

WSU-Wide Summary, 2020

Undergraduate Degree Program Assessment Reports

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Prepared by the Office of Assessment for Curricular Effectiveness
(formerly the Office of Assessment of Teaching and Learning)
Washington State University | 8/25/2021

1. Executive Summary

WSU's undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. The Office of Assessment for Curricular Effectiveness (ACE), formerly the Office of Assessment of Teaching and Learning (ATL), collects the reports, analyzes the data, and prepares summaries for the colleges and institution (see [Appendix A](#)). This document compiles data from undergraduate program assessment reports; the 69 reports submitted in 2020 represent 65 undergraduate degrees, with over 90 majors, 80 minors, and 100 in-major specializations (see [Appendix B](#)). This summary, like the annual reports themselves, 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.

Note: Thresholds for program assessment reporting, implemented in 2019, again modified the reporting process in 2020 in small programs (see [Appendix A](#)). The *BA in Human Biology* and *BA in Women's Studies* filed alternative assessment briefings to ACE for 2020. The *BA in Asian Studies* and *BA in Communication and Society* were no longer admitting new students as of fall 2020 and were not required to report to ACE on program assessment in 2020. Also, effective fall 2020, a new degree, the *BS in Viticulture and Enology*, was established at Tri-Cities (and replaced the *BS in Integrated Plant Sciences* at the Tri-Cities Campus only). This summary excludes these programs for 2020.

2020 WSU Context. Overall, the university's undergraduate degree offerings continue to expand, with more degrees approved to extend to another campus/location, including online. WSU's 2020-2025 System Strategic Plan was completed in spring 2020 and approved by the Board of Regents in June 2020. Several leadership changes occurred in 2020, including a new provost, the addition of two vice provosts, new deans in the College of Veterinary Medicine and College of Nursing, and an interim dean in the College of Arts and Sciences.

In spring 2020, WSU made the emergency move to distance education beginning March 23rd as a result of the COVID-19 pandemic. For summer and fall 2020, all undergraduate courses at WSU were delivered at a distance and completed remotely, with extremely limited exceptions for in-person instruction. Many programs reported that the time and energy spent adapting to the conditions presented by the COVID-19 pandemic (including adapting courses for the online delivery format, supporting students, grading accommodations, enrollment impacts, adjustments to research plans, childcare issues, health concerns, and managing the many other impacts on work and personal life) affected faculty's abilities to complete some program assessment activities. Additionally, many programs reported that the pandemic reduced opportunities for students to complete labs, internships, practica, student teaching, clinical experiences, research, field trips, studio courses, performances, and other hands-on activities. A number of programs also reported that their students expressed difficulty keeping up, getting organized, and completing their best work due to the many impacts of the pandemic on their lives (school, work, personal, etc.). As a result, many programs reported pausing or altering the collection of some established assessment measures, and a number of programs conducted alternative formative assessment activities, such as student and faculty surveys to help gauge the impacts of the pandemic on teaching, learning, and curricula. Additionally, some programs reported that the pandemic presented opportunities to evaluate, reimagine, and adopt new assessment practices that they may carry forward post-pandemic.

Targets for Meaningful Assessment. WSU aims to have ***substantially all programs (≥ 90%)*** reporting that program assessment elements and other indicators of quality assessment are in place. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. Recognizing that the unexpected move to distance education meant a disrupted and stressful year with substantial challenges to teaching and learning, ACE published guidance to support programs in prioritizing program assessment work in 2020 (see [Appendix C](#)).

In line with *WSU's 2020-2025 System Strategic Plan* "Goal 2: Student Experience" objective of enhancing the quality of the undergraduate academic experience, WSU'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 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 aims to encourage deeper involvement in assessment and increases in quality over time as programs make improvements to meet evolving needs (see [Appendix D](#)).

WSU Undergraduate Program Assessment: Areas of Strength

- A. **Overall.** Undergraduate degree program assessment at WSU contributes to 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. Faculty use program-level student learning outcomes assessment to improve degree programs, including decisions about curricula, instruction, faculty development, and assessment processes. In this way, program-level assessment enhances student learning.
- B. **Faculty Engage in Program Assessment Activities.** All programs reported that faculty engaged in assessment activities in 2020 (100%). Additionally, substantially all programs reported that assessment was discussed by program leadership (98%) and a faculty committee (97%) in 2020. (See [pages 15-16.](#))
- C. **Undergraduate Degree Programs Collect Indirect Measures.** Substantially all programs collected at least one indirect measure in 2020 (98%), providing information associated with student learning, motivation, perceived success, or satisfaction. (See [page 9.](#))
- D. **Programs Have Assessment Plans and Archives in Place.** Substantially all programs reported that they had an assessment plan (92%) and archive (98%) 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 program assessment. (See [page 20.](#))

WSU Undergraduate Program Assessment: Areas for Attention

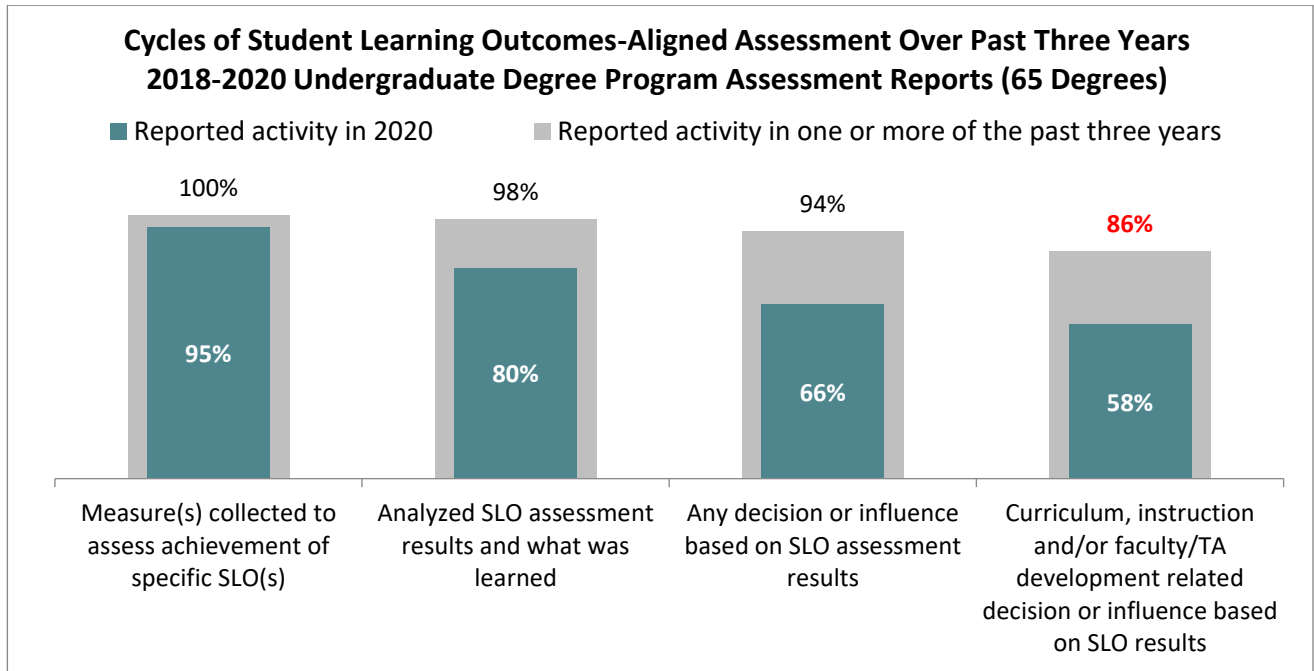
- A. **Ensuring Key Elements of Program Assessment are in Place.** While substantially all programs reported having program-level student learning outcomes (100%), curriculum maps (100%), indirect measures (98%), and assessment plans (92%) in place in 2020, only 85% of programs collected a direct measure and only 88% of programs used assessment to inform decision-making in 2020. The Key Elements of Program Assessment form the framework for useful, sustainable assessment at WSU. (See table below and [page 7.](#))

| Key Assessment Elements | | | | | | |
|--|-------------------|--------------|-------------------|--------------|-------------------|--------------|
| Undergraduate Degree Program Assessment Reports, 2018-2020 | | | | | | |
| Key Elements in Place | 2018 (68 Degrees) | | 2019 (66 Degrees) | | 2020 (65 Degrees) | |
| | # of Degrees | % of Degrees | # of Degrees | % of Degrees | # of Degrees | % of Degrees |
| Student Learning Outcomes | 68 | 100% | 66 | 100% | 65 | 100% |
| Curriculum Map | 67 | 99% | 65 | 98% | 65 | 100% |
| Direct Measure | 65 | 96% | 59 | 89% | 55 | 85% |
| Indirect Measure | 66 | 97% | 63 | 95% | 64 | 98% |
| Assessment Plan | 67 | 99% | 60 | 91% | 60 | 92% |
| Use of Assessment* | 66 | 97% | 61 | 92% | 57 | 88% |

