accreditation, WSU must:

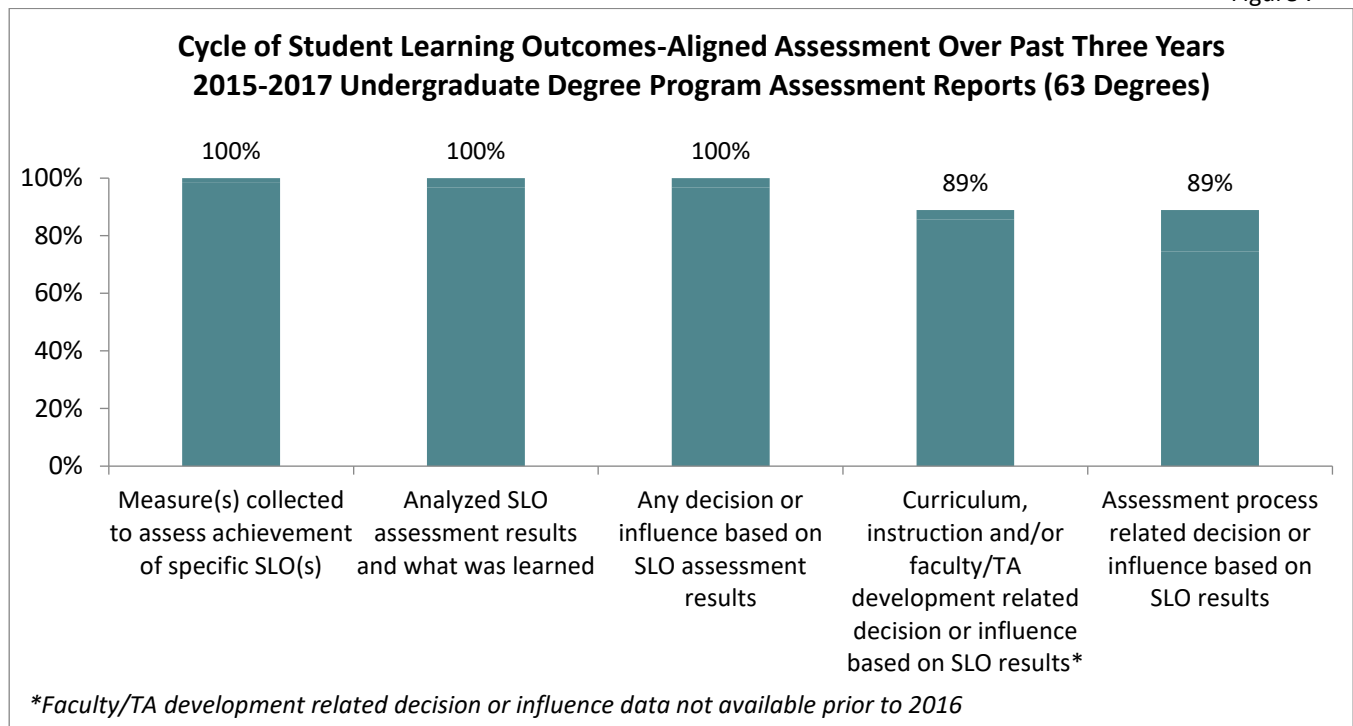
- Use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning. (4.B.2 )
- Use assessment results as part of determining the university's quality, effectiveness, and mission fulfillment. (5.A.2)

## 4.1 Using Assessment Results Aligned with Specific Learning Outcomes

Some program-level assessment is aligned with achievement of specific learning outcomes, while other assessment relates more broadly to student success in the program (e.g., student experience in courses, curriculum, or advising; scheduling; facilities; internship placements).

**Using Assessment Data from Measures Aligned with Specific Learning Outcomes.** All programs (100%) reported that in the past three years they completed an assessment cycle for at least one learning outcome and used results to inform program decisions. *Eighty-nine percent categorized the decisions/change as being about curriculum, instruction or faculty development—the sorts of decisions that can contribute most directly to improving student learning* (Figure 7).

Figure 7



While all forms of assessment can provide useful information for program improvement, assessment aligned with specific student learning outcomes is crucial to supporting quality undergraduate curricula and student achievement. WSU does not expect that every program would make a decision about curriculum, instruction, or faculty development based on SLO-aligned assessment every year; in a strong assessment system, we would expect to see a general trend over the course of several years to use SLO-aligned assessment results to inform decisions.

**Continued Attention.** Partially met, WSU's goal is to see substantially all ( $\geq 90\%$ ) programs use SLO-aligned results to inform program decisions about curriculum, instruction or faculty development within a given three-year period. This goal guides ATL's work with programs, as capacity for assessment and data analysis matures and in turn provides more meaningful, useful results.

