WSU-Wide Summary, 2019
Undergraduate Degree Program Assessment Reports

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

WSU's undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. This summary compiles 2019 data from annual program assessment reports, and, like the annual reports themselves, the summary looks at key or representative activities and uses in order to provide a useful snapshot for leadership; it is not intended to show all assessment undertaken by WSU programs (see Appendix A, Purpose and Scope of Annual Assessment Reports and Summary). Because effective assessment takes time, this summary provides information on the most recent year and on the past three years.

This document summarizes 2019 data from undergraduate program assessment reports; the 70 reports submitted represent 66 undergraduate degrees, with over 90 majors, 80 minors, and 100 in-major specializations (see Appendix B for a list of all Undergraduate Degrees Reporting).

Reporting Thresholds. For the first time, in 2019, a threshold was established by which undergraduate degree programs with fewer than six senior certified majors for the degree overall (using spring 2019 census records in OBIEE) were not required to submit a regular annual program assessment report, and instead submitted an alternative assessment briefing to ATL. The *BA in Asian Studies* and *BA in Women's Studies* fell below the threshold and filed alternative briefings to ATL this year; this summary excludes these two degrees for 2019. Additionally, this year multi-campus undergraduate degree programs with fewer than six senior certified majors on a particular campus (using spring 2019 census records in OBIEE) were not required to report on assessment for that particular campus.[1] These thresholds are intended to recognize that—while faculty are expected to assess student learning and use results to improve their degree program—small numbers of senior majors may impact a program's ability to meet all expectations for program assessment each year, or, in a given year, may warrant a deeper focus in one area than another. (See Appendix A.)

WSU Context. Overall, the university's undergraduate degree offerings continue to expand, with more degrees approved to extend to another campus, location, or online in the next academic year. WSU's undergraduate environment is experiencing other changes, including increased student enrollment, the launch of the next institutional strategic planning process, and a new provost as of August 2019. Annual undergraduate program assessment reporting piloted a new section designed to help the university respond to its accreditor recommendation about learning outcomes summary data (see page 12.)

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. WSU is a dynamic university and, 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. For example, faculty might decide to adjust a measure or process to increase the quality of their data, or a program might pilot a new measure with several iterations needed to produce meaningful data. New programs may actively develop and refine their assessment elements over several years. WSU's approach encourages deeper involvement in assessment and increases in quality over time as programs make improvements to meet evolving needs (see Appendix C, Quality Indicators and Targets).

Overall. 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. *Program-level assessment enhances student learning.*

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[1] Below Threshold: For 2019 reporting, the BS Agricultural and Food Systems (Everett), BS in Data Analytics (Vancouver, Everett, and Global), BS in Economic Sciences (Global), B of Fine Arts (Tri-Cities), BA in History (Global), BA in Hospitality Business Management (Tri-Cities), BA in Humanities (Tri-Cities), and BA in Sociology (Global) fell below the threshold of six or more senior certified majors on these campuses.

WSU Undergraduate Assessment Areas of Strength

A. **Faculty Engage in Assessment Activities.** Substantially all programs reported that faculty engaged in assessment activities in 2019 (98%).[2] Additionally, substantially all programs reported that in the past year assessment was discussed by program leadership (97%) and a faculty committee (94%). (See page 15.)

B. **Undergraduate Degree Programs Collect Indirect Measures.** In 2019, substantially all programs collected at least one indirect measure (95%), providing information associated with student learning, motivation, perceived success, or satisfaction. (See page 9.)

C. **Undergraduate Degree Programs Use Assessment to Inform Decision-making.** In 2019, substantially all programs reported making decisions based on assessment (92%), which included decisions about curriculum, instruction, advising, scheduling, facilities, policy, or other changes. (See page 13.)

D. **Programs Have Assessment Plans and Archives in Place.** Substantially all programs reported that they had an assessment plan (91%) and archive (92%) in place. Together, this infrastructure helps make evidence of student learning readily available for faculty and departments to use in decision-making, and reduces the logistical burden on faculty conducting assessment. (See page 19.)

WSU Undergraduate Assessment Areas for Attention

A. **Ensuring Program Assessment Elements are in Place, to Contribute to 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, in 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 assessment elements in place.

Having all key assessment elements in place is an area for attention in fourteen programs, with seven programs each lacking two or more assessment elements. (See table below and page 7.)

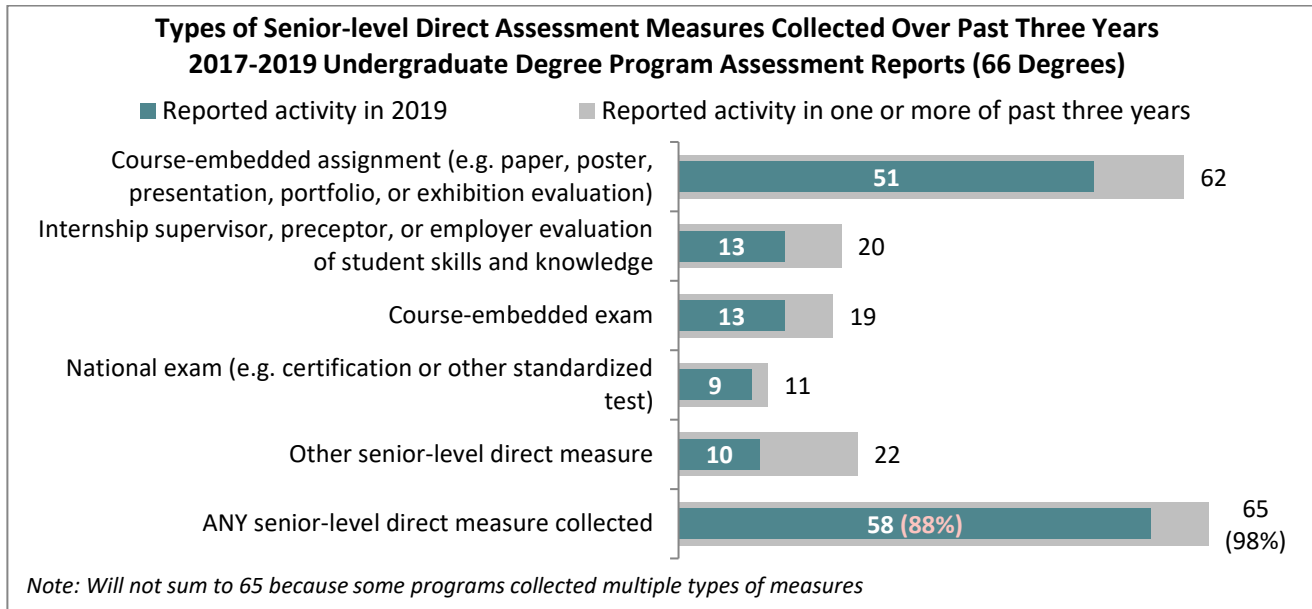| Key Assessment Elements Undergraduate Degree Program Assessment Reports, 2017-2019						
	2017		2018		2019	
Key Elements in Place	**# of Degrees**	**% of Degrees**	**# of Degrees**	**% of Degrees**	**# of Degrees**	**% of Degrees**
Student Learning Outcomes	63	100%	68	100%	66	**100%**
Curriculum Map	60	95%	67	99%	65	**98%**
Direct Measure	61	97%	65	96%	59	**89%**
Indirect Measure	62	98%	66	97%	63	**95%**
Assessment Plan	60	95%	67	99%	60	**91%**
Use of Assessment*	62	98%	66	97%	61	**92%**
Programs with All Six Elements	**57**	**90%**	**61**	**90%**	**52**	**79%**
Total Number of Programs	63	100%	68	100%	66	100%

*Use of Assessment includes use of any program-level assessment; Section 7A of this report looks at uses of assessment aligned with specific student learning outcomes for decisions about curriculum/instruction and faculty/TA development.

B. **Discussing Assessment, Including Faculty Approval of Learning Outcomes, Curriculum Maps, and Measures of Student Learning.** In eight programs, the majority of faculty who teach did not discuss assessment in 2019. Additionally, attention is needed in 28 programs to ensure that faculty who teach regularly approve learning outcomes, curriculum maps, and/or measures. Assessment offers ways for faculty to think about student learning in the curriculum and how to support it in their own classes and departments. Some contexts may require additional efforts, such as interdisciplinary programs. (See pages 8-9 and 15.)

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[2] Faculty engagement in assessment activities may not include all program faculty and, in many programs, instructors and graduate teaching assistants contribute to assessment activities.

C. **Collecting Direct Measures of Student Learning, Including Senior-level Direct Measures.** The collection of a senior-level direct measure of student learning is an area for attention in eight undergraduate programs; and in seven of these programs, a direct measure of student learning was not collected for students at any academic level. (See figure below and pages 9-11.)

Types of Senior-level Direct Assessment Measures Collected Over Past Three Years
2017-2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

■ Reported activity in 2019   ■ Reported activity in one or more of past three years

Measure	Reported activity in 2019	Reported activity in one or more of past three years
Course-embedded assignment (e.g. paper, poster, presentation, portfolio, or exhibition evaluation)	51	62
Internship supervisor, preceptor, or employer evaluation of student skills and knowledge	13	20
Course-embedded exam	13	19
National exam (e.g. certification or other standardized test)	9	11
Other senior-level direct measure	10	22
ANY senior-level direct measure collected	58 (88%)	65 (98%)

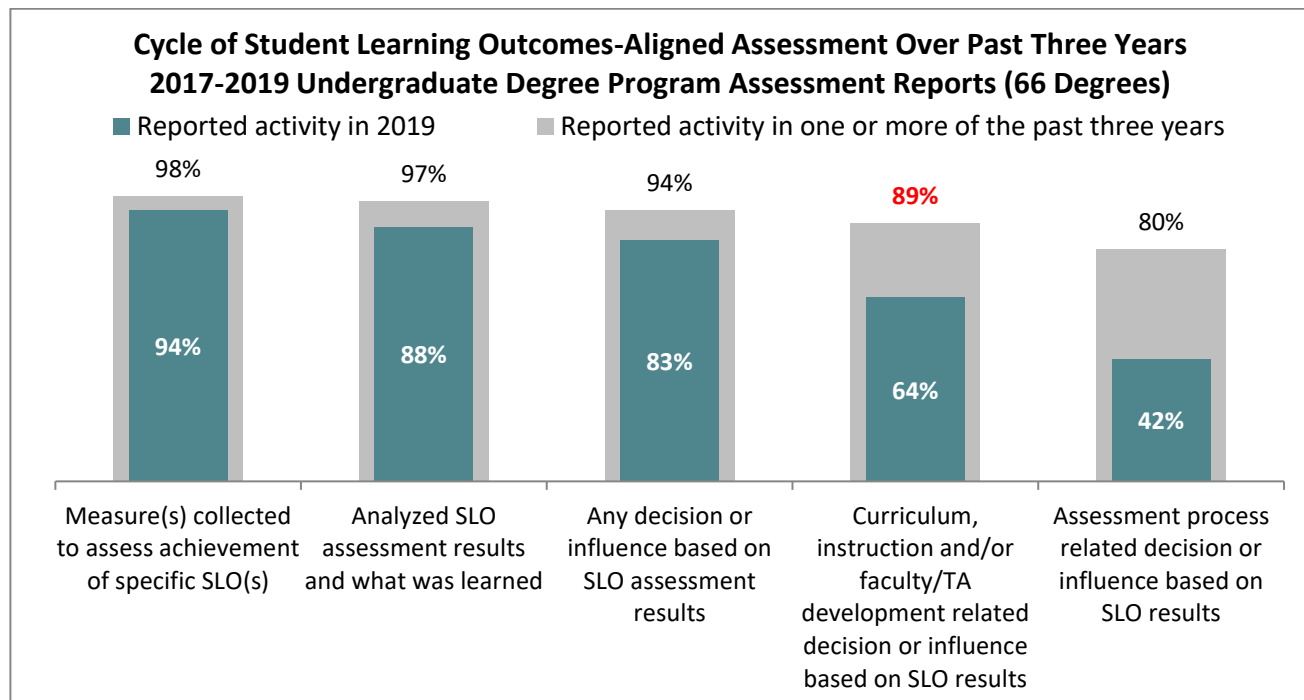*Note: Will not sum to 65 because some programs collected multiple types of measures*

D. **WSU-wide Area for Attention: Evaluating Senior Major Achievement of Program-level Student Learning Outcomes.** In 2018, the NWCCU recommended that WSU incorporate student learning outcomes assessment findings into the evaluation of university mission fulfillment. To support WSU accreditation, in 2019 programs were asked for the first time to report on the extent to which seniors were meeting faculty-determined expectations for the degree's learning outcomes. Summary results from this pilot will be shared university-wide and discussed by academic leadership and programs in 2019-20. WSU expects to review and refine this reporting in 2020, with input from programs and colleges. (See page 12.)

E. **WSU-wide Area for Attention: Assessing Student Learning in Degrees Offered Online.** In 2019, twelve undergraduate degrees were offered fully online as well as on campus, eight of which met the threshold for reporting on assessment for Global Campus (see Appendix A). Of these programs, two did not collect a senior-level direct measure. Assuring educational quality in degrees offered online remains a national concern. In degrees offered online, as well as programs considering extending to online, it is critical for university, campus, college and department leadership to ensure that online students, courses, and teaching faculty are included in assessment activities for degrees offered online, and that programs collect senior-level measures with sufficient sample size and representation. (See page 16.)