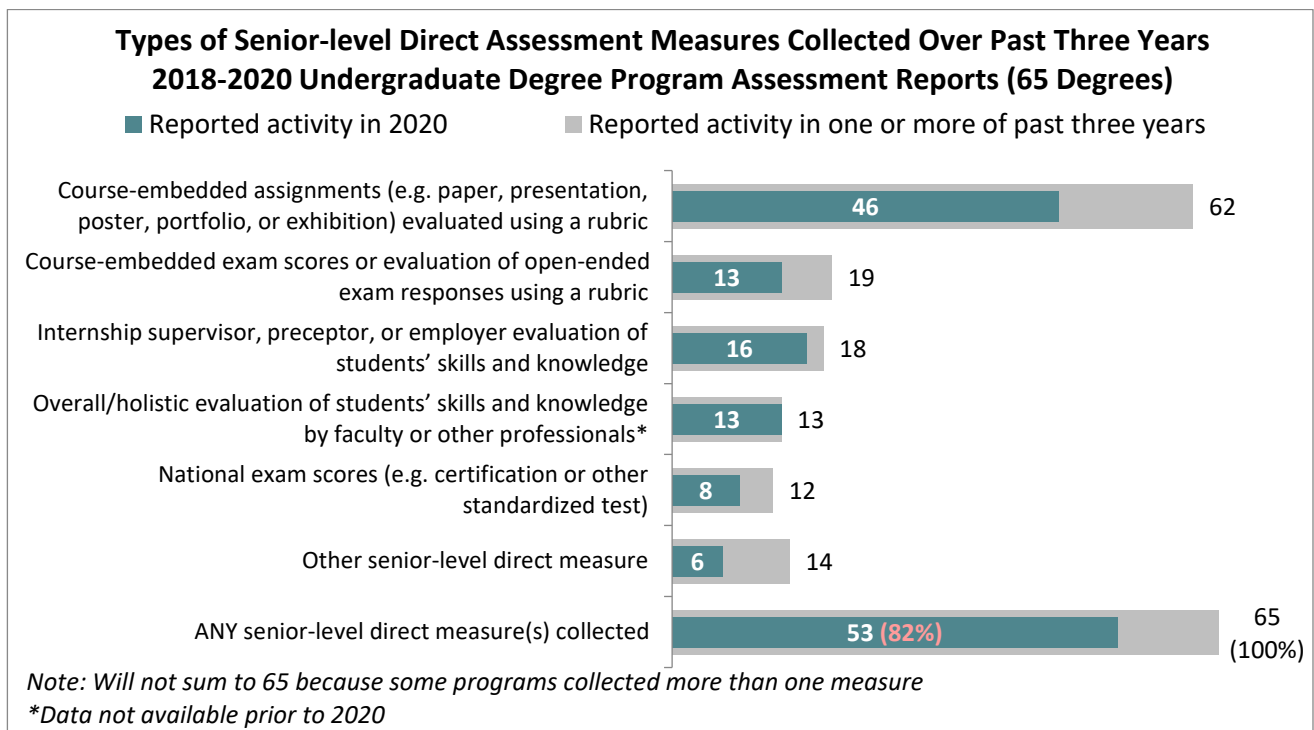
*Use of Assessment includes use of any program-level assessment; [Section 7A](#) of this report looks at uses of assessment aligned with specific program-level student learning outcomes for decisions about curriculum/instruction and faculty/TA development.

- B. **Discussions of Assessment by the Majority of Faculty who Teach.** Only 88% of programs reported that the majority of faculty who teach discussed program assessment in 2020. Program assessment offers ways for faculty to think about student learning in the curriculum and how to support it in their own classes, and can increase shared faculty understanding of the curriculum, teaching, and learning. (See [pages 15-16.](#))

- C. **Using Assessment to Inform Decision-making, Including Using Results Aligned with Specific Program-level Student Learning Outcomes (SLOs) to Improve Curriculum and Instruction.** Only 88% of programs used any program-level assessment to inform decision-making in 2020. Further, over the past three years, only 86% of programs reported using assessment aligned with specific program-level SLOs to inform decisions about curriculum, instruction, or faculty development. While all forms of assessment can provide useful information for program improvement, assessment aligned with specific program-level SLOs is crucial to supporting quality undergraduate curricula and student achievement. (See figure below and [pages 13-14.](#))



- D. **Collecting Direct Measures of Student Learning, Including Senior-level Direct Measures.** Only 85% of programs reported collecting a direct measure in 2020, with only 82% of programs collecting a senior-level direct measure providing programs with information about program-level student learning outcomes achievement as students are completing the curriculum. (See figure below and [pages 9-11.](#))



- E. **Assessing Student Learning in Degrees Offered Online.** In 2020, 17 undergraduate degrees were offered online through Global Campus, 12 of which met the threshold for reporting on program assessment for the online degree (see [Appendix A](#)). Of these programs, substantially all reported collecting at least one senior-level assessment measure for the online degree in 2020 (92%); however, only 50% of programs reported collecting a senior-level direct measure for the online degree. 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, and that programs collect senior-level measures with sufficient sample size and representation for online students. (See [page 17](#).)
- F. **Assessing Student Learning in Multi-campus Programs.** In 2020, 27 undergraduate degrees were offered on more than one campus and reported on program assessment (see [Appendix A](#)). While 93% of multi-campus programs reported collecting any kind of senior-level assessment measure on each campus, only 74% of programs collected a direct measure for senior majors 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/locations offering the degree. (See [pages 18-19](#).)

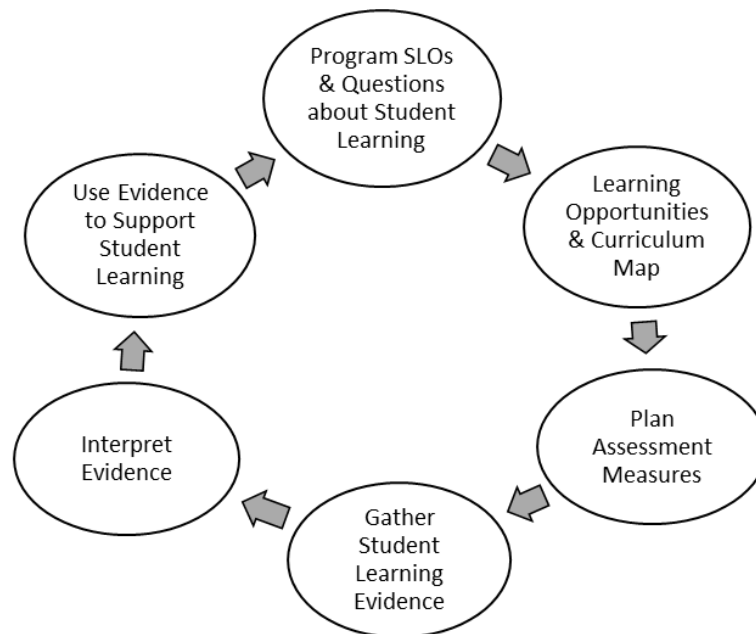
WSU Undergraduate Program Assessment: Areas to Monitor

- A. **Evaluating Senior Major Achievement of Program-level Student Learning Outcomes (SLOs).** In 2018, the NWCCU recommended that WSU incorporate program-level SLO assessment findings into the evaluation of university mission fulfillment. First implemented in 2019, programs were again asked in 2020 to report on the extent to which seniors were meeting faculty-determined expectations for the degree's program-level SLOs.
- Roughly three-quarters of programs reported reviewing assessment results that indicated senior major achievement of program-level SLOs in one or more of the past two years. Collectively, these programs evaluated 364 program-level SLOs over the past two years; of these, 337 program-level SLOs were met or exceeded by students. While all program-level SLOs do not need to be measured annually, senior-level achievement of program-level SLOs should be measured and reviewed within a reasonable cycle.
- Sixteen programs reported that they had collected direct assessment of senior major performance on program SLOs, over the past three years, but that faculty had not yet determined the extent to which seniors had achieved these program SLOs 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. (See [page 12](#).)
- B. **Status of Program-level Student Learning Outcomes (SLOs) and Curriculum Maps.** While all programs reported having program-level SLOs in place in 2020, roughly one-quarter of programs reported that their program SLOs were under revision or need to be revised. Additionally, while all programs reported having a curriculum map in place in 2020, roughly one-third of programs reported that their curriculum map was under revision or needs to be revised. This reporting suggests a considerable amount of change to curricula and/or courses in some undergraduate degrees. (See [page 8](#).)