### WSU Accreditation Standards Related to Using Student Learning Assessment Data

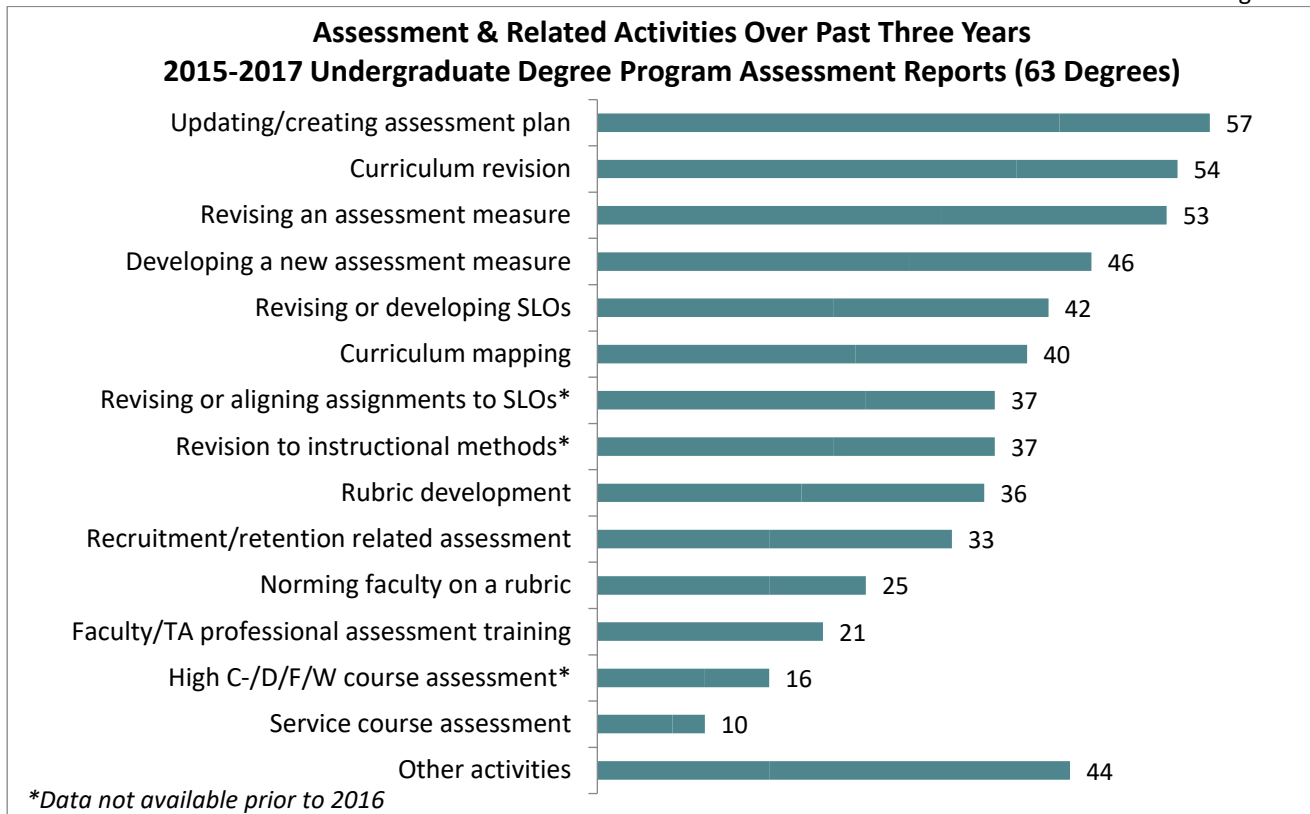
To maintain its institutional accreditation, WSU must:

- Demonstrate it has a system to assess the extent to which students achieve course, program, and degree learning outcomes. (4.A.3)
- Ensure assessment processes evaluate authentic achievement of student learning and provide meaningful results. (4.A.6)
- Use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning. (4.B.2 )

## 5. Faculty Engagement in Assessment Related Activities

In addition to the specific task of measuring student achievement, faculty who engage in assessment conduct significant work toward continuous improvement of curriculum and instruction which shows up in a variety of ways that matter deeply to education quality. Clinical faculty, instructors, and graduate teaching assistants may also contribute significantly to such assessment activities. All undergraduate programs (100%) reported engaging in multiple assessment or related activities over the past three years, as fit their particular needs. (Figure 8).

Figure 8



**Value of Assessment Activities Related to Teaching & Learning.** Developing meaningful and effective program-level assessment is a complex, iterative process. Assessment activities offer ways for faculty to think about student learning in the curriculum and how to support it most effectively in their own classes and department. Many assessment activities can increase shared faculty understanding of the curriculum. For example, rubric development and norming sessions can deepen a common understanding of program SLOs among faculty, and, over time, can help focus instruction and improve communication and feedback to students. Although not immediately visible, influences of assessment may include: changed thinking about a particular aspect of teaching or learning or how learning occurs; changes to faculty motivation or attitudes; disruptions to conventional wisdom which cause faculty to re-examine an issue in the future; or building communities of practice within a department. These impacts also cumulate and contribute over time to promoting student learning in an effective curriculum.

### WSU Accreditation Standards Related to Faculty Engagement in Assessment Activities

To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessing student achievement of learning outcomes. (NWCCU Recommendation)
- Ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement. (2.C.5 and 4.A.3)
- Ensure that degree programs have a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)
- Ensure assessment evaluates authentic achievement of student learning and provide meaningful results. (4.A.6)
- Use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning. (4.B.2 )

## 6. Degrees Offered Online

Seven WSU undergraduate degrees were offered fully online in 2017. In the past year, all online degrees conducted some assessment at the senior level, including collecting data from a *direct* measure – or a pilot direct measure -- of student learning from seniors (Table 2). This shows improvement over 2016, when over half the programs offered online did not collect any direct measure of student learning from online seniors.

Table 2

<b>Degrees Offered Online: Senior-level Assessment Measures Collected in Past Year Undergraduate Degree Program Assessment Reports, 2016 &amp; 2017* (7 Degrees)</b>					
College	Degree	<u>2016</u> Any Senior-level Measure Collected for Online Degree	<u>2016</u> Senior-level Direct Measure Collected for Online Degree	<u>2017</u> Any Senior-level Measure Collected for Online Degree	<u>2017</u> Senior-level Direct Measure Collected for Online Degree
Business	Business Administration, BA	Yes	Yes	Yes	Yes
Business	Hospitality Bus Mgmt, BA**	No	No	Yes	Yes
CAHNRS	Human Development, BA	Yes	Yes	Yes	Yes
CAS	Criminal Justice, BA	Yes	No	Yes	Yes***
CAS	Humanities, BA	Yes	No	Yes	Yes***
CAS	Psychology, BS	Yes	Yes	Yes	Yes
CAS	Social Science, BA	Yes	No	Yes	Yes***

*\*Data not available prior to 2016    \*\*HBM-BA first offered online in Fall 2015    \*\*\*Involved pilot assessments in AY 2016-17*

**WSU Area for Attention.** Continued attention is needed to ensure that online students, courses, and instructors are included – with sufficient sample size and representation – in meaningful assessment activities for degrees offered online. In particular,