F. **WSU-wide Area for Attention: Assessing Student Learning in Multi-campus Programs.** In 2019, 27 undergraduate degrees were offered on more than one campus and reported on assessment (see Appendix A). While substantially all multi-campus programs collected a senior measure on each campus in 2019 (93%), nine programs did not collect senior *direct* measures for each campus. Additionally, while substantially all multi-campus programs reported including faculty from each campus in discussions of assessment in 2019 (93%); program-level student learning outcomes and curriculum maps were not approved by faculty on each campus in three programs, and in four programs measures were not approved by faculty on each campus. In degrees offered at more than one campus/location, as well as programs considering extending to additional campuses/locations, it is critical for university, campus, college and department leadership to ensure that assessment is prioritized and resourced to include students, courses, and faculty from all campuses and locations offering the degree. (See pages 17-18.)

WSU Undergraduate Assessment Areas for Continued Monitoring

A. **Using Assessment Results Aligned with Specific Learning Outcomes to Improve Curriculum and Instruction.**
   While undergraduate programs have improved their practices for completing the assessment cycle, using learning outcomes-aligned assessment results to improve curriculum and instruction remains an area to monitor. Over the past three years, seven programs have not reported using SLO-aligned assessment to inform decisions about curriculum, instruction, or faculty development; however, of these seven programs, three reported on assessment for the first time as new programs in 2018. While all forms of assessment can provide useful information for program improvement, assessment aligned with specific learning outcomes is crucial to supporting quality undergraduate curricula and student achievement. WSU's goal is to see substantially all (≥ 90%) programs use SLO-aligned results to inform program decisions about curriculum, instruction, or faculty development within a given three-year period. (See figure below and page 14.)

Cycle of Student Learning Outcomes-Aligned Assessment Over Past Three Years
2017-2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

■ Reported activity in 2019   ■ Reported activity in one or more of the past three years

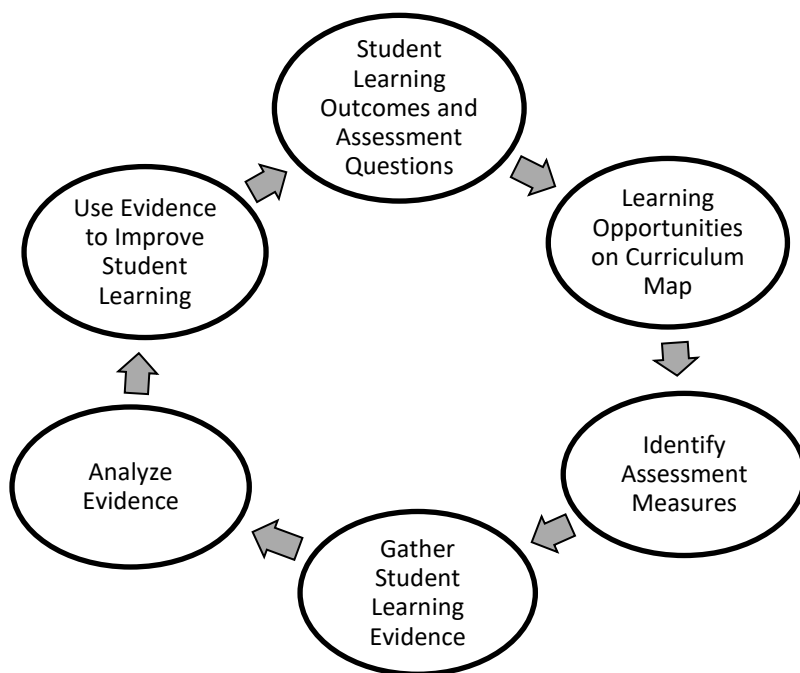| Measure(s) collected to assess achievement of specific SLO(s)	Analyzed SLO assessment results and what was learned	Any decision or influence based on SLO assessment results	Curriculum, instruction and/or faculty/TA development related decision or influence based on SLO results	Assessment process related decision or influence based on SLO results
98%	97%	94%	89%	80%
94%	88%	83%	64%	42%

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 emphasized, 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.

Student Learning Outcomes and Assessment Questions → Learning Opportunities on Curriculum Map → Identify Assessment Measures → Gather Student Learning Evidence → Analyze Evidence → Use Evidence to Improve Student Learning → (back to start)

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 that faculty are already doing and supports collective efforts to improve teaching and learning.

Annual Reporting and WSU Accreditation
WSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). One goal of annual assessment reporting is to document regular assessment activities and uses of assessment by undergraduate academic programs, to help meet regional accreditation standards. (See Appendix D for a selected list of NWCCU Standards and Recommendations relevant to academic programs.)

3. Key Elements for Effective Program-level Assessment

All WSU undergraduate degree programs reported[3] on their *Key Assessment Elements*[4] for systematic, effective assessment, as identified by ATL in 2011 and as developed by programs to fit their unique context and needs.

With a number of degrees in transition, 2019 reports show that fewer programs—just **79%**—have all six elements in place, down from **90%** in each of the prior two years (Table 1). Of the fourteen programs without all key elements in place, seven lack two or more elements.

Table 1

Key Assessment Elements Undergraduate Degree Program Assessment Reports, 2017-2019						
	2017		**2018**		**2019**	
Key Elements in Place	**# of Degrees**	**% of Degrees**	**# of Degrees**	**% of Degrees**	**# of Degrees**	**% of Degrees**
Student Learning Outcomes	63	100%	68	100%	66	**100%**
Curriculum Map	60	95%	67	99%	65	**98%**
Direct Measure	61	97%	65	96%	59	**89%**
Indirect Measure	62	98%	66	97%	63	**95%**
Assessment Plan	60	95%	67	99%	60	**91%**
Use of Assessment*	62	98%	66	97%	61	**92%**
Programs with All Six Elements	**57**	**90%**	**61**	**90%**	**52**	**79%**
Total Number of Programs	63	100%	68	100%	66	100%

Use of Assessment includes use of any program-level assessment; Section 7A of this report looks at uses of assessment aligned with specific student learning outcomes for decisions about curriculum/instruction and faculty/TA development.

AREA FOR ATTENTION. WSU expects substantially all programs (≥90%) to continuously have their assessment elements in place and updated. Of the fourteen programs without all key elements in place, seven programs lack two or more assessment elements; many of these are relatively new or reorganized programs, where it will be important for department or school leadership to explicitly prioritize assessment in the new academic year. ATL is available to work with programs to develop or improve the usefulness of their Key Assessment Elements.

University-wide Target and Rationale. The university's overarching goal is for assessment to be meaningful and useful to faculty and students. In any given year, a number of programs may experience a change in their program context, prompting faculty to revisit basic processes or tools, for example adjusting a particular measure or process to increase the quality of their data. New programs may actively develop and revise their assessment elements over several years. 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.

WSU Strategic Plan. Tracking 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: NWCCU Standards Related to Key Assessment Elements. To maintain institutional accreditation, WSU must: document through an effective, regular, and comprehensive system of assessment that students achieve course, program and degree learning outcomes (**4.A.3**); and use results of assessment of student learning to inform academic and learning-support planning and practices intended to improve student learning (**4.B.2**).

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[3] 66 undergraduate degrees reported on assessment in 2019, including over 90 majors, 80 minors, and 100 in-major specializations, and are listed in Appendix B. See Appendix A for scope of annual assessment reports.
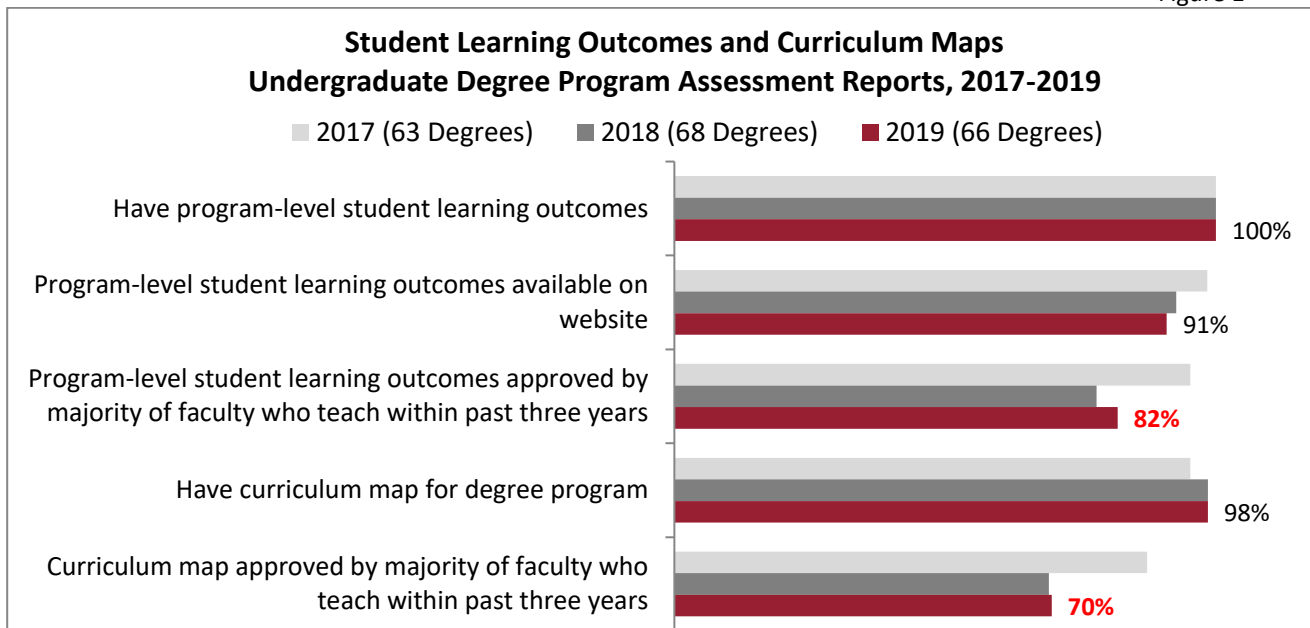
[4] See Glossary (Appendix E) for a definition of each key element.

4. Student Learning Outcomes and Curriculum Maps

Student Learning Outcomes. Program-level student learning outcomes (SLOs) represent core skills and knowledge students should develop through a curriculum or program of study. In 2019, all programs had program-level SLOs in place (100%), with substantially all posted on the program/department website (91%) allowing quick access by students, faculty, staff, and the public (Figure 1). However, in 12 programs, faculty who teach have not approved program-level SLOs within the past three years.

Curriculum Maps. Curriculum maps are a tool used to support the alignment of core courses and program SLOs. While substantially all programs had a curriculum map in 2019 (98%), in 20 programs, the majority of faculty who teach have not approved the map within the past three years (Figure 1). *Note: Faculty-developed curriculum maps help each instructor understand how courses situate in the curriculum, and the essential contributions that each 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 or reviewing 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 and learning.*

Figure 1

Student Learning Outcomes and Curriculum Maps
Undergraduate Degree Program Assessment Reports, 2017-2019

2017 (63 Degrees)   2018 (68 Degrees)   2019 (66 Degrees)

- Have program-level student learning outcomes: **100%**
- Program-level student learning outcomes available on website: **91%**
- Program-level student learning outcomes approved by majority of faculty who teach within past three years: **82%**
- Have curriculum map for degree program: **98%**
- Curriculum map approved by majority of faculty who teach within past three years: **70%**

AREA FOR ATTENTION. Faculty review and approval of SLOs and/or curriculum maps are areas for attention in 22 programs. WSU expects substantially all programs (≥90%) to have SLOs and curriculum maps approved, formally or informally, within a three-year period by the majority of faculty who teach, in order to maintain currency and help instructors advance program-level student learning outcomes achievement. About half of programs reported revising or developing program-level SLOs in 2019, and/or indicated that program SLOs were in need of revision. Roughly three-quarters of programs reported revising or developing their curriculum map in 2019, and/or indicated that their map was in need of revision. This reporting suggests a considerable amount of change in some undergraduate courses or majors, with continued attention needed. ATL offers consultations and workshops for program faculty updating SLOs and curriculum maps.