2. Introduction

Program Assessment Cycle

Program-level student learning outcomes (SLO) assessment is a process of faculty identifying what students should know and be able to do by the end of an academic program, measuring progress toward meeting these learning outcomes, and using that information to inform decision-making about teaching, learning, and curricula. Good assessment follows an intentional and reflective process of design, implementation, evaluation, and revision. The assessment cycle (see graphic below) begins with program-level SLOs and questions about student learning in the curriculum. After reviewing the program's curriculum map indicating where particular program SLOs are highlighted in the curriculum, faculty identify direct and indirect measures to gather evidence related to student learning for their majors. The evidence is analyzed, discussed by the faculty, and used to inform program decisions/actions to support student learning, including those about instruction, assignments, the curriculum, and dialog about teaching and learning.



Degree Program Assessment at WSU

At WSU, departments/schools and faculty have the responsibility to develop, implement, and use meaningful SLO assessment in degree programs, to meet the evolving needs of students and disciplines. In an effective assessment 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.

The Office of Assessment for Curricular Effectiveness (ACE), formerly the Office of Assessment of Teaching and Learning (ATL), supports the development of effective assessment systems in which faculty collaboratively develop, maintain, and improve a curriculum that promotes student learning.

Annual Reporting and WSU Accreditation

WSU's undergraduate degree programs¹ report annually on their system of assessing student learning, a practice begun in 2009. ACE collects the reports, analyzes the data, and prepares summaries for the colleges and institution (see [Appendix A](#)). 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. WSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). (See [Appendix E](#) for a list of the revised NWCCU 2020 Standards and 2018 Recommendations relevant to undergraduate program assessment.)

¹ 65 undergraduate degrees reported on program assessment in 2020, including over 90 majors, 80 minors, and 100 in-major specializations, and are listed in [Appendix B](#).

3. Key Elements of Program-level Assessment

Key Elements of Program Assessment, identified by ACE (formerly ATL) in 2011 and developed by programs to fit their unique context and needs, include program-level SLOs, curriculum maps, assessment measures (direct and indirect), assessment plans, and use of assessment to inform decision-making. The Key Elements of Program Assessment form the framework for useful, sustainable assessment at WSU. See [Appendix F](#) for a definition of each key element.

Substantially all programs reported having program-level SLOs (100%), curriculum maps (100%), indirect measures (98%), and assessment plans (92%) in place in 2020; however, only 85% of programs collected a direct measure and only 88% of programs used assessment to inform decision-making in 2020 (Table 1).

Table 1

| Key Assessment Elements Undergraduate Degree Program Assessment Reports, 2018-2020 | | | | | | |
|---|-------------------|--------------|-------------------|--------------|-------------------|--------------|
| Key Elements in Place | 2018 (68 Degrees) | | 2019 (66 Degrees) | | 2020 (65 Degrees) | |
| | # of Degrees | % of Degrees | # of Degrees | % of Degrees | # of Degrees | % of Degrees |
| Student Learning Outcomes | 68 | 100% | 66 | 100% | 65 | 100% |
| Curriculum Map | 67 | 99% | 65 | 98% | 65 | 100% |
| Direct Measure | 65 | 96% | 59 | 89% | 55 | 85% |
| Indirect Measure | 66 | 97% | 63 | 95% | 64 | 98% |
| Assessment Plan | 67 | 99% | 60 | 91% | 60 | 92% |
| Use of Assessment* | 66 | 97% | 61 | 92% | 57 | 88% |

*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. The collection of direct measures of student learning continues to be an area for attention for WSU undergraduate degree programs. Additionally, in 2020, eight programs reported that they did not use assessment to inform decision-making. WSU aims to have substantially all programs (≥90%) reporting that Key Elements of Program Assessment are in place. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices.

ACE is available to work with programs to develop or improve the usefulness of their Key Assessment Elements. ACE offers a variety of consultations, workshops, and resources for program faculty.

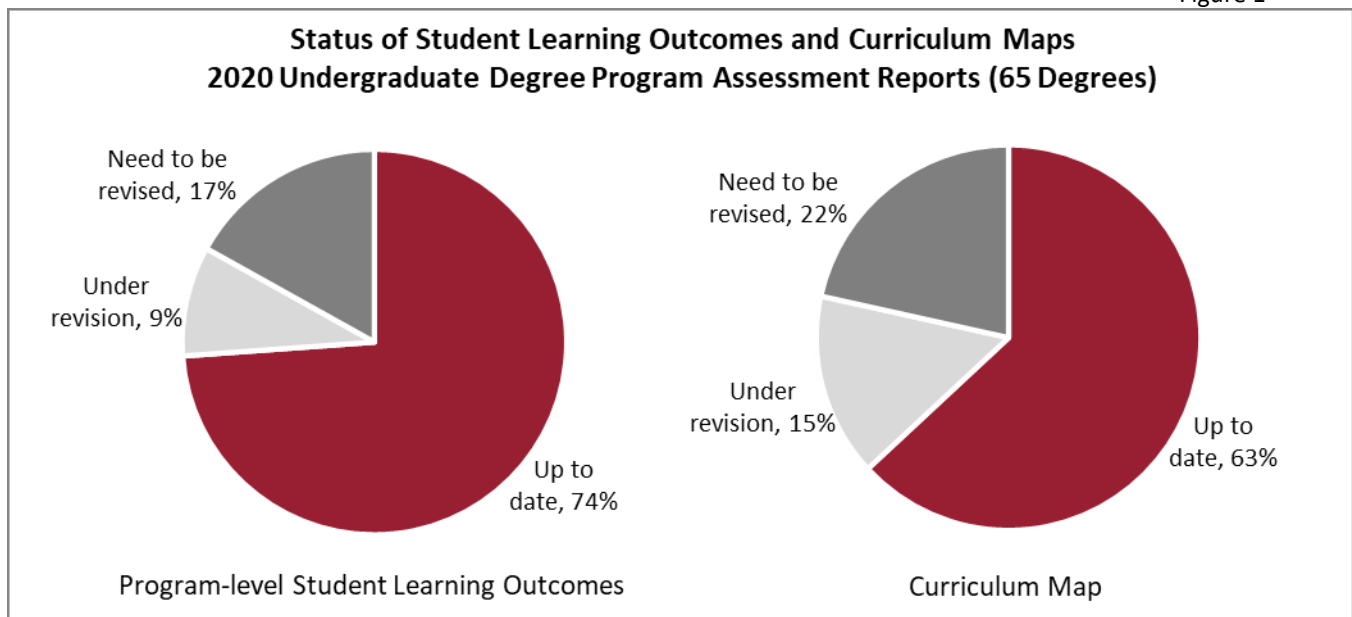
WSU Accreditation: NWCCU Standards Related to Key Elements of Program Assessment. To maintain institutional accreditation, WSU must demonstrate that: learning outcomes are identified and published for degree programs (**1.C.3**); degrees and programs are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning and culminate in achievement of identified student learning outcomes in recognized fields of study (**1.C.1 and 1.C.2**); an effective system of assessment evaluates the quality of learning in degree programs (**1.C.5**); results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs (**1.C.7**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**).

4. Program-level Student Learning Outcomes (SLOs) and Curriculum Maps

Program-level Student Learning Outcomes (SLOs). Program-level SLOs identify core skills and knowledge that students are expected to demonstrate upon successful completion of a curriculum or program of study. All programs reported having program-level SLOs in place in 2020 (100%); however, roughly one-quarter of programs reported that their program-level SLOs were under revision or need to be revised (Figure 1).