- Pilot measures, or measures collected for the first time online, will need attention to scale up and yield meaningful results. To work efficiently, programs are encouraged to consult with ATL and AOI.
- Chairs and directors should review related assessment capacity, communication pathways, and infrastructure to ensure that assessment is appropriately prioritized and resourced.
- As other programs consider expanding degree offerings online, chairs and directors should build on established, effective assessment practices; typically,
  - Moving online involves changes to course delivery and assessment; initially, additional attention may be needed to manage logistics and complexities. (For example, key assignments in an online capstone course may differ in ways that require adjustments in assessment for the program)
  - Weaknesses in on-campus assessment practices are amplified when a degree moves online

**Critical Accreditation Focus.** WSU degrees offered online will receive attention from the NWCCU accreditation team in 2018, and *it will be important that degrees which have been offered online for a number of years demonstrate effective assessment.* Ensuring that online degrees have equivalent educational quality as on-campus degrees is a national issue, of interest to the Department of Education as well as to the universities themselves. Adequate assessment is essential. To support effective assessment systems, WSU is a) updating its proposal for extending degrees online to include more information about assessment, and b) providing guidelines for assessment in degrees offered online, developed in coordination between ATL and Global Campus/AOI.

### **WSU Accreditation Standards and Recommendations Related to Assessment in Online Degrees**

Nationwide, accrediting bodies are asking universities to demonstrate the quality of student learning in their online programs. To maintain its institutional accreditation, WSU must:

- Strengthen collective faculty responsibility for assessment of student learning and ensure that student learning outcomes information from online programs and courses are consistently included in assessment processes. (NWCCU Recommendation and 2.C.5)
- Demonstrate it has a system to assess the extent to which students achieve course, program, and degree learning outcomes, including online students. (4.A.3)

## 7. Multi-Campus Degrees

Partially met, WSU’s goal is to see that substantially all ( $\geq 90\%$ ) of the 25 degrees offered on more than one campus<sup>3</sup> consistently a) share assessment information, including results, with all campuses that offer the degree (88%) and b) involve faculty on all campuses in reviewing and approving key assessment elements (84%-88%) (Table 3). However, these multi-campus programs do not as consistently assess seniors on all campuses (80%) or collect a direct measure of seniors on all campuses (68%) (Table 3).

Table 3

<b>Multi-Campus Assessment Practices 2017 Undergraduate Degree Program Assessment Reports (25 Degrees)</b>	
Learning outcomes approved by faculty who teach on all campuses w/degree	<b>88%</b>
Curriculum map approved by faculty who teach on all campuses w/degree	<b>84%</b>
Some or all measures approved by faculty who teach on all campuses w/degree	<b>88%</b>
Assessment discussed with faculty on all campuses w/degree	<b>88%</b>
Any senior-level assessment measure collected for all campuses w/degree	<b>80%</b>
Senior-level direct measure collected for all campuses w/degree	<b>68%</b>

**WSU Area for Attention.** Chairs, directors, college and campus leadership should continue to review assessment capacity, communication pathways and related infrastructure to ensure that assessment is prioritized on all campuses in multi-campus degrees and is resourced to include students, courses, and faculty from all campuses offering the degree. In particular,

- Pilot assessments will need additional effort to scale up.
- In some instances, a multi-campus program may have a limited number of seniors on one campus; programs should explore ways to include those seniors in annual assessment activities.

As programs consider expanding degree offerings to other campuses or instructional locations, they should keep in mind the need to involve all campuses and instructional locations in assessment of student learning. New program offerings, and interdisciplinary programs, may require additional effort and coordination as they expand to another campus or location.

WSU’s goal is to raise percentages for these multi-campus assessment quality indicators to over 90%. An increase will raise assessment quality overall at WSU and also help address current recommendations from the NWCCU.

### **WSU Accreditation Standards Related to Multi-Campus Assessment**

To maintain its institutional accreditation, WSU must:

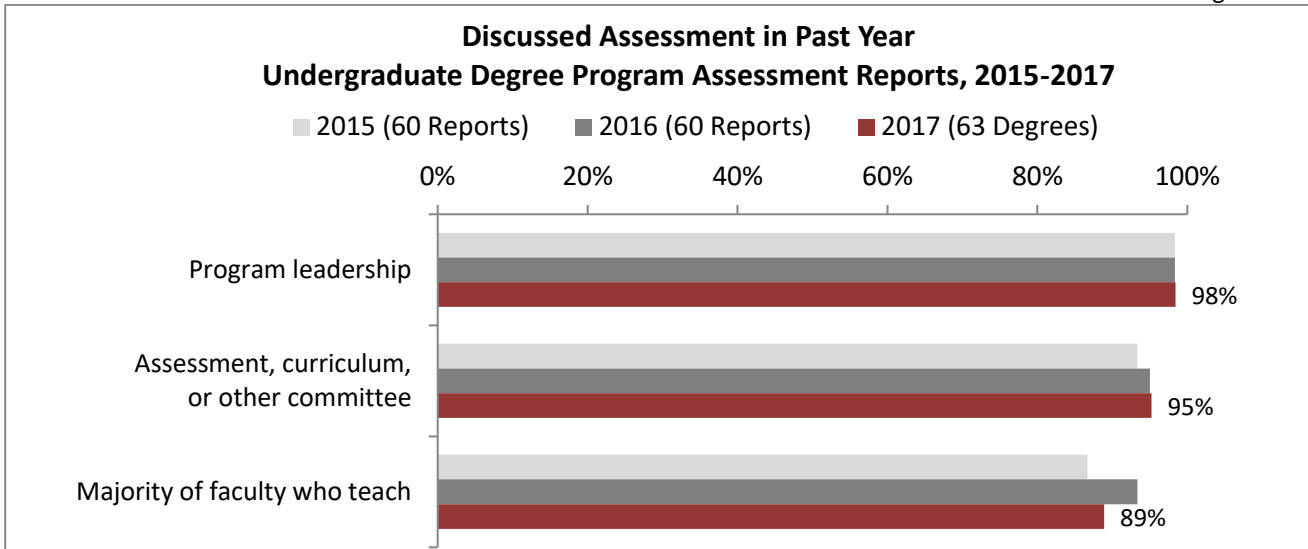
- Strengthen collective faculty responsibility for assessment of student learning. (2013 Recommendation and Standard 2.C.5)
- Demonstrate it has a system to assess the extent to which students achieve course, program, and degree learning outcomes, on all campuses. (4.A.3)

<sup>3</sup> Multi-campus degrees include all degrees that are offered on more than one of the following WSU campuses: Pullman, Spokane, Tri-Cities, Vancouver, and Global Campus.