WSU Accreditation: NWCCU Standards Related to Student Learning Outcomes and Curriculum Maps. To maintain 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**); and ensure that curricula demonstrate a coherent design, with appropriate breadth, depth, sequencing of courses, and synthesis of learning (**2.C.4**).
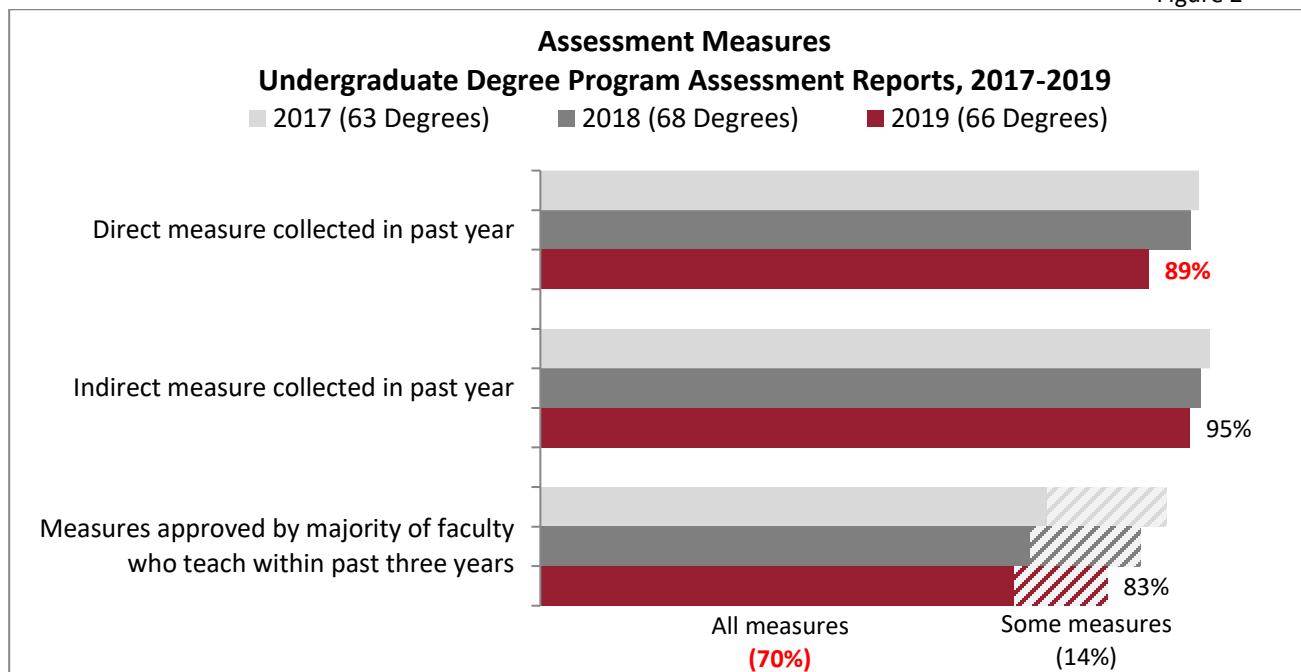
5. Measures of Student Learning

Assessment measures provide a means to look at student performance and offer evidence about student learning in the curriculum, provide information about program strengths and weaknesses, and guide decision-making.

A ***direct measure*** is a measure of students' performance or work products that demonstrates skills and knowledge, and typically includes course-embedded assignments (e.g., projects, papers, presentations) and exams, licensure or other national exams, and internship or supervisor evaluations of skills and knowledge.

An ***indirect measure*** is information associated with learning, motivation, perceived success, or satisfaction, and typically includes student perspectives and experiences (e.g., surveys, focus groups, interviews); professional perspectives (e.g., faculty review of curricula and assignments, input from industry partners, employer surveys); and indicators of progress or success (e.g., grades, participation rates, retention data).

Substantially all programs collected at least one *indirect* measure (95%) of student learning in the past year; however, seven programs did not collect a *direct* measure of student learning (Figure 2). Additionally, in 20 programs, faculty who teach have not approved all measures of student learning within the past three years. (See Appendix F for types of direct and indirect measures collected in the past year.)

Figure 2

Assessment Measures
Undergraduate Degree Program Assessment Reports, 2017-2019
2017 (63 Degrees)   2018 (68 Degrees)   2019 (66 Degrees)

- Direct measure collected in past year — **89%**
- Indirect measure collected in past year — 95%
- Measures approved by majority of faculty who teach within past three years — 83%

All measures **(70%)**   Some measures (14%)

AREA FOR ATTENTION. The collection of a direct measure of student learning is an area for attention in seven undergraduate programs. Additionally, faculty review and approval of measures is an area for attention in 20 undergraduate programs where all measures are not yet approved by faculty who teach. WSU expects substantially all programs (≥90%) to collect one or more direct measures of student learning and to have measures approved, formally or informally, within a three-year period by the majority of faculty who teach. Regular review and approval of measures by faculty helps ensure that measures are meaningful and credible to faculty, and are useful relative to the curriculum and students. In 2019, roughly two-thirds of programs reported that faculty worked to revise or develop assessment measures, or that measures needed revision. ATL is available to consult with programs to develop measures and/or increase the quality and utility of measures and data analysis, and to scale up pilots in sustainable ways.

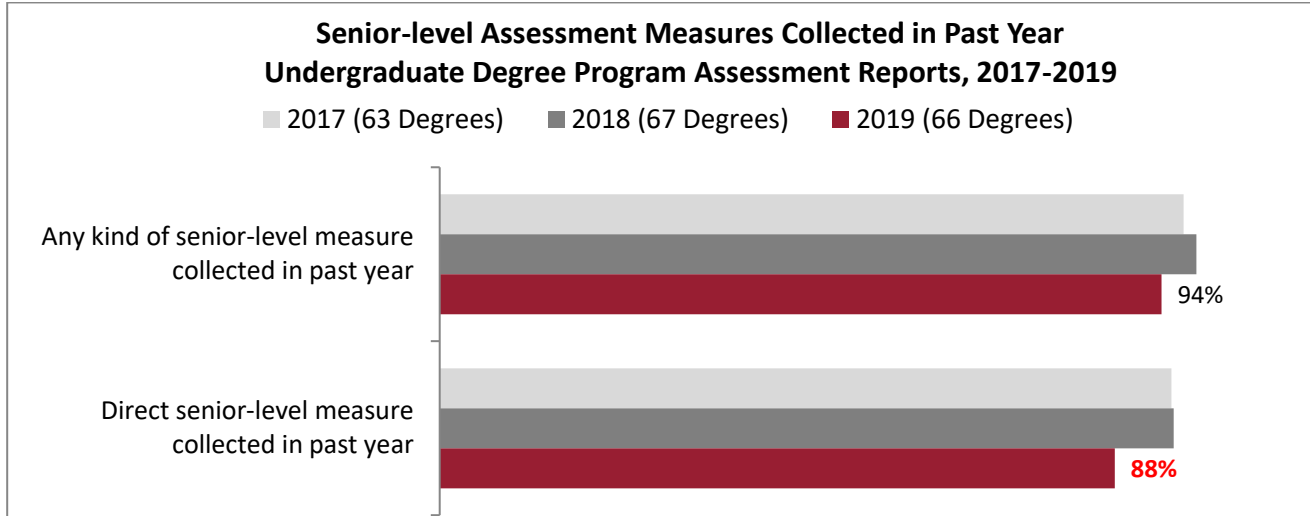**WSU Accreditation: NWCCU Standards Related to Measures of Student Learning.** To maintain institutional accreditation, WSU must: ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement (**2.C.5** and **4.A.3**); and ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results (**4.A.6**).

5.A. Measuring Learning at the Senior-level

An effective system of assessment includes measures at the senior level, near graduation, providing programs with information about learning outcomes achievement and experiences as students are completing the curriculum.
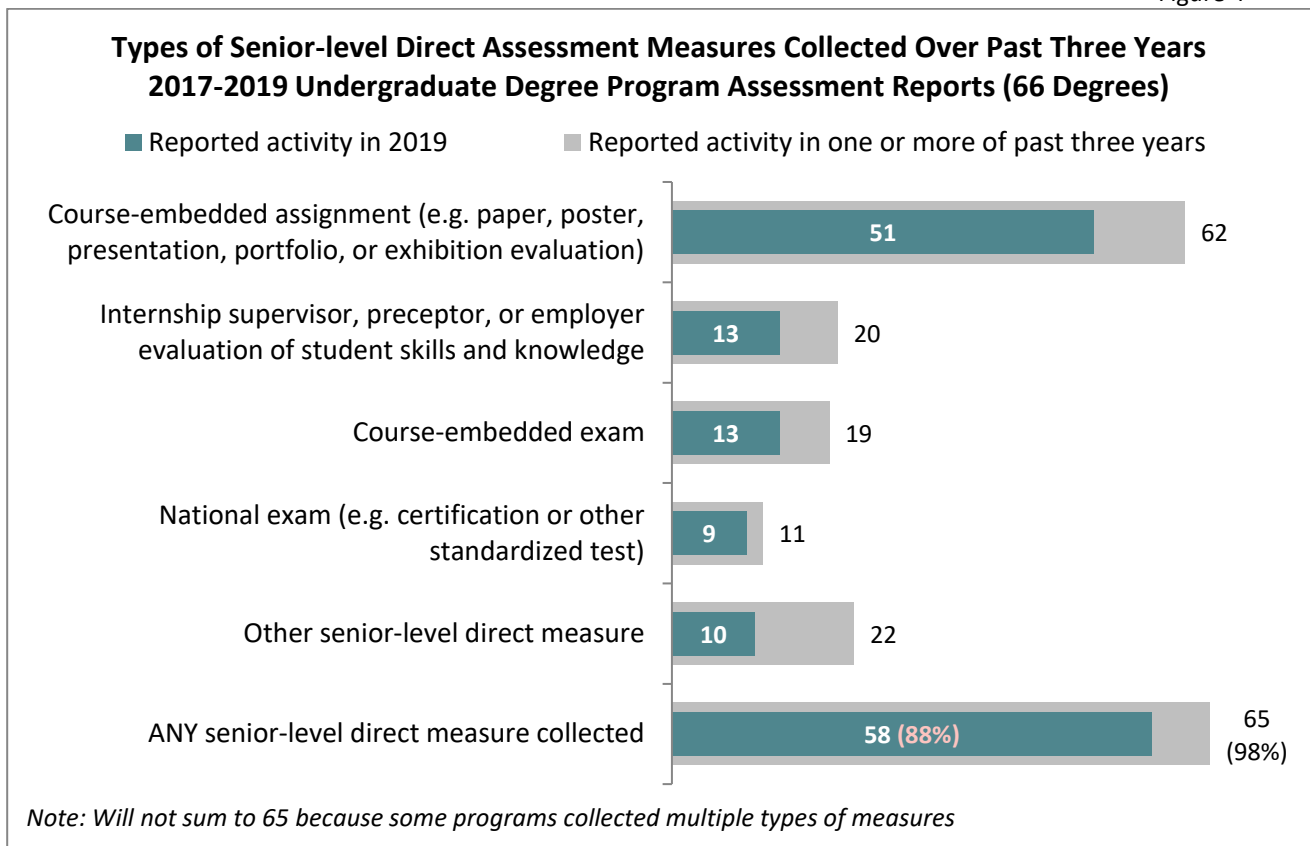
Substantially all programs are assessing their senior majors (94%); however eight programs did not collect a senior-level direct measure of student learning achievement in 2019 (Figure 3).

Figure 3

Senior-level Assessment Measures Collected in Past Year
Undergraduate Degree Program Assessment Reports, 2017-2019

■ 2017 (63 Degrees)　■ 2018 (67 Degrees)　■ 2019 (66 Degrees)

- Any kind of senior-level measure collected in past year — **94%**
- Direct senior-level measure collected in past year — **88%**

Each program collects senior measures that best fit its unique context, with a wide variety of measures represented across the university. Over the past three years, many programs have drawn senior-level direct assessment from course-embedded assignments, internships, or exams (Figure 4). (See Appendix G for a table of senior direct measures collected by each program.)

Figure 4

Types of Senior-level Direct Assessment Measures Collected Over Past Three Years
2017-2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

■ Reported activity in 2019　■ Reported activity in one or more of past three years

Measure	Reported activity in 2019	Reported activity in one or more of past three years
Course-embedded assignment (e.g. paper, poster, presentation, portfolio, or exhibition evaluation)	51	62
Internship supervisor, preceptor, or employer evaluation of student skills and knowledge	13	20
Course-embedded exam	13	19
National exam (e.g. certification or other standardized test)	9	11
Other senior-level direct measure	10	22
ANY senior-level direct measure collected	58 (88%)	65 (98%)

Note: Will not sum to 65 because some programs collected multiple types of measures

A Deeper Look at One Senior-level Direct Measure Collected by Programs in Past Year. Many programs reported that they are actively discussing and may make improvements to one of their senior measures. Nearly half the programs are in the early cycles of collecting or piloting a senior measure or did not collect a senior direct measure in 2019, and nearly three-quarters of programs reported they may make adjustments to improve this measure (Figure 5).