Curriculum Maps. A curriculum map is a matrix aligning program-level SLOs with the courses for a degree program or major. Curriculum maps help instructors understand how courses situate in the curriculum, and the contributions that each course makes toward advancing program-level SLOs for the degree. All programs reported having a curriculum map in place in 2020 (100%); however, more than one-third of programs reported that their curriculum map was under revision or needs to be revised (Figure 1).

Figure 1



AREA TO MONITOR. This reporting suggests a considerable amount of change to curricula and/or courses in some undergraduate degrees. 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 assessment processes or tools. WSU's approach aims to encourage deeper involvement in assessment and increases in quality over time as programs make improvements to meet evolving needs.

ACE offers consultations, workshops, and resources for program faculty updating program-level SLOs and curriculum maps. *Note: 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 courses, assignments, learning activities, and departmental approaches to teaching and learning.*

WSU Accreditation: NWCCU Standards Related to Program-level Student Learning Outcomes and Curriculum Maps. To maintain institutional accreditation, WSU must demonstrate that: learning outcomes are identified and published for degree programs (**1.C.3**); degrees and programs are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning and culminate in achievement of identified student learning outcomes in recognized fields of study (**1.C.1 and 1.C.2**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**).

5. Measures of Student Learning

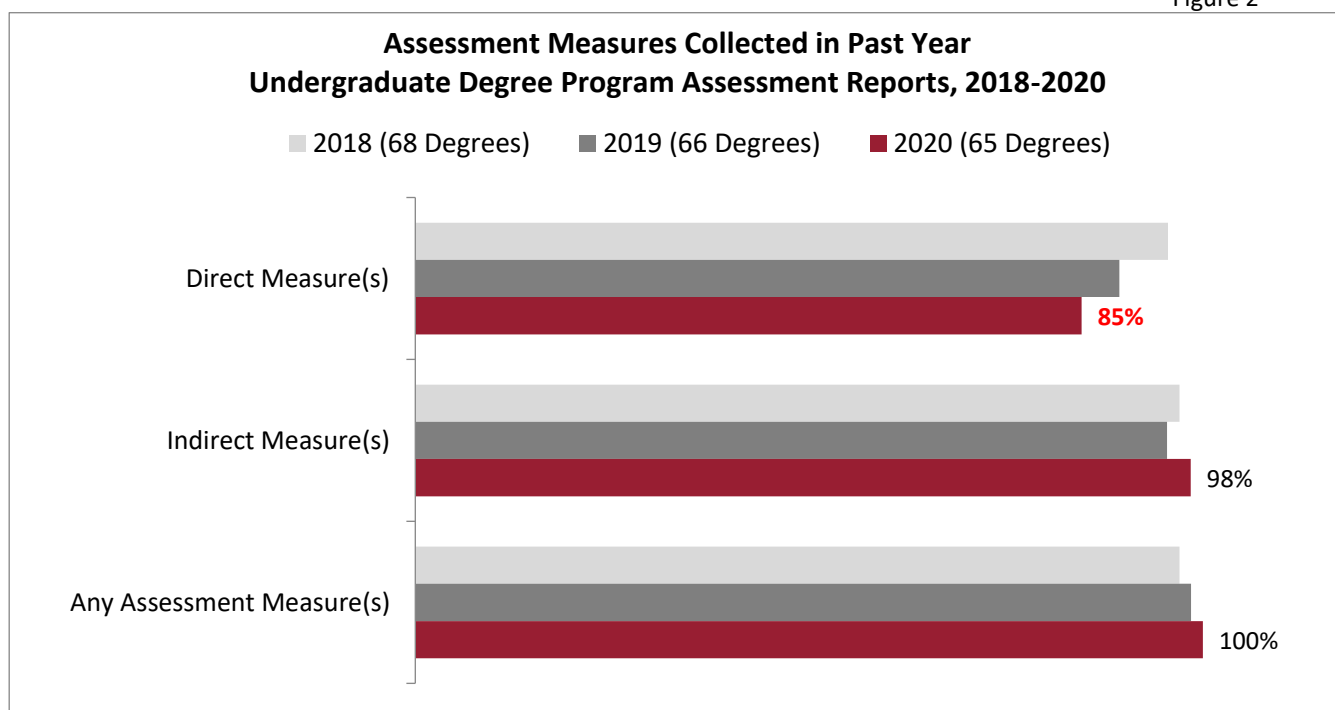
Assessment measures are tools used to gather student learning information (data) to support decision-making about teaching, learning, and curricula. Assessment measures typically fall into two categories:

Direct measures are assessments (by faculty or other professionals) of student work products or performances that provide demonstrated evidence of program-level SLOs (i.e., skills and knowledge).

Indirect measures include perspectives, input, and other indicators (from students or others) that provide evidence related to student learning or the curriculum (e.g., perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, the availability or quality of learning opportunities, progress, etc.).

All programs reported collecting at least one assessment measure in 2020 (100%), with substantially all programs collecting an indirect measure of student learning (98%); however, only 85% of programs reported collecting a direct measure (Figure 2). Direct and indirect measures come in many forms and may vary to best meet the needs of the program. See [Appendix G](#) for types of direct and indirect measures collected in the past year.

Figure 2



AREA FOR ATTENTION. While substantially all programs reported collecting indirect assessment measures in 2020, the collection of direct measures of student learning continues to be an area for attention with ten undergraduate programs reporting that they did not collect a direct measure in 2020. WSU aims to have substantially all programs ($\geq 90\%$) reporting that direct and indirect measures of student learning are in place. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices.

ACE 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.

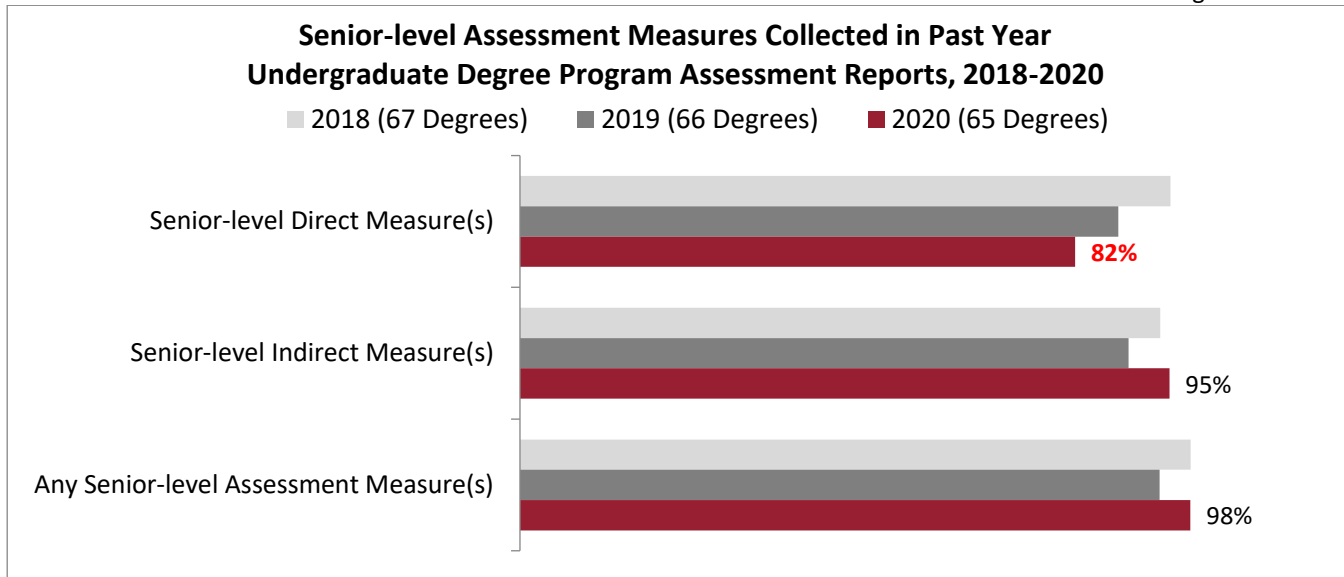
WSU Accreditation: NWCCU Standards Related to Measures of Student Learning. To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs (1.C.5); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (1.C.5).