## 8. Communication, Assessment Plans and Archives

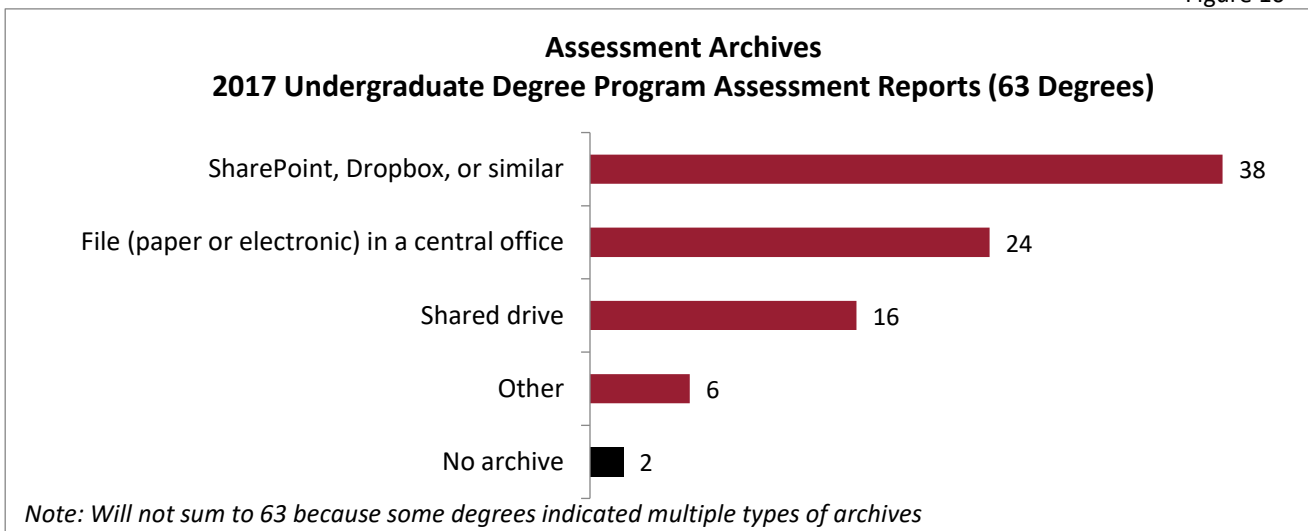
Most programs reported that assessment was discussed by the majority of faculty who teach (89%), by program leadership (98%), and by an assessment-related committee in the past year (95%) (Figure 9). Ideally, teaching faculty, chairs or other program leadership, and/or a faculty committee should discuss assessment results at least annually.

Figure 9



**Assessment Plans and Archives.** Substantially all programs report having an archive (97%) (Figure 10) and an assessment plan (95%). Assessment plans and assessment data are program assets and should be stewarded. 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. Programs should ensure that the chair/director, faculty committee and/or teaching faculty have access to assessment plans and are maintaining assessment archives. Archives will be important for the accreditation review in 2018.

Figure 10



### WSU Accreditation Standards Related to Assessment Communication, Planning, and Archives

To maintain its institutional accreditation, WSU must:

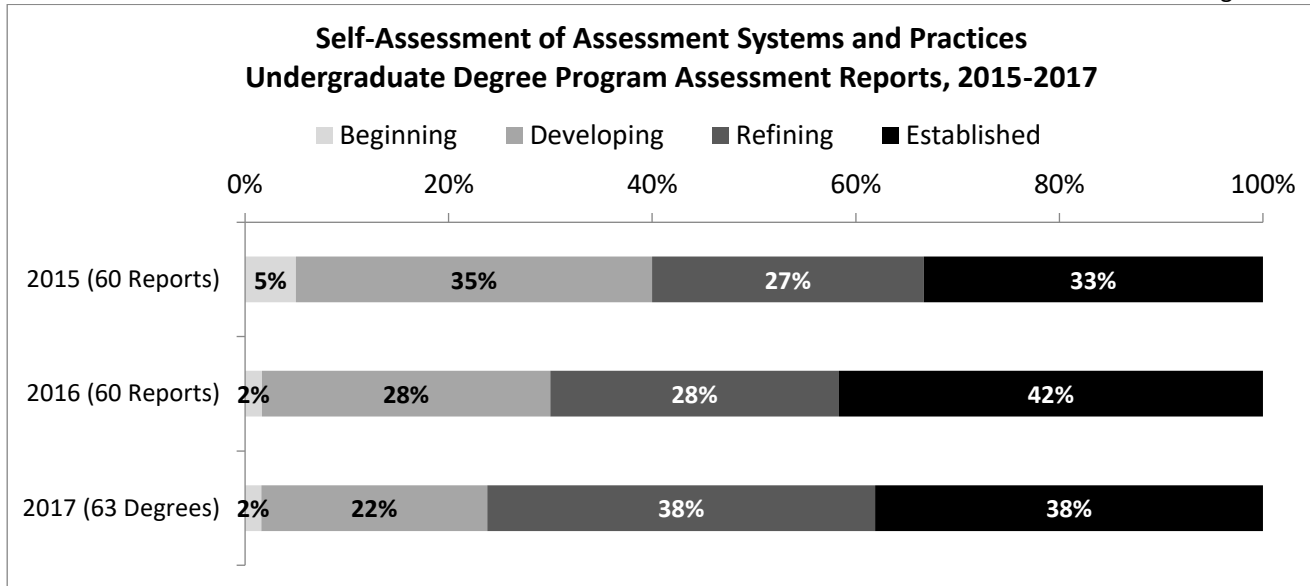
- Strengthen collective faculty responsibility for assessment of student learning. (NWCCU Recommendation)
- Make results of student learning assessments available to appropriate constituencies in a timely manner. (4.B.2)



## 9. Overall System Self-Assessment by Degree Programs

Each year, ATL asks undergraduate degree programs to holistically self-assess their assessment systems and practices. The percentage of programs self-assessing at the *Beginning* or *Developing* levels decreased steadily from 2015 to 2017 and increased in the *Refining* or *Established* categories, with 76% of programs reporting in *Refining* or *Established* in 2017 (Figure 11).