Figure 5
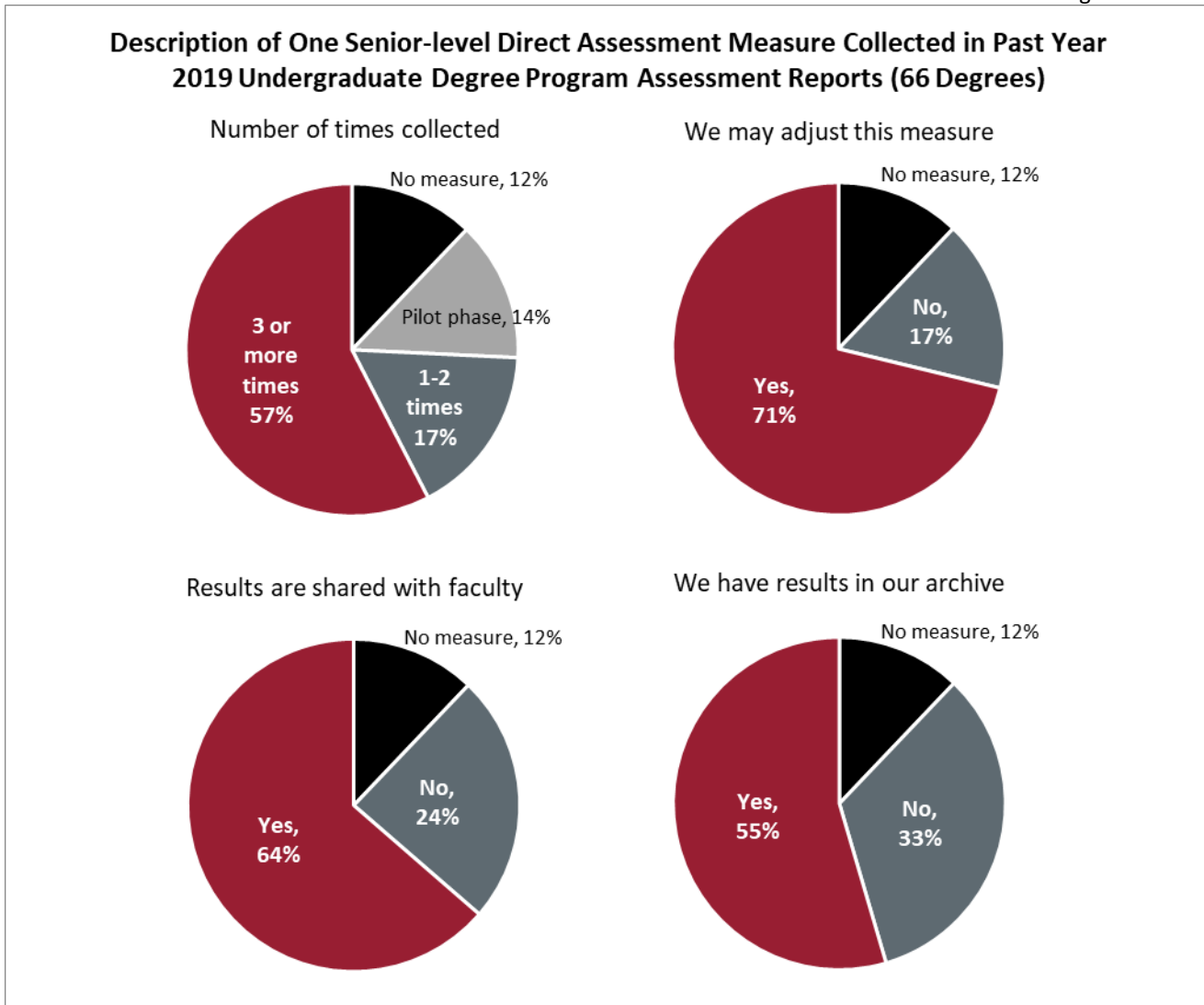
Description of One Senior-level Direct Assessment Measure Collected in Past Year
2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

Number of times collected

- No measure, 12%
- Pilot phase, 14%
- 1-2 times 17%
- 3 or more times 57%

We may adjust this measure

- No measure, 12%
- No, 17%
- Yes, 71%

Results are shared with faculty

- No measure, 12%
- No, 24%
- Yes, 64%

We have results in our archive

- No measure, 12%
- No, 33%
- Yes, 55%

AREA FOR ATTENTION. The collection of a senior-level direct measure of student learning is an area for attention in eight undergraduate programs. Additionally, many programs are piloting new measures and refining existing measures to improve sampling or representation for higher quality data. WSU expects substantially all programs (≥90%) to collect one or more senior-level direct measures of student learning, providing programs with information about learning outcomes achievement and experiences as students are completing the curriculum. ATL is available to consult with programs to develop measures and/or increase the quality and utility of measures and data analysis, and to scale up pilots in sustainable ways.

WSU Accreditation: NWCCU Standards Related to Senior-level Measures of Student Learning. To maintain institutional accreditation, WSU must: document through an effective, regular, and comprehensive system of assessment 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**); ensure that assessment processes evaluate authentic achievement of student learning and provide meaningful results (**4.A.6**); and incorporate student learning outcomes assessment findings into the evaluation of mission fulfillment (**1.B.2**)
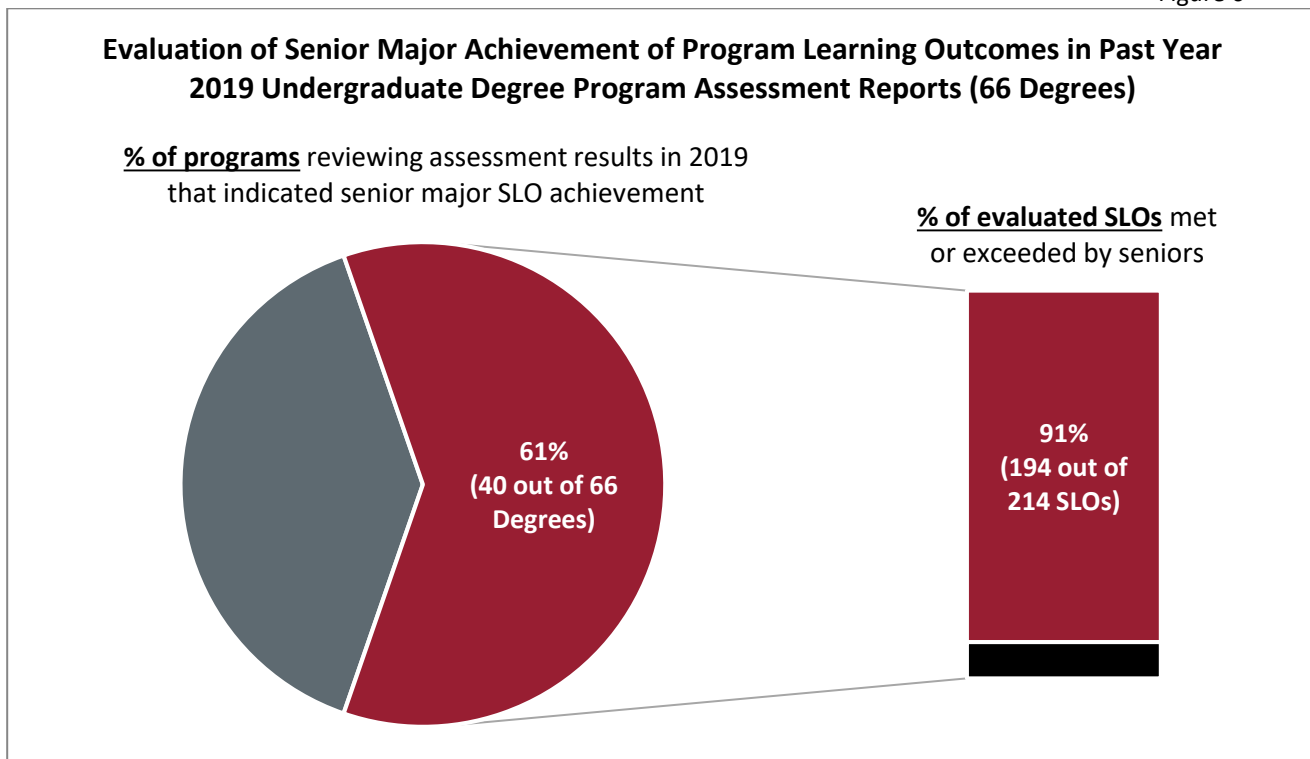
6. Senior Major Achievement of Program-level Student Learning Outcomes

Assessment measures at the senior level, near graduation, provide programs with information about program-level student learning outcomes achievement as students are completing the curriculum. While all program-level SLOs do not need to be measured annually, senior-level achievement of program-level SLOs should be measured/ reviewed within a reasonable cycle.

New reporting. Senior achievement summary information provides a useful overview of student learning achievement for WSU—helping programs demonstrate academic strengths, as well as set priorities for improvement—and also supports WSU's strategic planning and mission fulfillment for university accreditation. To support WSU accreditation, in 2019 programs were asked for the first time to report on the *extent to which seniors were meeting faculty-determined expectations for the degree's learning outcomes.*

Pilot results. Roughly two-thirds of programs reported reviewing assessment results that indicated senior major achievement of program-level student learning outcomes. In these programs, 194 out of the 214 evaluated program-level SLOs (91%) were met or exceeded by students (Figure 6).

Figure 6

Evaluation of Senior Major Achievement of Program Learning Outcomes in Past Year
2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

% of programs reviewing assessment results in 2019 that indicated senior major SLO achievement

% of evaluated SLOs met or exceeded by seniors

61% (40 out of 66 Degrees)

91% (194 out of 214 SLOs)

WSU-WIDE AREA FOR ATTENTION. Summary results from this pilot will be shared university-wide and discussed by academic leadership and programs in 2019-20. WSU expects to review and refine this reporting in 2020, with input from programs and colleges. Roughly one-third of programs reported that they had collected assessments of senior majors on program SLOs, but that faculty had not yet determined the extent to which seniors had achieved them at the level targeted by faculty. It may be that results were unclear or not sufficiently representative of senior majors, or that faculty had not discussed results in relation to a minimum threshold of competency for majors. ATL can assist programs with improving measures or facilitating faculty discussion of minimum thresholds of competency for majors and determining group targets for the program.
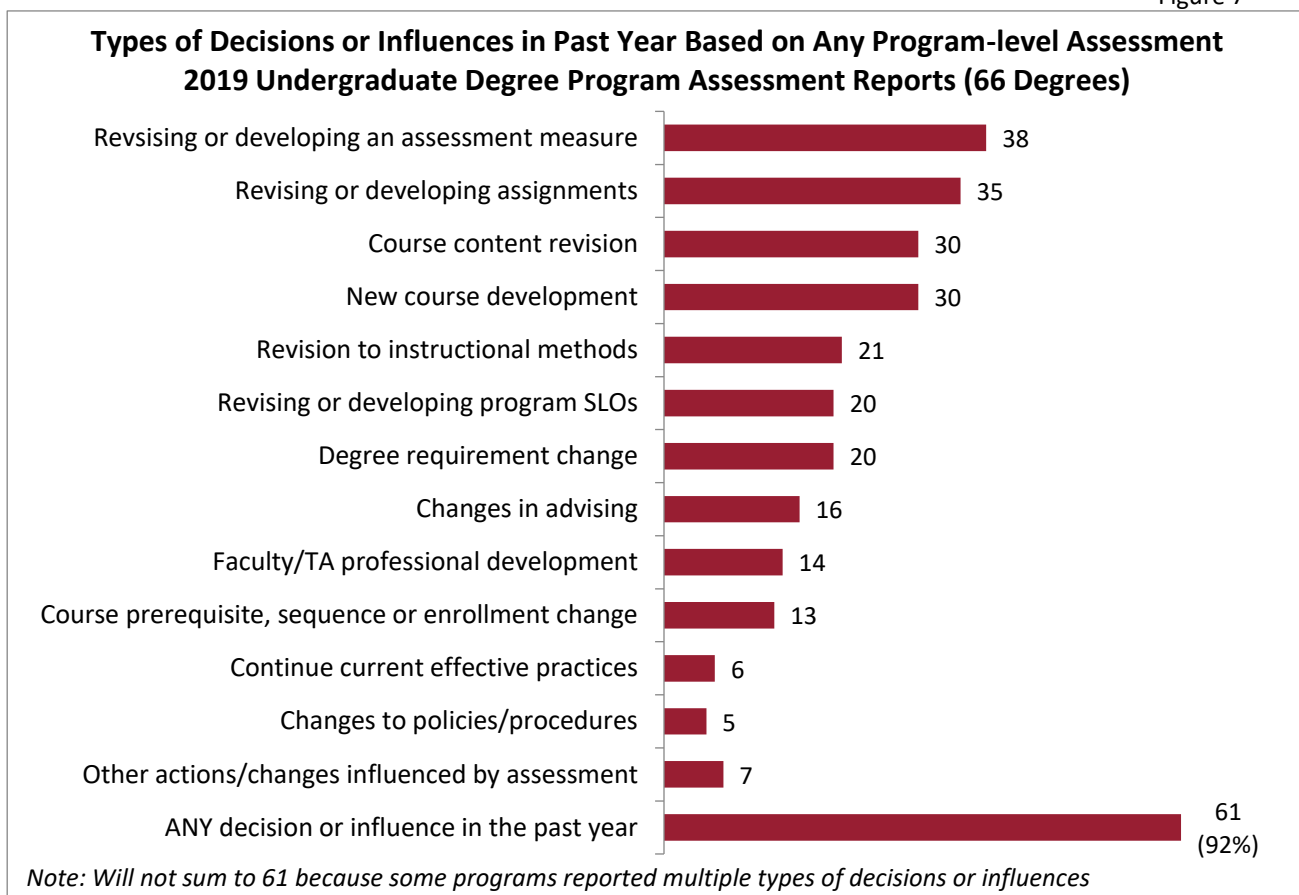
WSU Accreditation: NWCCU 2018 Recommendation and Standards Related to Senior Major SLO Achievement. In 2018, the NWCCU recommended that WSU incorporate student learning outcomes assessment findings into the evaluation of university mission fulfillment (Recommendation and Standard 1.B.2).

7. Using Assessment to Inform Decision-making

Assessment regularly informs reflection and faculty discussion of teaching and learning which contribute to decision-making to support effective teaching, learning, and curricula. Decisions can include choosing to make changes to a program, continue current effective practices, or build on strengths; assessment from a range of sources, including direct and indirect measures, may contribute to these decisions.

In 2019, substantially all programs reported making decisions based on assessment (92%), which included decisions about courses or curriculum, instruction, programs of study or prerequisites, assessment, advising, policy, or other changes (Figure 7).