5.A. Senior-level Measures of Student Learning

An effective system of program assessment includes measures at the senior level, near graduation, providing information about achievement of program-level SLOs and experiences as students are completing the curriculum.

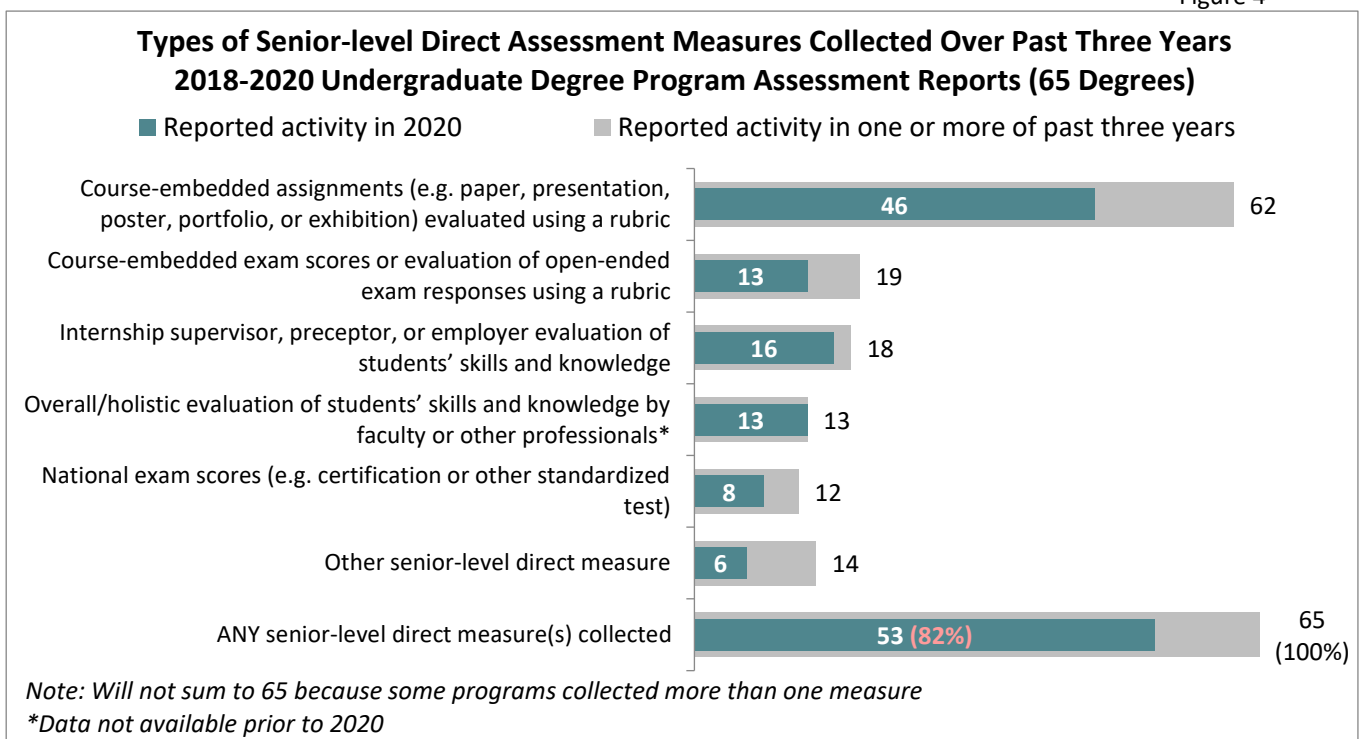
Substantially all programs reported collecting at least one senior-level assessment measure in 2020 (98%), with 95% of programs collecting an indirect measure to assess their senior majors; however, only 82% of programs reported collecting a direct measure of student learning achievement (Figure 3).

Figure 3



Each program collects senior measures that best fit its unique context, with a variety of direct measures represented across the university over the past three years (Figure 4). See [Appendix H](#) for a table of senior direct measures collected by each program in 2020.

Figure 4



AREA FOR ATTENTION. The collection of senior-level direct measures of student learning continues to be an area for attention, with twelve undergraduate programs reporting that they did not collect a senior-level direct measure in 2020. WSU aims to have substantially all programs ($\geq 90\%$) collecting measures of student learning at the senior level, providing programs with information about program-level SLO achievement and the student experience as students are completing the curriculum. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices.

ACE 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.

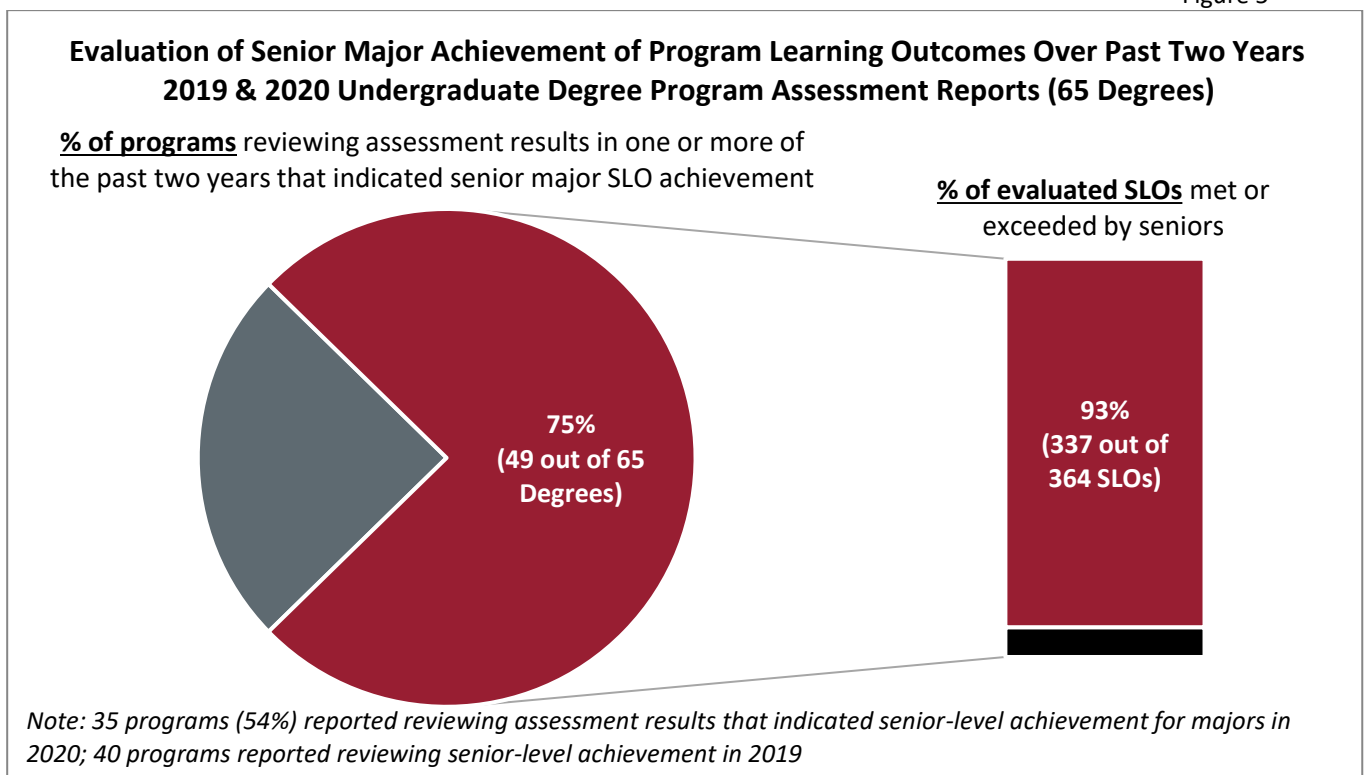
WSU Accreditation: NWCCU Standards Related to Senior-level Measures of Student Learning. To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs **(1.C.5)**; faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs **(1.C.5)**; a continuous process is in place to assess institutional effectiveness, including student learning and achievement **(1.B.1)**; indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity **(1.D.4)**.

6. Senior Major Achievement of Program-level Student Learning Outcomes (SLOs)

Direct assessment measures at the senior level, near graduation, provide programs with information about achievement of program-level SLOs as students are completing the curriculum. First implemented in 2019, programs were again asked in 2020 to report on the *extent to which seniors were meeting faculty-determined expectations for the degree's program-level SLOs*. 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.