Figure 11



Self-Assessment: Assessment Systems and Practices Undergraduate Degree Programs				
	BEGINNING	DEVELOPING	REFINING	ESTABLISHED
Maturity of Assessment System and Practices	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

Over time, ATL expects 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, as assessment matures. 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 may 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. As faculty and leadership engage in assessment over time, and work with ATL to improve the quality and utility of their assessment elements, they are gaining a better understanding of the complex, iterative process needed to develop mature, meaningful systems that meet the evolving needs of students, faculty and disciplines.

### WSU Accreditation Standards Related to Overall Assessment Systems

To maintain its institutional accreditation, WSU must:

- Regularly review its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6)
- Use results of assessment of student learning to inform academic and learning-support planning and practices to enhance student learning, and share results with appropriate constituencies. (4.B.2)
- Use results as part of evaluating the university's quality, effectiveness, and mission fulfillment. (5.A.2)

## 10. Appendices

- A. Undergraduate Degrees Reporting in 2017
- B. Quality Indicators and Targets
- C. NWCCU Standards (Selected) and Recommendations
- D. Types of Direct and Indirect Measures of Student Learning
- E. Senior-level Direct Measures of Student Learning
- F. Purpose and Scope of Annual Reports and Summary
- G. ATL's Framework, Support and Services
- H. ATL Mini-Grants for Assessment
- I. Glossary

## Appendix A: Undergraduate Degrees Reporting in 2017

The 64 Undergraduate Degree Program Assessment Reports submitted in 2017 represent 63 undergraduate degrees and more than 90 majors, 80 minors, and 100 in-major specializations. The table below lists the 63 undergraduate degrees reporting in 2017. As appropriate for the degree program's structure, some reports represent more than one degree and some degrees submit more than one report.<sup>1</sup>

<b>Undergraduate Degrees Reporting in 2017</b>		
<b>2017 Undergraduate Degree Program Assessment Reports (63 Degrees)</b>		
<b>College</b>	<b>Undergraduate Degrees Reporting in 2017</b>	
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Agricultural and Food Systems, BS Animal Sciences, BS Apparel, Merchandising, Design and Textiles, BA Economic Sciences, BS Earth and Environmental Science, BS <sup>2</sup>	Food Science, BS Human Development, BA Integrated Plant Sciences, BS Interior Design, BA <sup>3</sup> Landscape Architecture, BLA <sup>3</sup>
Arts and Sciences (CAS)	Anthropology, BA Asian Studies, BA Biology, BS Chemistry, BA <sup>1,4</sup> & BS <sup>1,3</sup> Comparative Ethnic Studies, BA <sup>1</sup> Criminal Justice, BA Digital Technology and Culture, BA <sup>1</sup> Earth and Environmental Science, BS <sup>2</sup> English, BA Fine Arts, BA <sup>1</sup> & BFA <sup>1</sup> Foreign Languages and Cultures, BA History, BA <sup>1</sup> Humanities, BA	Mathematics, BS Music, BA <sup>1,3</sup> & BMus <sup>1,3</sup> Philosophy, BA <sup>1</sup> Physics, BS Political Science, BA <sup>1</sup> Psychology, BS Public Affairs, BA Science, Bachelor of Social Sciences, BA Social Studies, BA <sup>1,4</sup> Sociology, BA Women's Studies, BA <sup>1</sup> Zoology, BS
Business (CCB)	Business Administration, BA <sup>3</sup>	Hospitality Business Management, BA <sup>3</sup>
Communication (MCC)	Communication, BA	
Education (COE)	Athletic Training, BS <sup>3</sup> Education, BA <sup>3</sup>	Kinesiology, BS Sport Management, BA
Engineering and Architecture (VCEA)	Architecture, BS Bioengineering, BS <sup>3</sup> Chemical Engineering, BS <sup>3</sup> Civil Engineering, BS <sup>3</sup> Computer Engineering, BS <sup>3</sup>	Computer Science, BA <sup>1,3</sup> & BS <sup>1,3</sup> Construction Management, BS <sup>3</sup> Electrical Engineering, BS <sup>1,3</sup> Materials Science and Engineering, BS <sup>3</sup> Mechanical Engineering, BS <sup>1,3</sup>
Medicine – Health Sciences	Nutrition and Exercise Physiology, BS	Speech and Hearing Sciences, BA
Nursing (CON)	Nursing, BS <sup>3</sup>	
Veterinary Medicine (CVM)	Biochemistry, BS Genetics and Cell Biology, BS	Microbiology, BS Neuroscience, BS

<sup>1</sup> 8 reports included two degrees, two options reported separately, and four engineering degrees reported separately at Tri-Cities and Vancouver.

<sup>2</sup> The School of the Environment is a cross-college academic unit located within both CAHNRS and CAS.

<sup>3</sup> 20 undergraduate degrees are professionally accredited. For this summary, “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>4</sup> Two degrees reported for the first time in 2017.

## Appendix B: Quality Indicators and Targets

**Systematic Assessment.** WSU undergraduate degree programs demonstrate “effective, regular, and comprehensive systems of assessment of student achievement,” as expected by the Northwest Commission on Colleges and Universities (NWCCU), WSU’s regional accreditor. Over time, WSU assessment has increased in quality indicators.

**Targets for Meaningful Assessment.** WSU aims to have **substantially all (≥ 90%) programs** reporting that indicators of quality assessment are in place. The university’s overarching goal is for assessment to be meaningful and useful to faculty and students. Thus, in any given year, a number of programs may experience a change in their program context, prompting faculty to revisit basic assessment processes or tools. Faculty might decide to adjust a particular measure or process to increase the quality of their data or a program might pilot a new assessment measure which needs several iterations to produce meaningful data. WSU’s approach encourages deeper involvement in assessment and increases in quality over time as programs work out changes and improvements to meet evolving assessment needs.