Figure 7

Types of Decisions or Influences in Past Year Based on Any Program-level Assessment 2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

Type of Decision or Influence	Count
Revsising or developing an assessment measure	38
Revising or developing assignments	35
Course content revision	30
New course development	30
Revision to instructional methods	21
Revising or developing program SLOs	20
Degree requirement change	20
Changes in advising	16
Faculty/TA professional development	14
Course prerequisite, sequence or enrollment change	13
Continue current effective practices	6
Changes to policies/procedures	5
Other actions/changes influenced by assessment	7
ANY decision or influence in the past year	61 (92%)

Note: Will not sum to 61 because some programs reported multiple types of decisions or influences

AREA OF STRENGTH. Programs reported using assessment results and activities to inform a variety of decisions, including revision to courses, curriculum, instructional methods, and assessment processes, an area of strength at WSU. WSU's expects substantially all (≥ 90%) programs use assessment to inform program decisions.
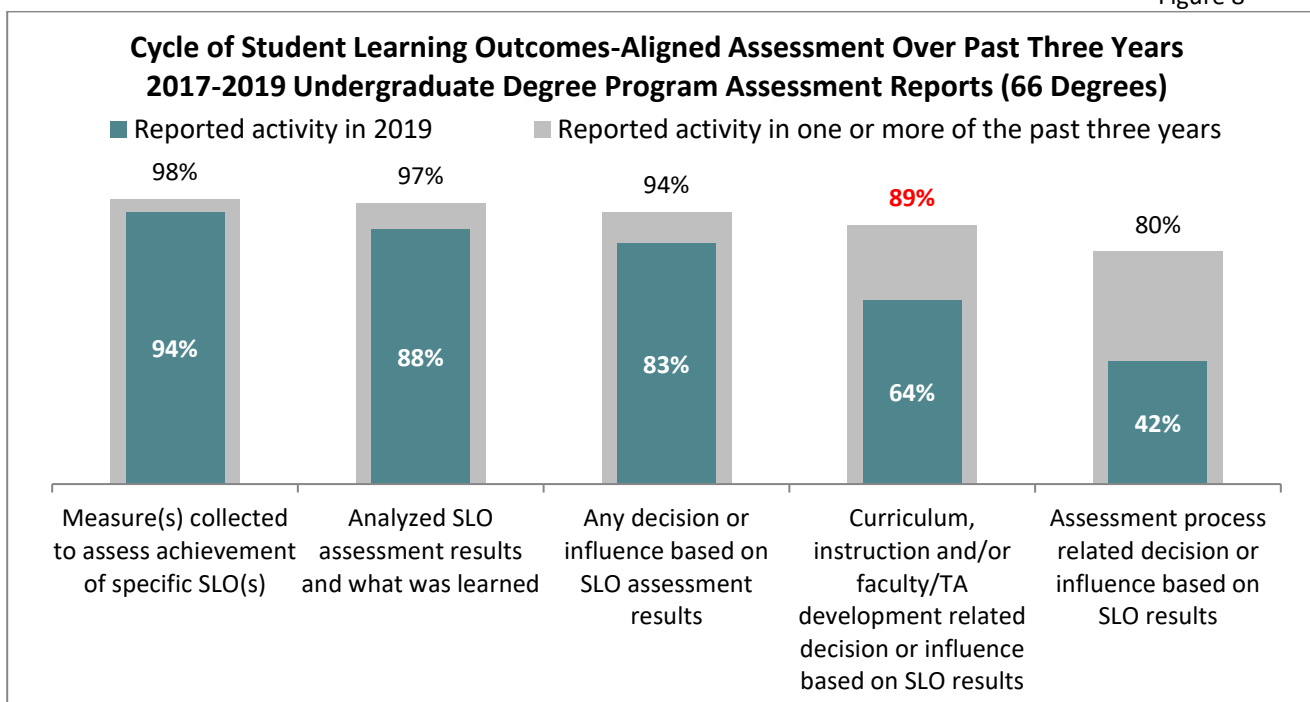
WSU Accreditation: NWCCU Standards Related to Using Assessment Results. To maintain institutional accreditation, WSU must: use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning (**4.B.2**); and use assessment results as part of determining the university's quality, effectiveness, and mission fulfillment (**5.A.2** and **1.B.2**).

7.A.   Using Assessment Results Aligned with Specific Learning Outcomes

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

Over the past three years, substantially all programs have completed at least one cycle of learning outcomes-aligned assessment and used results to inform decisions (94%), with 83% of programs reporting making a decision based on SLO-aligned assessment in 2019 alone (Figure 8). Over the past three years, seven programs have not reported using SLO-aligned assessment to inform decisions about curriculum, instruction, or faculty development—the sort of decisions that can contribute most directly to improving student learning (Figure 8). Of these seven programs, three reported on assessment for the first time as new programs in 2018. *Note: It is not expected that programs complete an assessment cycle every year, or that programs complete an entire assessment cycle for a particular SLO in one academic year (i.e. an action or change in one year may be informed by an assessment measure collected in previous academic years).*
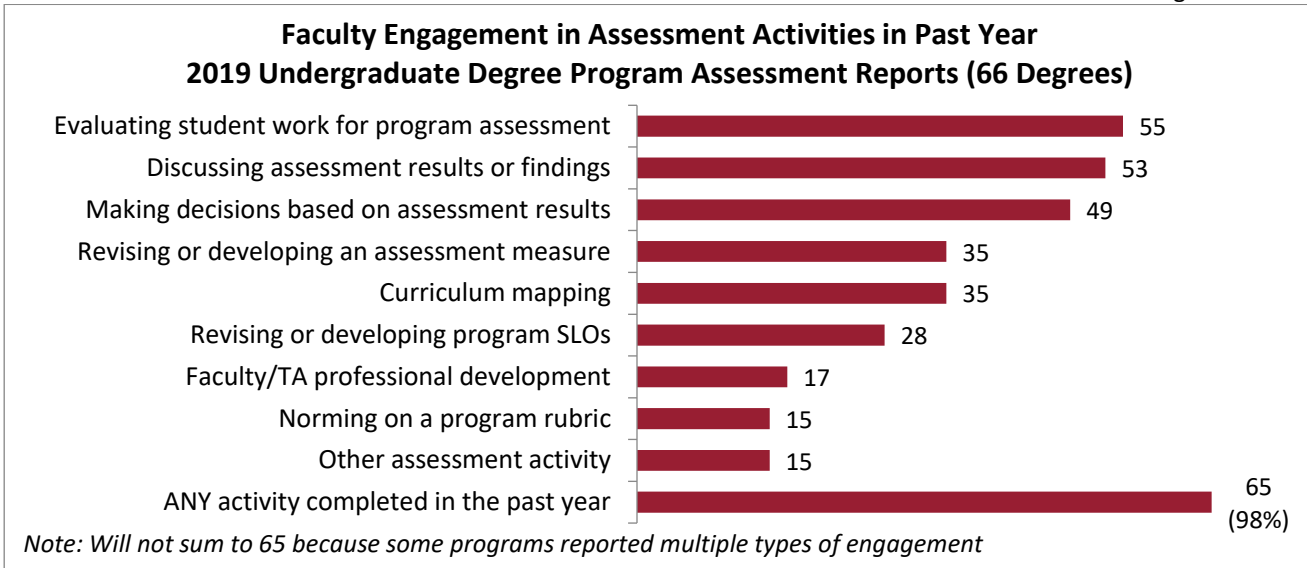
Figure 8

Cycle of Student Learning Outcomes-Aligned Assessment Over Past Three Years
2017-2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

■ Reported activity in 2019   ■ Reported activity in one or more of the past three years

	Measure(s) collected to assess achievement of specific SLO(s)	Analyzed SLO assessment results and what was learned	Any decision or influence based on SLO assessment results	Curriculum, instruction and/or faculty/TA development related decision or influence based on SLO results	Assessment process related decision or influence based on SLO results
Reported activity in one or more of the past three years	98%	97%	94%	89%	80%
Reported activity in 2019	94%	88%	83%	64%	42%

CONTINUE TO MONITOR. While programs have been improving their practices for completing the assessment cycle, attention is needed to mature SLO-aligned assessment and use of results. WSU's goal is to see substantially all (≥ 90%) programs use SLO-aligned results to inform program decisions about curriculum, instruction or faculty development within a given three-year period. While all forms of assessment can provide useful information for program improvement, assessment aligned with specific learning outcomes is crucial to supporting quality undergraduate curricula and student achievement. Use of results can involve changes but also can include the choice to continue effective practices. ATL is available to work with programs on data collection, analysis, and ways to present results for discussion by faculty, or to provide training to faculty/TAs in use of rubrics, norming practices, or other assessment-related professional development.

WSU Accreditation: NWCCU Standards Related to Using Student Learning Assessment Data. To maintain 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 learning and provide meaningful results (**4.A.6**); and use results of assessment of student learning to inform academic and learning-support planning and practices intended improve student learning (**4.B.2**).
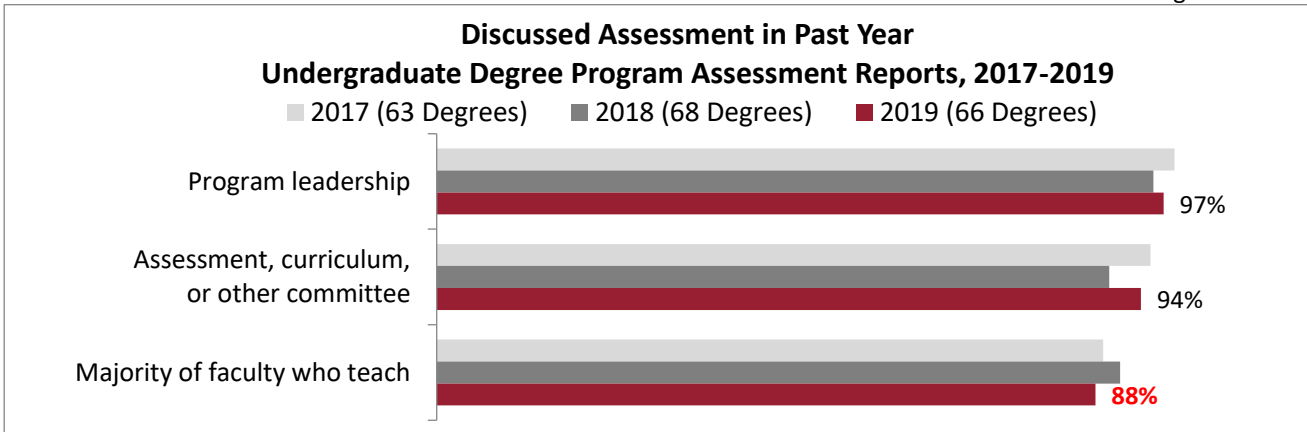
8. Faculty Engagement in Assessment

In addition to the specific task of measuring student achievement, faculty who engage in assessment conduct significant work toward continuous improvement of curriculum, instruction, and assessment. In many programs, clinical faculty, instructors, and graduate teaching assistants contribute to assessment activities. Substantially all programs reported that faculty engaged in assessment activities (98%) in 2019 (Figure 9).[5]

Figure 9

Faculty Engagement in Assessment Activities in Past Year
2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

Activity	Count
Evaluating student work for program assessment	55
Discussing assessment results or findings	53
Making decisions based on assessment results	49
Revising or developing an assessment measure	35
Curriculum mapping	35
Revising or developing program SLOs	28
Faculty/TA professional development	17
Norming on a program rubric	15
Other assessment activity	15
ANY activity completed in the past year	65 (98%)

Note: Will not sum to 65 because some programs reported multiple types of engagement

Faculty play critical roles in interpreting and discussing assessment, which contributes to decisions about curriculum, instruction, professional development, and assessment processes. While substantially all programs reported that assessment was discussed by program leadership (97%) and a faculty committee (94%), in eight programs the majority of faculty who teach did not discuss assessment in 2019 (Figure 10).

Figure 10

Discussed Assessment in Past Year
Undergraduate Degree Program Assessment Reports, 2017-2019
■ 2017 (63 Degrees)   ■ 2018 (68 Degrees)   ■ 2019 (66 Degrees)

Category	2019
Program leadership	97%
Assessment, curriculum, or other committee	94%
Majority of faculty who teach	**88%**

AREA FOR ATTENTION. As noted, in eight programs the majority of faculty who teach did not discuss assessment in 2019. WSU's goal is to see substantially all (≥ 90%) programs report that the majority of faculty who teach discuss assessment annually. Assessment offers ways for faculty to think about student learning in the curriculum and how to support it in their own classes and departments. Many assessment activities can increase shared faculty understanding of the curriculum, teaching, and learning. *Note: Faculty can be recognized in annual review for assessment work, under WSU's Faculty Manual and the EPPM.*

WSU Accreditation: NWCCU Standards Related to Faculty Engagement in Assessment. To maintain institutional accreditation, WSU must ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement (**2.C.5** and **4.A.3**)

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[5] Faculty engagement in assessment activities may not include all program faculty.

9. Degrees Offered Online

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 universities themselves. Effective assessment is essential; at WSU, departments and colleges are responsible for including degrees offered online in program assessment.

As an internal indicator of quality, WSU expects substantially all programs offering a degree online (≥90%) to collect a direct measure of student learning at the senior level, providing information about learning outcomes achievement of their Global Campus students. In 2019, twelve undergraduate degrees were offered fully online as well as on campus, eight of which reported on assessment for Global Campus.[6] Of these programs, one did not collect a senior-level direct measure and another did not collect any senior-level assessment (Table 2).