Roughly three-quarters of programs reported reviewing assessment results that indicated senior major achievement of program-level SLOs in one or more of the past two years, with 35 programs reporting that they reviewed results in 2020 and 40 programs reviewing results in 2019 (Figure 5). Collectively, these programs evaluated 364 program-level SLOs over the past two years; of these, 337 program-level SLOs were met or exceeded by students (Figure 5).

Figure 5



AREA TO MONITOR. While all program-level SLOs do not need to be measured annually, senior-level achievement of program-level SLOs should be measured and reviewed within a reasonable cycle. Sixteen programs reported that they had collected direct assessment of senior major performance on program SLOs, over the past three years, but that faculty had not yet determined the extent to which seniors had achieved these program SLOs 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.

ACE can assist programs with improving measures or facilitating faculty discussion of minimum thresholds of competency for majors and determining group targets for the program.

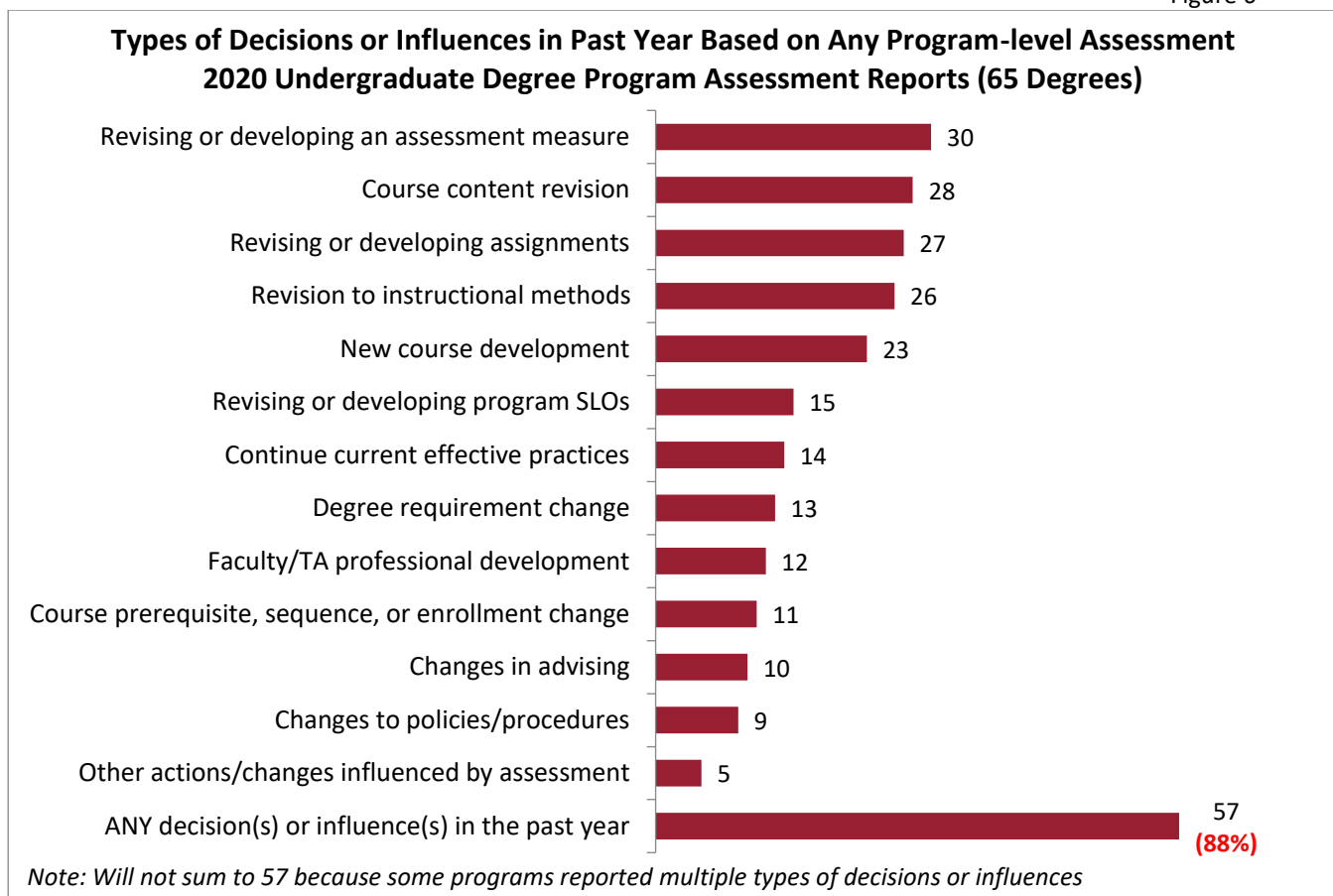
WSU Accreditation: NWCCU 2018 Recommendation and Standards Related to Senior Major SLO Achievement. In 2018, the NWCCU recommended that WSU incorporate student learning outcomes assessment findings into the evaluation of university mission fulfillment (**Recommendation and Standard 1.B.1**).

7. Using Any Program-level Assessment to Inform Decision-making

Program assessment should regularly inform reflection and faculty discussion of teaching and learning, and 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.

While only 88% of programs reported making decisions based on assessment in 2020, these programs reported that assessment informed decisions about courses and curriculum, instruction, prerequisites, assessment processes, advising, policy, and other changes (Figure 6).

Figure 6



AREA FOR ATTENTION. Use of assessment to inform decision-making is an area for attention in eight undergraduate programs. WSU aims to have substantially all programs ($\geq 90\%$) reporting that they regularly use assessment results and activities to inform their decision-making, such as decisions about courses, curriculum, instructional methods, and assessment processes. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices.

ACE is available to consult with programs on the use of assessment to inform program decision-making. ACE offers a variety of consultations, workshops, and resources for program faculty.

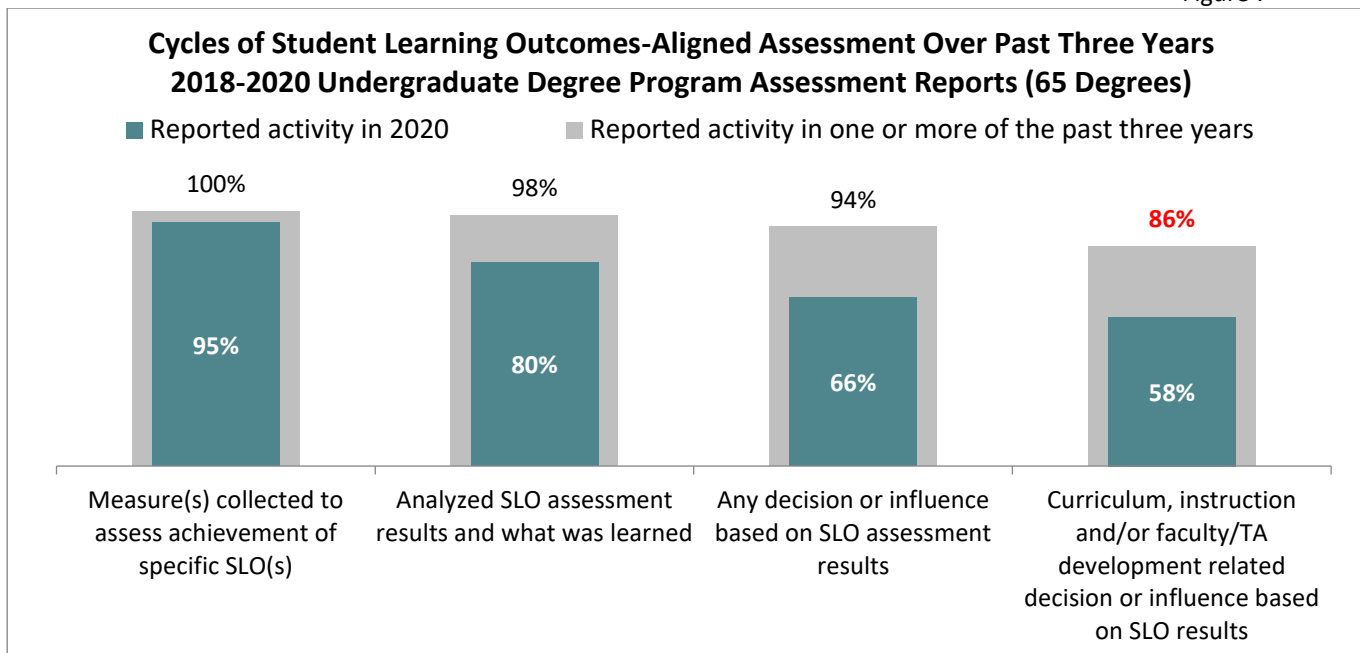
WSU Accreditation: NWCCU Standards Related to Using Assessment to Inform Decision-making. To maintain institutional accreditation, WSU must demonstrate that: results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs (**1.C.7**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**); indicators of student achievement are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity (**1.D.4**).