Quality Indicator	WSU Goal/Target*	2016 (% of reports)	2017 (% of degrees)
A. WSU’s 6 Key Assessment Elements are in place ( <i>WSU Metric 16</i> ).	Substantially all (≥ 90%) degree programs have all key elements, as defined by WSU, in place.	Goal Met (95%)	Goal Met (90%)
B. Faculty are regularly engaged in program assessment and assessment-related activities.	Substantially all (≥ 90%) degree programs report that faculty <i>annually</i> engage in assessment activities.	Goal Met (100%)	Goal Met (97%)
C. Degree programs have a direct measure of student achievement of learning outcomes at the senior level.	Substantially all (≥ 90%) degree programs have a direct measure of student learning at the senior level.	Goal Met (92%)	Goal Met (95%)
D. Program-level assessment of student learning outcomes includes degrees offered online.	Substantially all (≥ 90%) degrees offered online collect <i>any measure</i> of student learning from online seniors.	Partially Met (86%)	Goal Met (100%)
	Substantially all (≥ 90%) degrees offered online collect a <i>direct measure</i> of student learning from online seniors.	Substantially Unmet (43%)	Goal Met (100%)
E. Program-level assessment of student learning outcomes includes all campuses that offer the degree.	Substantially all (≥ 90%) degree programs offered on multiple campuses collect any measure of student learning from seniors on all campuses with the degree.	N/A (Data not collected prior to 2017)	Partially Met (80%)
	Substantially all (≥ 90%) degree programs offered on multiple campuses report that faculty on all campuses with the degree engage in discussion about assessment.	Partially Met (80%)	Partially Met (88%)
F. Faculty and leadership discuss program-level assessment of student learning outcomes.	Substantially all (≥ 90%) degree programs report that assessment is discussed by the majority of faculty who teach.	Goal Met (93%)	Partially Met (89%)
	Substantially all (≥ 90%) degree programs report that assessment is discussed by program leadership.	Goal Met (98%)	Goal Met (98%)
G. Degree programs use assessment of student learning to inform planning and practices intended to support student success.	Substantially all (≥ 90%) degree programs report making decisions based on assessment results; includes decisions about curriculum & instruction, as well as advising, scheduling, assessment, etc.	Goal Met (100%)	Goal Met (98%)
H. Degree programs use aligned assessment of program-level student learning outcomes for improvement.	Substantially all (≥ 90%) degree programs use SLO-aligned results to inform program decisions <i>within a given three year period</i> .	N/A (Data not collected prior to 2015)	Goal Met (100%)
	Substantially all (≥ 90%) degree programs use SLO-aligned results to inform program decisions about <i>curriculum, instruction or faculty development within a given three year period</i> .	N/A (Data not collected prior to 2015)	Partially Met (89%)

\*Goal Met = ≥ 90%; Goal Partially Met = 60-89%; Goal Substantially Unmet = < 60%

## Appendix C: Northwest Commission on Colleges and Universities Standards and Recommendations

**Selected NWCCU Standards regarding Academic Programs.** The standards for WSU's continuing accreditation include these requirements regarding academic programs:

- **Learning Outcomes.** Identify and publish expected course, program, and degree student learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. (Eligibility Requirement 22 and 2.C.2)
- **Curriculum.** Ensure that degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. (2.C.4)
- **Faculty Roles.**
  - Faculty exercise a major role in the design, approval, implementation, and revision of the curriculum. (2.C.5)
  - Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process. (2.C.6)
  - 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)
- **Assessment.** 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. (4.A.3)
- **Use of Assessment Results / Share with Constituencies.** Use the results of assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Make results of student learning assessments available to appropriate constituencies in a timely manner. (4.B.2)

### University-level

- **Assessment Results Contribute to Mission Fulfillment.** Based on the university's definition of mission fulfillment, use assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public. (5.A.2)
- **Review Assessment Processes.** Regularly review its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6 )

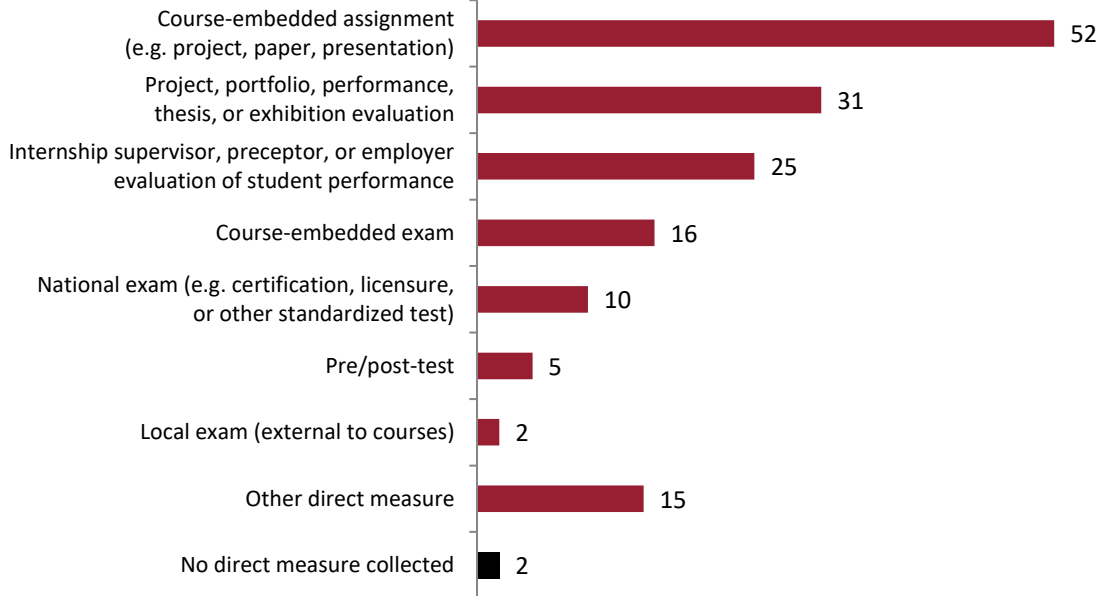
### NWCCU Recommendations for WSU, 2013

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

- **Faculty Responsibility / Online Programs.** 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).
- **Mission Fulfillment.** The evaluation committee recommends that the University incorporate student learning outcomes summary information into the evaluation of overall mission fulfillment (Standard 1.B.2).