Table 2

		2017 Direct Senior-level Measure Collected for Online Degree	2018 Direct Senior-level Measure Collected for Online Degree	2019 Direct Senior-level Measure Collected for Online Degree	2019 ANY Senior-level Measure Collected for Online Degree	2019 # of Online Senior Majors as of Spring Census Date**
College	**Degree**					
Business	Business Admin, BA	Yes	**Yes**	**Yes**	**Yes**	**241**
Business	Hospitality Bus Mgmt, BA	Yes	**Yes**	Yes	Yes	**11**
CAHNRS	Human Development, BA	Yes	**Yes**	Yes	Yes	**49**
CAS	Criminal Justice, BA	Yes*	**Yes***	**No**	Yes	**42**
CAS	Humanities, BA	Yes*	**Yes**	Yes	Yes	**41**
CAS	Psychology, BS	Yes	**Yes**	Yes	Yes	**72**
CAS	Social Science, BA	Yes*	**Yes**	Yes	Yes	**157**
Murrow	Strategic Comm, BA	n/a	**No**	**No**	**No**	**27**

Caption: Degrees Offered Online: Senior-level Assessment Measures Collected in Past Year Undergraduate Degree Program Assessment Reports, 2017-2019

*Involved pilot assessments; **# of seniors with certified majors (does not include additional majors) obtained from OBIEE as of the spring 2019 census date (i.e. 10th day of term) with Global as their Campus. Note: The BS in Data Analytics, BS in Economic Sciences, BA in History, and BA in Sociology did not report on assessment for Global Campus in 2019 because they didn't meet the threshold of six or more senior certified majors on Global Campus (using spring 2019 census records in OBIEE).

WSU-WIDE AREA FOR ATTENTION. Assuring educational quality in degrees offered online remains a national concern. In degrees offered online, as well as programs considering extending to online, it is critical for university, campus, college, and department leadership to ensure that online students, courses, and faculty who teach are included in assessment activities for degrees offered online, and that programs collect senior-level measures with sufficient sample size and representation. In particular,
- o Measures collected may need attention to refine instruments and processes to fit the online environment, and to scale up and produce meaningful results.
- o Chairs and directors should review assessment-related capacity and infrastructure to ensure that assessment is prioritized and sufficiently resourced in online and on campus offerings.
- o Extending online typically involves changes to course delivery and assessment, additional attention may initially be needed to manage logistics and complexities.

WSU Accreditation: NWCCU Standards Related to Online Program Assessment. To maintain institutional accreditation, WSU must: ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement, including in online programs (**2.C.5** and **4.A.3**); and incorporate student learning outcomes assessment findings into the evaluation of mission fulfillment (**1.B.2**).

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[6] Below Threshold: The BS in Data Analytics, BS in Economic Sciences, BA in History, and BA in Sociology did not report on assessment for Global Campus in 2019 because they didn't meet the threshold of six or more senior certified majors on Global Campus.
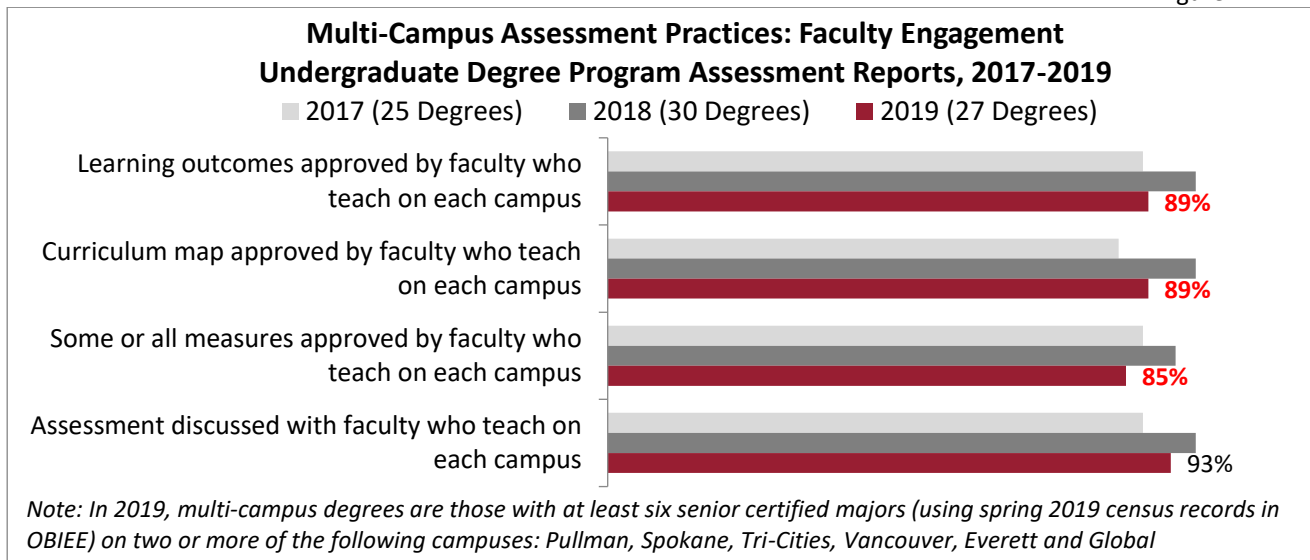
10. Multi-Campus Degrees

In multi-campus degrees,[7] assessment must be prioritized and resourced to include students, courses, and faculty from all campuses and locations offering the degree. As internal indicators of quality, WSU expects substantially all programs (≥90%) offered on multiple campuses to engage faculty on all campuses in discussion about assessment and to collect measures of student learning from seniors on each campus offering the degree.

In 2019, 27 undergraduate degrees were offered on more than one campus and reported on assessment:[8]

- Anthropology, BA (P,V)
- Biology, BS (P,TC,V)
- Business Administration, BA (P,TC,V,G)
- Civil Engineering, BS (P,TC)
- Computer Science, BA (P,TC)
- Computer Science, BS (P,TC,V)
- Criminal Justice and Criminology, BA (P,G)
- Digital Technology and Culture, BA (P,TC,V)
- Earth and Environmental Science, BS (P,TC,V)
- Education, BA (P,TC,V)
- Electrical Engineering, BS (P,TC,V,E)
- English, BA (P,TC,V)
- History, BA (P,TC,V)
- Hospitality Business Management, BA (P,V,E,G)
- Human Development, BA (P,V,G)
- Humanities, BA (P,V,G)
- Integrated Plant Sciences, BS (P,TC)
- Mathematics, BS (P,V)
- Mechanical Engineering, BS (P,TC,V,E)
- Neuroscience, BS (P,V)
- Nursing, BS (S,TC,V)
- Psychology, BS (P,TC,V,G)
- Science, B of (P,TC)
- Social Sciences, BA (P,TC,V,G)
- Sociology, BA (P,V)
- Software Engineering, BS (P,E)
- Strategic Communication, BA (P,V,E,G)

Faculty Engagement. In 2019, substantially all multi-campus programs reported including faculty from each campus in discussions of assessment (93%); however, program-level student learning outcomes and curriculum maps were not approved by faculty on each campus in three programs, and in four programs measures were not approved by faculty on each campus (Figure 11). Many multi-campus programs reported that faculty on each campus participate in approving these elements through participation in regular faculty meetings (where assessment is discussed) or through representation on assessment, curriculum, or other similar faculty committees.
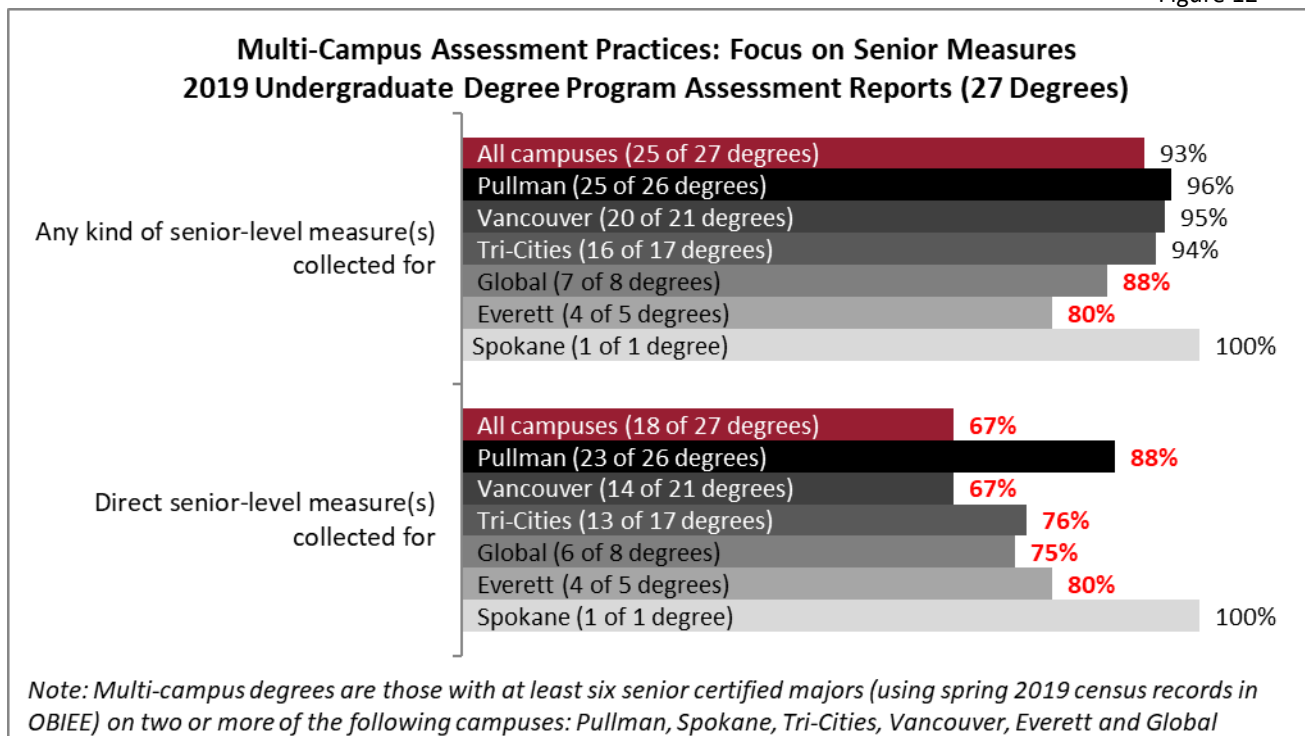
Figure 11

Multi-Campus Assessment Practices: Faculty Engagement
Undergraduate Degree Program Assessment Reports, 2017-2019
■ 2017 (25 Degrees)   ■ 2018 (30 Degrees)   ■ 2019 (27 Degrees)

- Learning outcomes approved by faculty who teach on each campus — **89%**
- Curriculum map approved by faculty who teach on each campus — **89%**
- Some or all measures approved by faculty who teach on each campus — **85%**
- Assessment discussed with faculty who teach on each campus — 93%

Note: In 2019, multi-campus degrees are those with at least six senior certified majors (using spring 2019 census records in OBIEE) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett and Global

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[7] For the purposes of this summary, multi-campus degrees are those with *at least six senior certified majors* (using spring 2019 census records in OBIEE) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett, and Global.

[8] For multi-campus degrees, typically the home campus prepares and submits a single annual undergraduate program assessment report for that degree. However, some degrees submit more than one report, as appropriate for the degree program's structure. In 2019, eight programs had fewer than six senior certified majors on one or more campuses and fell below the reporting threshold for that campus (See Appendix A).

Senior-level Measures. While substantially all multi-campus programs collected a senior measure on each campus in 2019 (93%), nine programs did not collect *senior direct measures* for each campus (Figure 12). Programs reported collecting a variety of senior-level measures on the various campuses/locations, as fits the program and campus context (data not shown).

Figure 12

Multi-Campus Assessment Practices: Focus on Senior Measures
2019 Undergraduate Degree Program Assessment Reports (27 Degrees)

Any kind of senior-level measure(s) collected for
- All campuses (25 of 27 degrees) — 93%
- Pullman (25 of 26 degrees) — 96%
- Vancouver (20 of 21 degrees) — 95%
- Tri-Cities (16 of 17 degrees) — 94%
- Global (7 of 8 degrees) — **88%**
- Everett (4 of 5 degrees) — **80%**
- Spokane (1 of 1 degree) — 100%

Direct senior-level measure(s) collected for
- All campuses (18 of 27 degrees) — **67%**
- Pullman (23 of 26 degrees) — **88%**
- Vancouver (14 of 21 degrees) — **67%**
- Tri-Cities (13 of 17 degrees) — **76%**
- Global (6 of 8 degrees) — **75%**
- Everett (4 of 5 degrees) — **80%**
- Spokane (1 of 1 degree) — 100%

Note: Multi-campus degrees are those with at least six senior certified majors (using spring 2019 census records in OBIEE) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett and Global

WSU-WIDE AREA FOR ATTENTION. Attention is needed to multi-campus assessment practices, especially for direct measures of seniors. WSU's goal is to raise percentages for these multi-campus assessment quality indicators to over 90%. In degrees offered at more than one campus/location, as well as programs considering extending to additional campuses/locations, it is critical for university, campus, college, and department leadership to ensure that assessment is prioritized and resourced to include students, courses, and faculty from all campuses and locations offering the degree. In particular,

- o Where core course offerings differ by campus, assessments may also need adjustment to better fit a particular campus context, students and faculty. Pilot assessments will need additional effort to scale up.
- o Chairs, directors, college and campus leadership may need to review assessment capacity, communication pathways, and related infrastructure
- o Roles and responsibilities for assessment activities should be clear to faculty on every campus, and campus participation in assessment should not rest solely on one individual. Communication and coordination across campuses are essential to implementing effective assessment and ensuring continuity in the event of faculty transitions. Chair oversight is needed to explicitly convey the need for participation and coordination.
- o Interdisciplinary multi-campus programs, which typically rely on faculty based in other departments, may need additional effort to develop assessment practices and infrastructure.