7.A. Using Assessment Results Aligned with Program Student Learning Outcomes (SLOs)

While some assessment relates broadly to student success in the program (e.g., prerequisites, student experience in courses, internship placements), other assessment is aligned with achievement of specific program-level SLOs.

Over the past three years, substantially all programs have completed at least one cycle of program-level SLO assessment by using the results to inform decision-making (94%), with nearly two-thirds of programs reporting making a decision based on assessment aligned with specific program-level SLOs in 2020 alone (Figure 7). However, over the past three years, only 86% of programs reported using assessment aligned with specific program-level SLOs to inform decisions about curriculum, instruction, or faculty development—the sort of decisions that can contribute most directly to improving student learning (Figure 7). *Note: It is not expected that programs complete an assessment cycle every year, or that programs complete an entire assessment cycle for a particular program-level 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 7



AREA FOR ATTENTION. Using assessment aligned with program-level SLOs to inform program decisions about curriculum, instruction, or faculty development is an area for attention in nine undergraduate programs. While all forms of assessment can provide useful information for program improvement, assessment aligned with specific program-level SLOs is crucial to supporting quality undergraduate curricula and student achievement. WSU aims to have substantially all programs ($\geq 90\%$) reporting that they used results aligned with specific program-level SLOs to inform program decisions about curriculum, instruction, or faculty development within a given three-year period. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices.

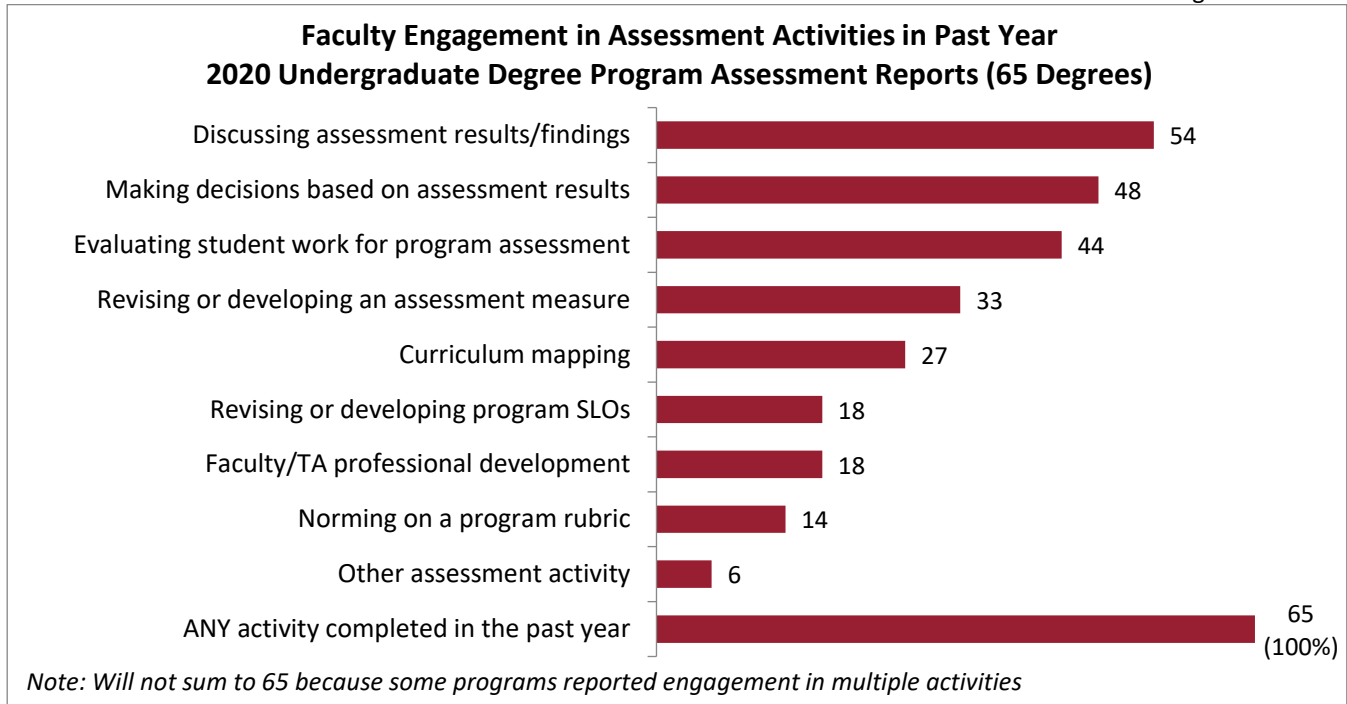
ACE is available to work with programs on data collection, analysis, and presentation of results for discussion by faculty, or to provide training in the use of rubrics, or other assessment-related professional development.

WSU Accreditation: NWCCU Standards Related to Using Assessment Results Aligned with Specific Program-level SLOs. To maintain institutional accreditation, WSU must demonstrate that: results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs (**1.C.7**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**); indicators of student achievement are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity (**1.D.4**).

8. Faculty Engagement in Assessment

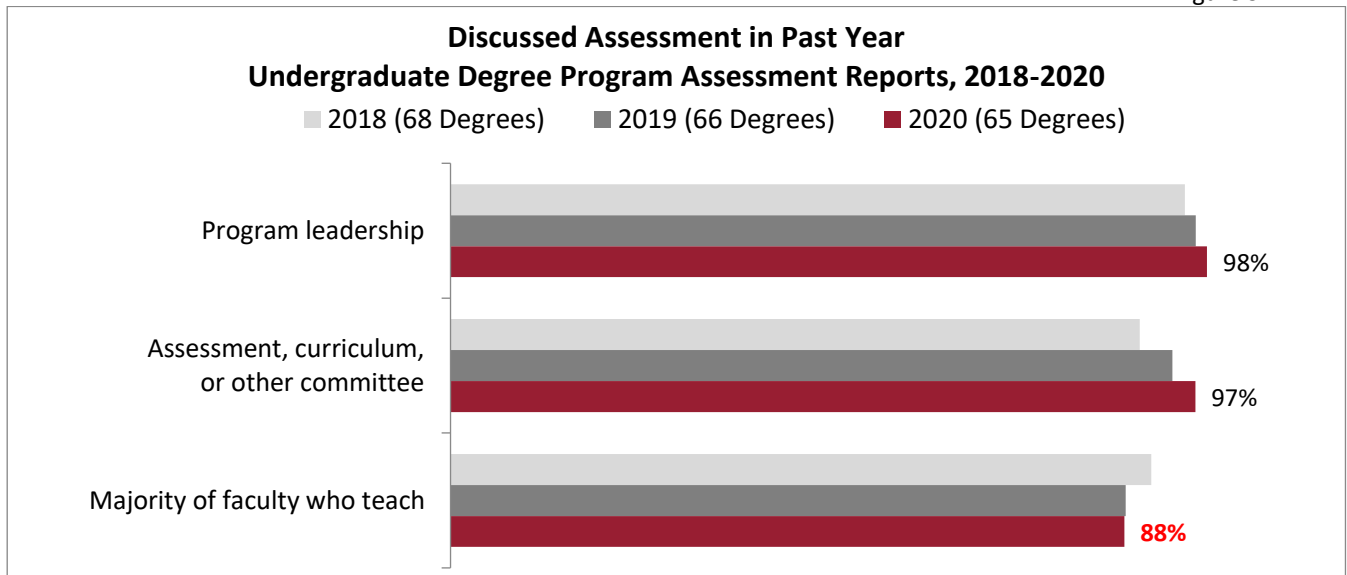
Faculty who engage in program assessment activities conduct significant work toward continuous improvement of curriculum, instruction, and assessment processes. All programs indicated that faculty engaged in assessment activities in 2020 (100%); with a variety of activities reported (Figure 8).²

Figure 8



Faculty play critical roles in interpreting and discussing assessment, which can contribute to decisions about curriculum, instruction, professional development, and assessment processes. Substantially all programs reported that assessment was discussed by program leadership (98%) and a faculty committee (97%) in 2020; however, only 88% of programs reported that assessment was discussed by the majority of faculty who teach in 2020 (Figure 9).