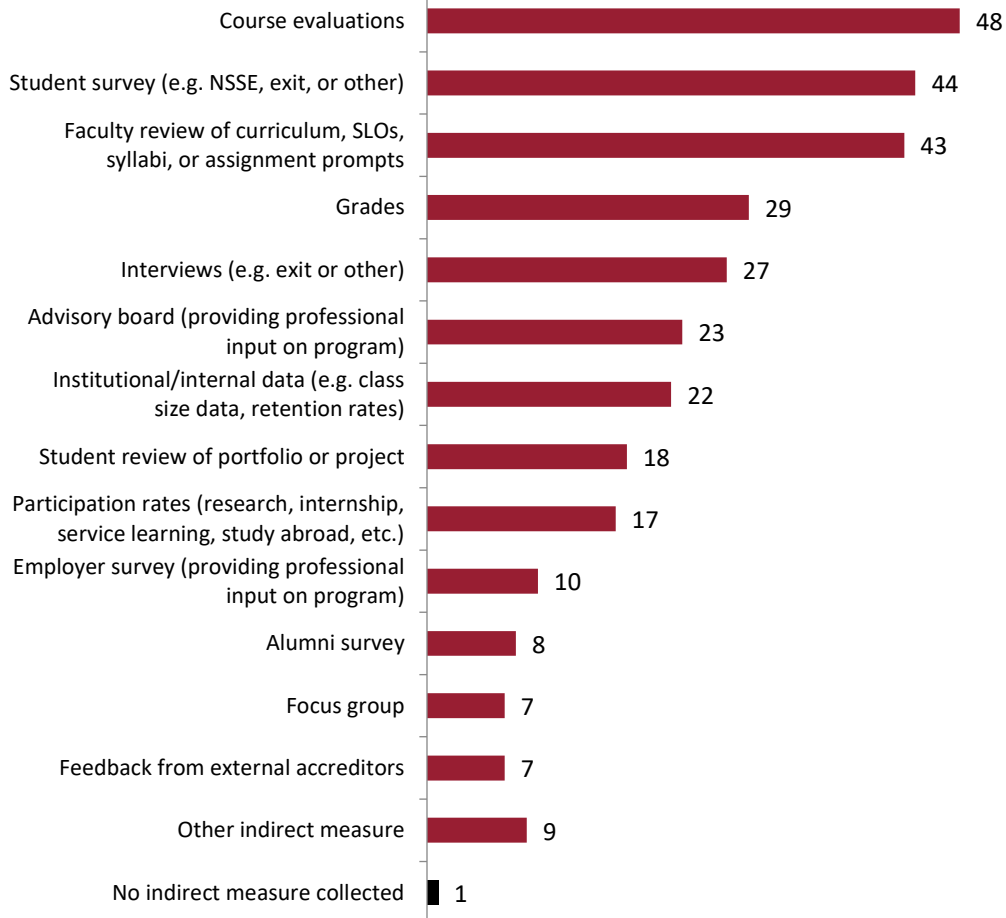
## Appendix D: Types of Direct and Indirect Measures

### Types of Direct Assessment Measures Collected in Past Year 2017 Undergraduate Degree Program Assessment Reports (63 Degrees)



*Note: Will not sum to 63 because some degrees collected multiple types of measures*

### Types of Indirect Assessment Measures Collected in Past Year 2017 Undergraduate Degree Program Assessment Reports (63 Degrees)



*Note: Will not sum to 63 because some degrees collected multiple types of measures*

## Appendix E: Senior-level Direct Measures

Types of Senior-level Direct Assessment Measures Collected in Past Year 2017 Undergraduate Degree Program Assessment Reports (63 Degrees)						
College	Course-embedded assignment (e.g. project, paper, presentation)	Project, portfolio, or performance evaluation	Internship, preceptor, or employer evaluation	Course-embedded exam	National exam (e.g. licensure, certification, or other)	Other senior-level direct measure
CAHNRS	AgFoodSystems AnimalSci Apparel-AMDT EarthEnvrSci <sup>1</sup> EconSci FoodSci HumanDevelop IntPlantSci	AgFoodSystems AnimalSci Apparel-AMDT EarthEnvrSci <sup>1</sup> EconSci FoodSci InteriorDesign IntPlantSci LandscapeArch	Apparel-AMDT EarthEnvrSci <sup>1</sup> EconSci FoodSci HumanDevelop IntPlantSci	AnimalSci EconSci FoodSci		AnimalSci FoodSci
CAS	Anthro Biology CompEthnicStudies DigitalTech-P,TC EarthEnvrSci <sup>1</sup> English History Humanities Music_BA Music_BMus Phil PoliSci PublicAffairs SocialStudies Sociology WomensStudies Zoology	Chem_BS DigitalTech-V EarthEnvrSci <sup>1</sup> FineArts_BA FineArts_BFA Music_BA Music_BMus Psych PublicAffairs	CrimJ DigitalTech-V EarthEnvrSci <sup>1</sup> Humanities SocialSci	Biology Zoology	Chem_BS ForeignLang-DFLC	AsiaStudies Music_BA Music_BMus Physics PublicAffairs Sociology
VCEA	BioEngr ChemEngr CompEngr CompSci_BA-P,TC CompSci_BS-P,TC,V ElectEngr-TC,V MaterialSciEngr MechEngr-P,TC,V	Arch CivilEngr CompEngr CompSci_BS-V ConstructMgmt ElectEngr-P,V MechEngr-V		BioEngr CompSci_BA-TC CompSci_BS-TC,V ElectEngr-V MechEngr-P,TC,V	ChemEngr CivilEngr ConstructMgmt MechEngr-P	CivilEngr CompSci_BA-P CompSci_BS-P ElectEngr-V
CCB	Hospitality	Hospitality	Hospitality			BusAdmin
COE	AthleticTrain KinesSportSci SportMgmt	EdTeacher KinesSportSci SportMgmt	AthleticTrain EdTeacher KinesSportSci SportMgmt		AthleticTrain EdTeacher	EdTeacher
CVM	Biochem GenCellBio Micro Neurosci	Neurosci				
Murrow	Communication					
CON		Nursing	Nursing	Nursing	Nursing	
Medicine-Health Sci	Speech-SHS	Speech-SHS				Nutrition-NEP Speech-SHS
<b>Total <sup>2</sup></b>	<b>42</b>	<b>31</b>	<b>16</b>	<b>11</b>	<b>9</b>	<b>16</b>

<sup>1</sup> The School of the Environment is a cross-college academic unit located within both CAHNRS and CAS.