WSU Accreditation: NWCCU Standards Related to Multi-Campus Assessment. To maintain institutional accreditation, WSU must: ensure that faculty with teaching responsibilities are responsible for evaluating student learning outcome achievement (**2.C.5** and **4.A.3**); 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**); and incorporate student learning outcomes assessment findings into the evaluation of mission fulfillment (**1.B.2**)

11. Assessment Plans and Archives

Assessment plans and data are program assets, which should be stewarded and readily available for use. In 2019, substantially all programs reported that they had an assessment plan (91%) and archive (92%) in place (Figure 13). Programs indicated that their archive formats include SharePoint, Dropbox, shared drives, and/or a file in a central office (Figure 14).
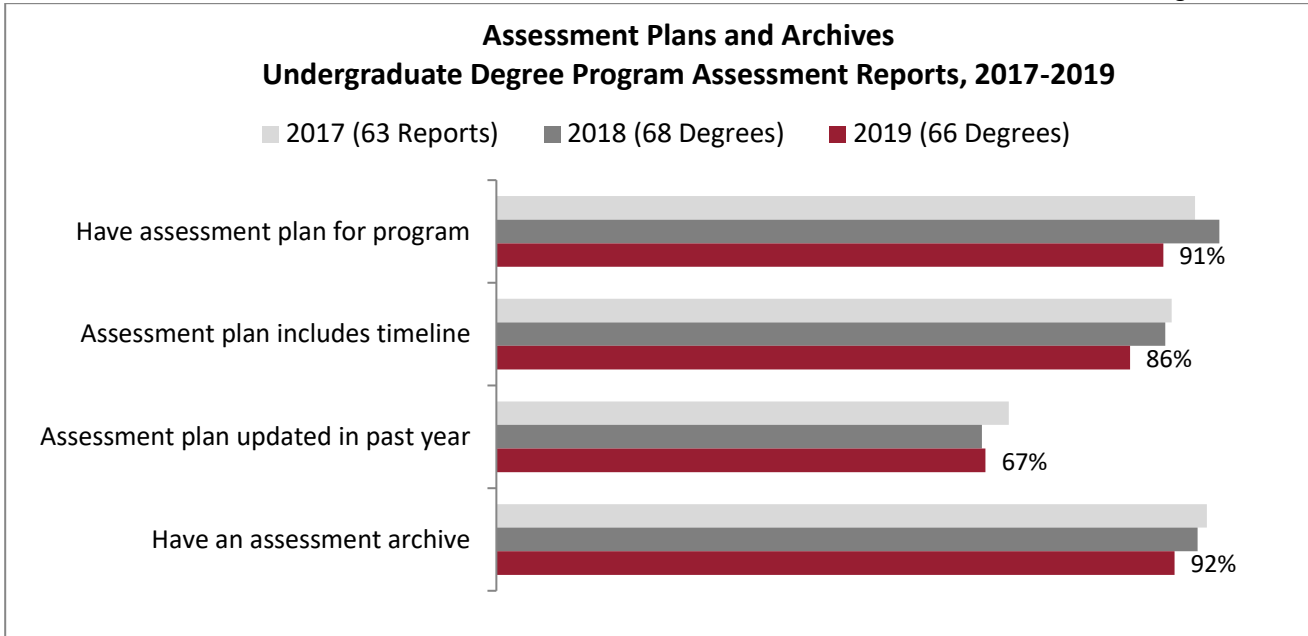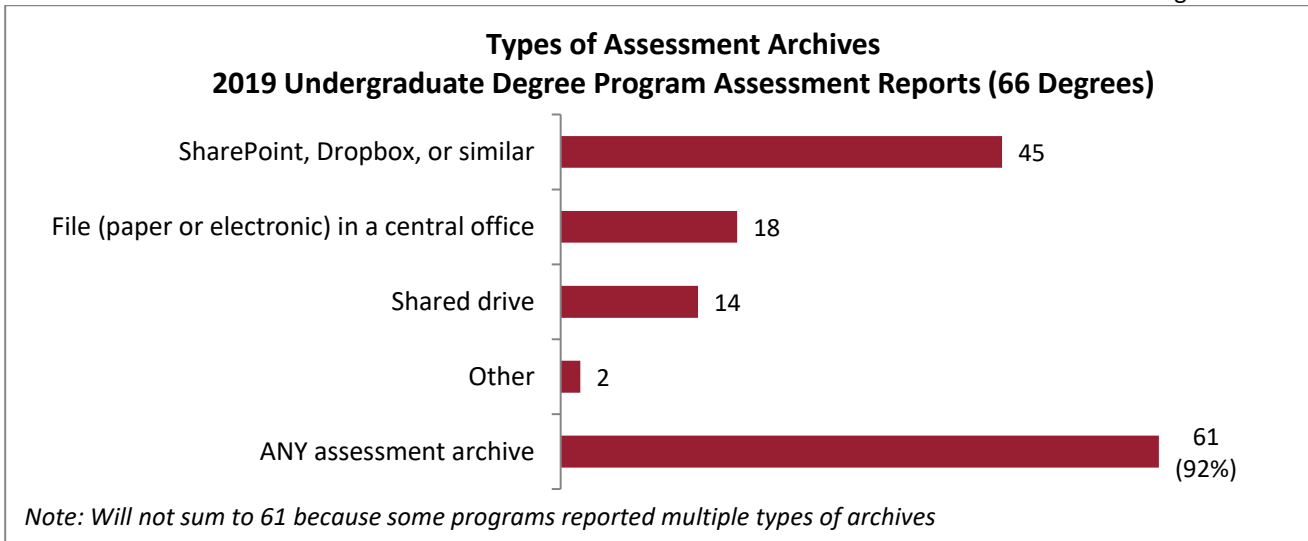
Figure 13

Assessment Plans and Archives
Undergraduate Degree Program Assessment Reports, 2017-2019

■ 2017 (63 Reports) ■ 2018 (68 Degrees) ■ 2019 (66 Degrees)

- Have assessment plan for program — 91%
- Assessment plan includes timeline — 86%
- Assessment plan updated in past year — 67%
- Have an assessment archive — 92%

Figure 14

Types of Assessment Archives
2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

- SharePoint, Dropbox, or similar — 45
- File (paper or electronic) in a central office — 18
- Shared drive — 14
- Other — 2
- ANY assessment archive — 61 (92%)

Note: Will not sum to 61 because some programs reported multiple types of archives

AREA OF STRENGTH. WSU expects substantially all programs (≥90%) to have assessment plans and archives in place. This infrastructure can make evidence of student learning readily available for faculty and degree programs to use in decision-making; reduce the logistical burden on faculty; and support continuity when there are transitions in personnel or roles. ATL can work with programs to develop or update their assessment plans.

WSU Accreditation: NWCCU Standards Related to Assessment Plans and Archives. To maintain institutional accreditation, WSU must: make results of student learning assessments available to appropriate constituencies in a timely manner (**4.B.2**); and regularly review its assessment processes to ensure they evaluate authentic achievement and provide meaningful results that lead to improvement (**4.A.6**).

12. Appendices

    A. Purpose and Scope of Annual Assessment Reports and Summary

    B. Undergraduate Degrees Reporting in 2019

    C. Quality Indicators and Targets

    D. NWCCU Standards and Recommendations (Selected)

    E. Glossary

    F. Types of Direct and Indirect Measures of Student Learning Collected in 2019

    G. Types of Senior-level Direct Measures Collected by Program in 2019

Appendix A: 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 the data to generate summaries for the colleges and the institution. See ATL's website for more information and the report template.

Purpose for Summaries. This summary compiles information from 2019 annual assessment reports from WSU's undergraduate programs in order to:

1. Provide a snapshot of undergraduate program-level assessment at WSU. Reports are designed to collect key information and quality indicators showing the status of program-level assessment on all campuses, without over-burdening faculty with reporting all details or activities.
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 through the Northwest Commission on Colleges and Universities (NWCCU) 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 aspects of program-level assessment of student learning to meet the purposes above; it is not intended to be exhaustive or show all assessment undertaken by programs.

Thresholds for Annual Reporting by Undergraduate Degree Programs and Alternative Briefings (New in 2019). In 2019, minimum thresholds for annual program assessment reporting modified the reporting process in small undergraduate programs:

1. **Threshold for Reporting about Assessment for a Degree Program Overall.** Undergraduate degree programs with fewer than six senior certified majors *for the degree* (using spring 2019 OBIEE records) fell below the threshold for submitting the regular annual program assessment report to WSU/ATL and filed an alternative short briefing instead. For 2019 reporting, the BA in Asian Studies and BA in Women's Studies fell below the threshold and filed alternative briefings to ATL.

2. **Threshold for Reporting about Assessment on a Particular Campus for Multi-campus Programs.** Multi-campus undergraduate degree programs with fewer than six senior certified majors *on a particular campus* (using spring 2019 OBIEE records) were not required to report on assessment for that particular campus. For 2019 reporting, the BS in Agricultural and Food Systems (Everett), BS in Data Analytics (Vancouver, Everett, and Global), BS in Economic Sciences (Global), B of Fine Arts (Tri-Cities), BA in History (Global), BA in Hospitality Business Management (Tri-Cities), BA in Humanities (Tri-Cities), and BA in Sociology (Global) fell below the threshold of six or more senior certified majors on these campuses.

These thresholds are intended to recognize that—*while faculty are expected to assess student learning and use results to improve their degree program (and programs should include students and faculty from each campus in their assessment activities to the extent possible)*—small numbers of senior majors may impact a program's ability to meet all expectations for program assessment each year, or, in a given year, may warrant a deeper focus in one area than another. Thus, for these small programs, the annual ebb and flow of their assessment activities is not tallied in the college or university summaries of annual program reports prepared by ATL. The college and university summaries include a list of programs not meeting the thresholds for the year. Programs are expected to fully report on their assessment when their number of senior majors surpasses the threshold.

The 70 Undergraduate Degree Program Assessment Reports submitted in 2019 represent 66 undergraduate degrees and more than 90 majors, 80 minors, and 100 in-major specializations. The table below lists the 66 undergraduate degrees reporting in 2019.

Undergraduate Degrees Reporting in 2019[1]	
2019 Undergraduate Degree Program Assessment Reports (66 Degrees)	
College	**Undergraduate Degrees Reporting in 2019**
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Agricultural and Food Systems, BS — Earth and Environmental Science, BS[2] Animal Sciences, BS — Food Science, BS Apparel, Merchandising, Design and Textiles, BA — Human Development, BA Economic Sciences, BS — Integrated Plant Sciences, BS
Arts and Sciences (CAS)	Anthropology, BA — Mathematics, BS Biology, BS — Music, BA[3,4] & BMus[3,4] Chemistry, BA[3] & BS[3,4] — Philosophy, BA Comparative Ethnic Studies, BA — Physics, BS Criminal Justice and Criminology, BA — Political Science, BA Data Analytics, BS[5] — Psychology, BS Digital Technology and Culture, BA[3] — Public Affairs, BA Earth and Environmental Science, BS[2] — Science, Bachelor of English, BA — Social Sciences, BA Fine Arts, BA[3] & BFA[3] — Social Studies, BA Foreign Languages and Cultures, BA — Sociology, BA History, BA — Zoology, BS Humanities, BA
Business (CCB)	Business Administration, BA[4] — Hospitality Business Management, BA[4]
Communication (MCC)	Communication and Society, BA — Strategic Communication, BA Journalism and Media Production, BA
Education (COE)	Athletic Training, BS[4] / Sport Medicine, BS[6] — Kinesiology, BS Education, BA[4] — Sport Management, BA
Engineering and Architecture (VCEA)	Architecture, BS — Data Analytics, BS[5] Bioengineering, BS[4] — Electrical Engineering, BS[3,4] Chemical Engineering, BS[4] — Interior Design, BA[4] Civil Engineering, BS[3,4] — Landscape Architecture, BLA[4] Computer Engineering, BS[4] — Materials Science and Engineering, BS[4] Computer Science, BA[3,4] & BS[3,4] — Mechanical Engineering, BS[3,4] Construction Engineering, BS — Software Engineering, BS Construction Management, BS[4]
Medicine (ESFCOM)	Nutrition and Exercise Physiology, BS[4] — Speech and Hearing Sciences, BA
Nursing (CON)	Nursing, BS[4]
Veterinary Medicine (CVM)	Biochemistry, BS — Microbiology, BS Genetics and Cell Biology, BS — Neuroscience, BS

[1] Undergraduate degree programs with fewer than six senior certified majors for the degree overall (using spring 2019 census records in OBIEE) fell below the threshold for submitting the regular annual program assessment report. For 2019 reporting, the BA in Asian Studies and BA in Women's Studies fell below the threshold and filed alternative briefings to ATL.

[2] The School of the Environment is a cross-college academic unit located within both CAHNRS and CAS.

[3] As appropriate for the degree program's structure, some reports represent more than one degree and some degrees submit more than one report. Five reports included two degrees, two options reported separately, and five engineering degrees reported separately at Tri-Cities and Vancouver.

[4] 21 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).

[5] Data Analytics is a cross-college academic unit located within both CAS and VCEA.