<sup>2</sup> Will not sum to 63 because some degrees collected multiple types of measures and three did not collect a direct measure at the senior-level in the past year (Note: The BA in Chemistry was approved in Fall 2016 and reported for the first time in 2017).

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

**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 2017 annual assessment reports from WSU's undergraduate programs in order to:

1. Provide a snapshot of undergraduate program-level assessment at WSU.
2. Support systematic assessment throughout the university in ways that are useful to widely different programs.
3. Provide data for discussion and decision-making.
4. Document assessment that supports institutional accreditation, by requiring all degree-granting undergraduate programs to regularly update the key elements of their program assessment.
5. Align annual assessment reporting with NWCCU standards and the seven year cycle for regional accreditation.

**Note:** This 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 undertaken by programs.

## Appendix G: Office of Assessment of Teaching and Learning (ATL) Framework, Support and Services

### 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) ensure programs report on assessment annually, c) provide key services for assessment, d) help faculty and leadership build and deepen quality assessment over time, and e) position WSU to meet the NWCCU's new accreditation standards.

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 2013 to 2018, ATL is working with programs to self-assess key elements, to promote quality and utility.

#### Self-Assessing Key Elements of Assessment

- |                       |         |
|-----------------------|---------|
| 1. SLOs               | 2013-14 |
| 2. Curriculum map     | 2013-14 |
| 3. Direct measures    | 2014-16 |
| 4. Indirect measures  | 2014-16 |
| 5. Assessment plan    | 2017-18 |
| 6. Uses of assessment | 2017-18 |

#### 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.

### 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. Conduct focus groups, workshops; survey or rubric online set up and delivery; data collection and analysis
3. Develop good practice guidelines for assessment, curriculum and assignments; maintain website/resources
4. Consult on design of course evaluation instruments/reports, implementing good practices in local context
5. Support for planning and deeper assessment projects or applications by individual programs/colleges
6. ATL Mini-grants (\$500 max): 16 mini-grants awarded in 2015-17 for specific program assessment projects.



## Appendix H: ATL Mini-grants for Assessment

The following programs received mini-grants of up to \$500 to support a specific program-level assessment project or activity in the 2015-17 academic years. Completed projects may contribute to annual assessment reporting.

<u>Degree Program</u>	<u>Project Title</u>
Asia Program	<i>Student Engagement in Asia Program Assessment: Creating a Module on Disciplinary Approaches</i> (innovation, targeting SLOs)
Chemistry	<i>Direct Assessment of Chemistry Program Learning Goals</i> (direct measure)
DFLC	<i>Pilot an Entrance Placement Testing</i> (direct measure)
English	<i>Curriculum Development and Revision</i> – utilize a student worker to conduct and process interviews with undergraduates to assess student experiences, needs and perceptions; findings are intended to identify areas to target for program development and revision (indirect measure)
Math/ Education	<i>Middle Level Mathematics Endorsement Program Assessment Project</i> – utilize a research assistant to revise a student survey and analyze survey results as well as manage the collection and pilot analysis of student work samples from required courses (indirect measure and direct measure)
Nursing	<i>Building Faculty Assessment Capacity in the CON - create faculty development videos and continuing education materials</i>
Psychology	<i>Dissemination of Program Assessment Outcomes to the Psychology Faculty</i> – utilize a student worker to assist in the compilation, analysis, and organization of assessment data into a comprehensive presentation for Psychology faculty (data analysis and assessment archives)
Public Affairs	<i>Case Conversations – collection of case study scenarios</i> (direct measure)
School of Biological Sciences	<i>Assessment Database Development: Aligning Data from Multiple Sources</i> (data base)
Sociology	<i>Pilot Senior Portfolio Rubric Assessment</i> – utilize a student worker to conduct analysis to test a rubric developed to assess student portfolios (direct measure)
Construction Management	<i>Construction Management Program - Assessment Analysis Phase 1</i> - utilize a student worker for data entry of results from senior exit surveys (data analysis)
Human Development	<i>Qualitative Analysis of Mentor Evaluations of Human Development Interns</i> - utilize a time-slip assistant to organize qualitative data from intern mentor surveys (direct measure)
School of Design & Construction	<i>SDC Assessment Archive</i> - utilize a student worker to help create an assessment archive (archive)
School of Molecular Biosciences	<i>Assessment of Student Learning Gains in the Microbiology Degree with Alignment to Vision &amp; Change</i> - develop and validate concept inventory (direct measure)
Chemistry	<i>Using the Paired Question Technique to Assess Student Learning in General Chemistry</i> (direct measure)
Political Science and Philosophy	<i>Building Bridges Between Direct and Indirect Assessment Measures: Toward More Meaningful Assessment</i> (direct measure and archive)

## Appendix I: Glossary

The glossary below provides definitions for assessment terms, as used throughout this Summary.

**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 students' performances or work products that demonstrate 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 program 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.

**Program-level Assessment:** Measures and assessment tools that faculty use to collaboratively develop, maintain and improve an effective curriculum that promotes student learning through a program of study.

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

**SLO-aligned Assessment:** Assessment measures aligned with achievement of specific learning outcomes. SLO-aligned assessment may be direct measures (such as assessment of skills demonstrated in a senior project) or indirect measures (such as input from a senior focus group on their experience related to a specific SLO).

**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.