[6] The BS in Athletic Training is being replaced with the BS in Sports Medicine (as part of the comprehensive 5-year Master's in Athletic Training program).

Appendix C: Quality Indicators and Targets

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. WSU is a dynamic environment and, 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[1]	2018 (% of Degrees)	2019[2] (% of Degrees)
A. WSU's 6 Key Assessment Elements are in place *(WSU Metric 16)*.	Substantially all (≥ 90%) degree programs have all key elements, as defined by WSU, in place.	**Goal Met** (90%)	**Partially Met** (79%)
B. Faculty are regularly engaged in program assessment and assessment-related activities.	Substantially all (≥ 90%) degree programs report that faculty *annually* engage in assessment activities.	**Goal Met** (96%)	**Goal Met** (98%)
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** (96%)	**Partially Met** (88%)
D. Program-level assessment of student learning outcomes includes degrees offered online.[3]	Substantially all (≥ 90%) degrees offered online collect *any measure* of student learning from online seniors.	**Partially Met** (78%)	**Partially Met** (88%)
	Substantially all (≥ 90%) degrees offered online collect a *direct measure* of student learning from online seniors.	**Partially Met** (78%)	**Partially Met** (75%)
E. Program-level assessment of student learning outcomes includes all campuses that offer the degree.[4]	Substantially all (≥ 90%) degree programs offered on multiple campuses collect *any measure* of student learning from seniors on all campuses with the degree.	**Partially Met** (86%)	**Goal Met** (93%)
	Substantially all (≥ 90%) degree programs offered on multiple campuses report that faculty who teach on all campuses with the degree engage in discussion about assessment.	**Goal Met** (97%)	**Goal Met** (93%)
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** (91%)	**Partially Met** (88%)
	Substantially all (≥ 90%) degree programs report that assessment is discussed by program leadership.	**Goal Met** (96%)	**Goal Met** (97%)
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 and instruction, as well as advising, scheduling, assessment, etc.	**Goal Met** (97%)	**Goal Met** (92%)
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 *within a given three year period*.	**Goal Met** (93%)	**Goal Met** (94%)
	Substantially all (≥ 90%) degree programs use SLO-aligned results to inform program decisions about *curriculum, instruction or faculty development within a given three year period*.	**Partially Met** (87%)	**Partially Met** (89%)

[1] **Goal Met: ≥ 90%; Goal Partially Met: 60-89%; Goal Substantially Unmet: < 60%**

[2] The 70 undergraduate Degree Program Assessment Reports submitted in 2019 represent 66 undergraduate degrees. The BA in Asian Studies and the BA in Women's Studies filed alternative briefings in 2019.

[3] In 2019, eight undergraduate degrees had at least six senior certified majors (using spring 2019 census records in OBIEE) on Global Campus.

[4] In 2018, 27 undergraduate degrees had at least six senior certified majors (using spring 2019 census records in OBIEE) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett and Global.

Appendix D: NWCCU Standards and Recommendations (Selected)

Selected NWCCU Standards regarding Academic Programs. The standards for WSU's continuing accreditation through the Northwest Commission on Colleges and Universities (NWCCU) include the following requirements:

Program-level

- **Learning Outcomes.** Identify and publish expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. (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 Commendations and Recommendations: Spring 2018 Year Seven Evaluation

In 2018 the NWCCU commended WSU for its assessment practices. New recommendations that will impact undergraduate program assessment planning and priorities include the need to:
- Incorporate student learning outcomes assessment findings into the evaluation of university mission fulfillment (including summary information about student learning outcomes for degree programs)
- Include student learning outcomes data (rather than the process of assessing student learning outcomes) in WSU's Strategic Plan metrics under Core Theme 2
- Collect appropriately defined data, which can be disaggregated to identify differences among campuses and learning modalities

Appendix E: Glossary

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

Aggregate Data: Data from multiple sources and/or on multiple individuals that have been compiled and summarized.

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, and regularly involving faculty in interpreting and using results.

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.

Direct Measure: A measure of students' performances or work products that demonstrate skills and knowledge.

Disaggregate Data: Data separated into parts and sorted by meaningful categories, such as campus or student demographic information.

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

Key Assessment Elements: At WSU, the principle elements of program assessment forming a framework for useful, sustainable 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 for 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.
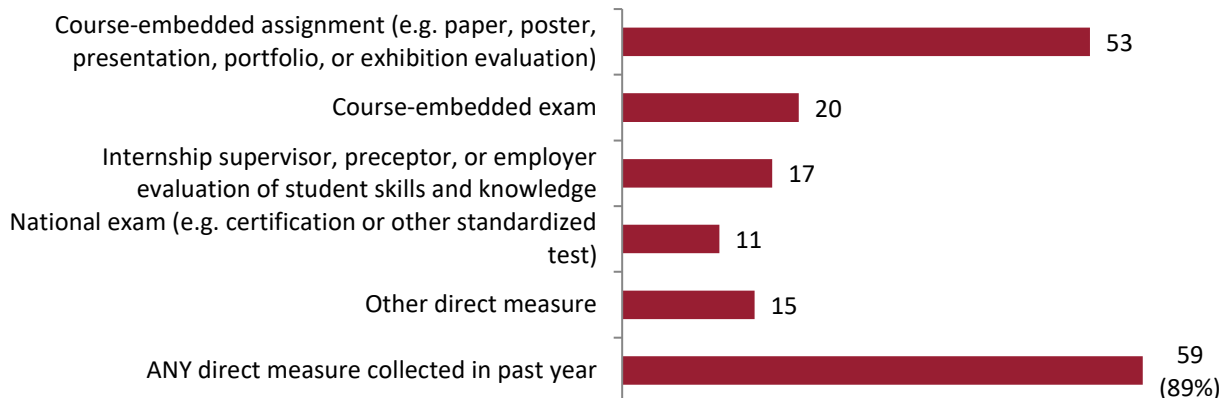
Student Learning Outcomes (SLOs): Core skills and knowledge students should develop through a program of study.

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).

Use of Assessment: Assessment results or activities a) inform regular 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. Use of assessment may happen at any point in the process of collecting, analyzing, or discussing assessment.

Types of Direct Assessment Measures Collected in Past Year
2019 Undergraduate Degree Program Assessment Reports (66 Degrees)

Measure	Count
Course-embedded assignment (e.g. paper, poster, presentation, portfolio, or exhibition evaluation)	53
Course-embedded exam	20
Internship supervisor, preceptor, or employer evaluation of student skills and knowledge	17
National exam (e.g. certification or other standardized test)	11
Other direct measure	15
ANY direct measure collected in past year	59 (89%)

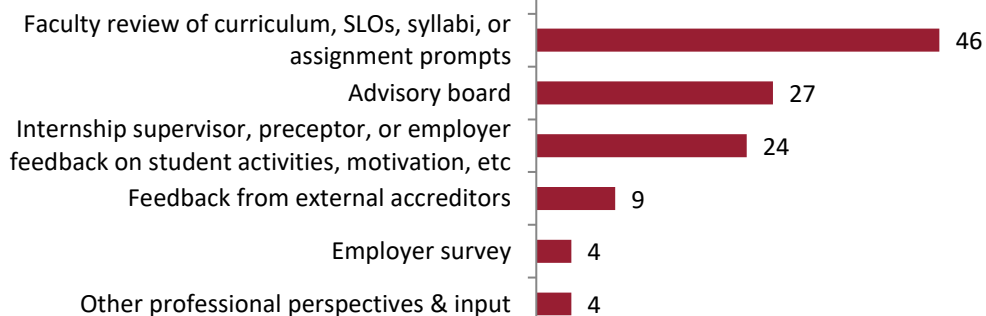*Note: Will not sum to 59 because some programs collected multiple types of measures*

Types of Indirect Assessment Measures Collected in Past Year
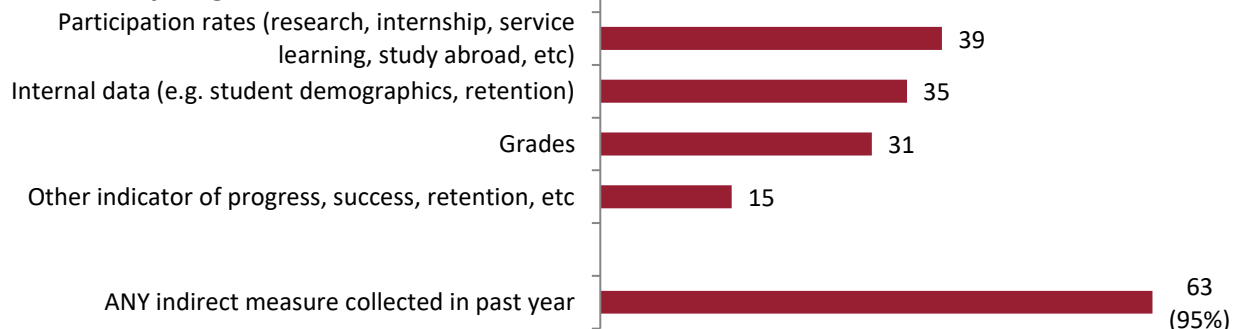**2019 Undergraduate Degree Program Assessment Reports (66 Degrees)**

Student Perspectives & Experience:

Measure	Count
Student survey (e.g. NSSE, exit, or other)	50
Interviews (e.g. exit or other)	20
Student review of portfolio or project	16
Alumni survey	8
Focus group	5
Other student perspectives & experience	8

Professional Perspectives & Input:

Measure	Count
Faculty review of curriculum, SLOs, syllabi, or assignment prompts	46
Advisory board	27
Internship supervisor, preceptor, or employer feedback on student activities, motivation, etc	24
Feedback from external accreditors	9
Employer survey	4
Other professional perspectives & input	4

Indicators of Progress, Success, etc:

Measure	Count
Participation rates (research, internship, service learning, study abroad, etc)	39
Internal data (e.g. student demographics, retention)	35
Grades	31
Other indicator of progress, success, retention, etc	15
ANY indirect measure collected in past year	63 (95%)

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

College	Course-embedded assignment (e.g. project, paper, presentation, exhibition)		Course-embedded exam	Internship, preceptor, or employer evaluation	National exam (e.g. licensure, certification)	Other senior-level direct measure
Types of Senior-level Direct Assessment Measures Collected in Past Year 2019 Undergraduate Degree Program Assessment Reports (66 Degrees)						
CAHNRS	AgFoodSys (P) AnimalSci (P) Apparel-AMDT (P) EarthEnvrSci (P)	EconomicSci (P) FoodSci (P) IntPlantSci (P,TC)		AgFoodSys (P) Apparel-AMDT (P) HumanDev (P,V,G)	HumanDev (P,V,G)	
CAS	Anthro (P,V) Biology (P,TC,V) Chem_BA (P) Chem_BS (P) CompEthnicStudies (P) DataAnalytics (P) DigitalTech (P,V) EarthEnvrSci (P) English (P,TC) Fine Arts_BA (P)	FineArts_BFA (P) Math (P) Music_BA (P) Music_BM (P) Philosophy (P) PoliSci (P) Psych (P,TC,V,G) PublicAffairs (V) Science (P, TC) Sociology (P,V) Zoology (P)	Math (P) Music_BA (P) Music_BM (P)	Humanities (P,G) SocialSci (P,G)	Chem_BA (P) Chem_BS (P) ForeignLang-FLC (P)	Music_BA (P) Music_BM (P) Physics (P)
VCEA	Arch (P) BioEngr (P) ChemEngr (P) CivilEngr (P,TC) CompEngr (P) CompSci_BA (P,TC) CompSci_BS (P,TC,V) ConstructMgmt (P) DataAnalytics (P)	ElectEngr (P,TC,V,E) IntDesign (P) LandscapeArch (P) MechEngr (P,TC,V,E) SoftwareEngr (P,E)	BioEngr (P) CivilEngr (TC) CompSci_BA (TC) CompSci_BS (TC,V) ElectEngr (V) MechEngr (P,V,E)	CivilEngr (P) IntDesign (P)	CivilEngr (P) MechEngr (P,E)	BioEngr (P) ElectEngr (TC,V) MechEngr (TC,V)
CCB	HospBusMgmt (P,V,E,G)		HospBusMgmt (P)			BusAdmin (P,TC,V,G)
COE	AthleticTrain (P) EdTeacher (V) Kinesiology (P) SportMgmt (P)		AthleticTrain (P)	AthleticTrain (P) EdTeacher (P,TC,V) Kinesiology (P) SportMgmt (P)	AthleticTrain (P) EdTeacher (P,TC,V)	AthleticTrain (P) SportMgmt (P)
CVM	Biochem (P) GeneticsCellBio (P) Microbio (P) Neurosci (P,V)					
MCC						
CON			Nursing, BS (S,TC)	Nursing, BS (S,TC,V)	Nursing (S,TC)	
ESFCOM	Nutrition-NEP (S) Speech-SHS (S)		Nutrition-NEP (S)	Nutrition-NEP (S)		Speech-SHS (S)
Total	**51**		**13**	**13**	**9**	**10**

Note: Will not sum to 66 because some programs collected multiple types of measures and eight did not collect a direct measure at the senior-level in 2019. No senior direct measure collected in 2019: BA in Communication and Society (P), BS in Construction Engineering (P), BA in Criminal Justice and Criminology (P,G), BA in History (P,TC,V), BA in Journalism and Media Production (P), BS in Materials Science and Engineering (P), BA in Social Studies (P), BA in Strategic Communication (P,V,E,G)