Figure 9



² Faculty engagement in assessment activities may not include all program faculty and, in many programs, clinical faculty, instructors, and graduate teaching assistants contribute to assessment activities. In 2020, substantially all programs reported that at least two faculty engaged in program assessment activities (98%).

AREA FOR ATTENTION. While all programs reported that faculty engaged in program assessment activities in 2020, the discussion of assessment by the majority of faculty who teach continues to be an area for attention with eight undergraduate programs reporting that assessment was not discussed by the majority of faculty who teach in 2020. Assessment offers ways for faculty to think about student learning in the curriculum and how to support it in their own classes, and can increase shared faculty understanding of the curriculum, teaching, and learning. WSU aims to have substantially all programs ($\geq 90\%$) reporting that faculty regularly engage in program assessment activities and that assessment is discussed by program leadership and the majority of faculty who teach. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices. *Note: Faculty can be recognized in annual review for assessment work, under WSU's Faculty Manual and the EPPM.*

ACE offers a variety of consultations, workshops, and resources for program faculty and is available to facilitate faculty discussion to support programs in using assessment to inform program decision-making.

WSU Accreditation: NWCCU Standards Related to Faculty Engagement in Assessment. To maintain institutional accreditation, WSU must demonstrate that faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs **(1.C.5)**.

9. Assessment in Degrees Offered Online

Assuring educational quality in degrees offered online remains a national concern. In 2020, 17 undergraduate degrees were offered online through Global Campus, 12 of which met the threshold for reporting on program assessment for the online degree.³ Of these programs, substantially all reported collecting at least one senior-level assessment measure for the online degree in 2020 (92%); however, only 50% of programs reported collecting a senior-level direct measure for the online degree (Table 2).

Table 2

| Degrees Offered Online: Senior-level Assessment Measures Collected in Past Year Undergraduate Degree Program Assessment Reports, 2018-2020 | | | | | | |
|---|--------------------------|---|---|---|--|--|
| College | Degree | 2018 Direct Senior- level Measure Collected for Online Degree | 2019 Direct Senior- level Measure Collected for Online Degree | 2020 Direct Senior- level Measure Collected for Online Degree | 2020 ANY Senior- level Measure Collected for Online Degree | 2020 # of Online Senior Majors as of Spring Census |
| Business | Business Admin, BA | Yes | Yes | No | Yes | 215 |
| Business | Hospitality Bus Mgmt, BA | Yes | Yes | Yes | Yes | 11 |
| CAHNRS | Economic Sciences, BS | No | n/a | Yes | Yes | 16 |
| CAHNRS | Human Development, BA | Yes | Yes | Yes | Yes | 49 |
| CAS | Criminal Justice, BA | Yes | No | No | Yes | 42 |
| CAS/VCEA | Data Analytics, BS | n/a | n/a | No | Yes | 20 |
| CAS | History, BA | n/a | n/a | No | Yes | 12 |
| CAS | Humanities, BA | Yes | Yes | Yes | Yes | 38 |
| CAS | Psychology, BS | Yes | Yes | No | No | 85 |
| CAS | Social Sciences, BA | Yes | Yes | Yes | Yes | 163 |
| CAS | Sociology, BA | n/a | n/a | Yes | Yes | 8 |
| Murrow | Strategic Comm, BA | No | No | No | Yes | 51 |

Note: Five programs did not collect a senior-level direct measure on any campus in 2020 and one of those programs did not collect any kind of senior-level assessment measure on any campus; # of seniors admitted to the major (does not include additional majors) obtained from OBIEE as of the spring 2020 census date (i.e. 10th day of term)

AREA FOR ATTENTION. The collection of senior-level direct measures of student learning in degrees offered online continues to be an area for attention, with six undergraduate degrees reporting that they did not collect a senior-level direct measure for the online degree in 2020. WSU aims to have substantially all ($\geq 90\%$) programs offering a degree online reporting that they collect senior-level measures of student learning for the online degree, providing information about program-level SLO achievement and the student experience for their Global Campus students. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices.

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, and that programs collect senior measures with sufficient sample size and representation. In addition,

- Measures collected may need attention to refine instruments and processes to fit the online environment.
- Chairs and directors should review assessment-related capacity and infrastructure to ensure that assessment is prioritized and sufficiently resourced in online offerings.

WSU Accreditation: NWCCU Standards Related to Assessment in Degrees Offered Online. To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs (**1.C.5**); indicators of student achievement are transparent and used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity (**1.D.4**).

³ Below Threshold: The BA in Anthropology, BS in Biology, BS in Earth & Environmental Science, BA in English, and BA in Political Science did not meet the reporting threshold of six or more seniors admitted to the major on Global Campus.

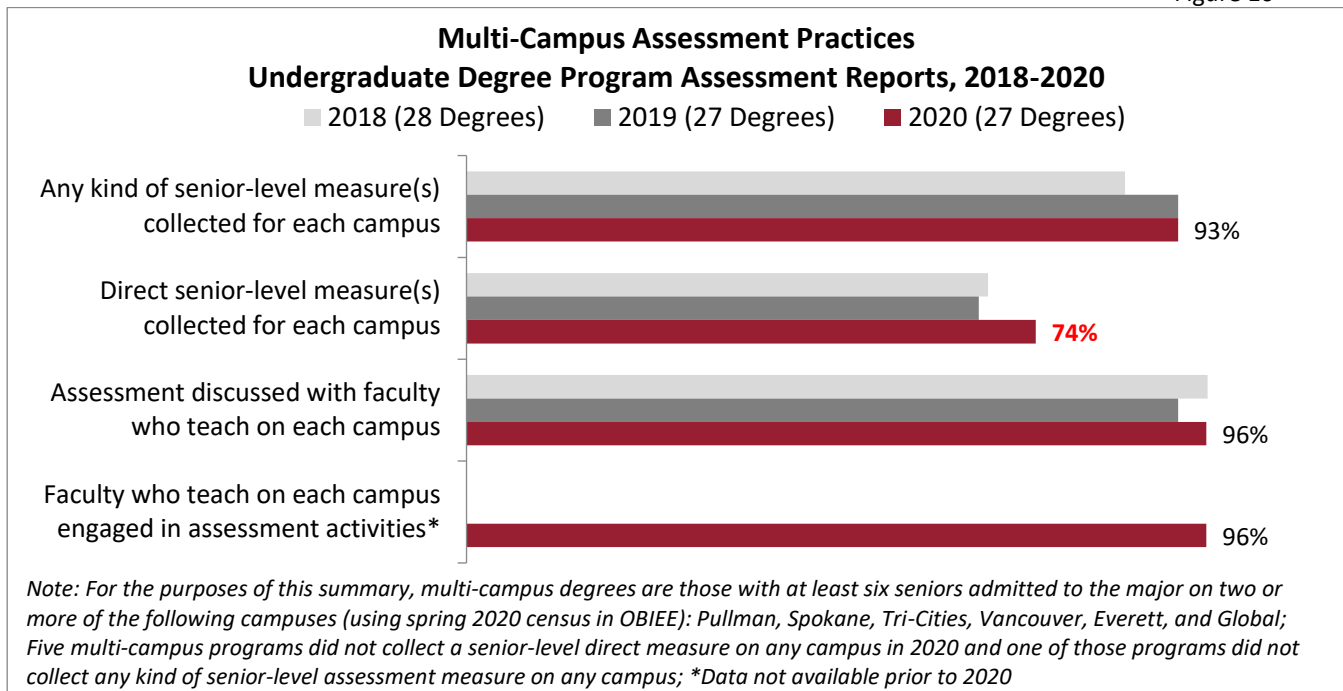
10. Multi-Campus Assessment Practices

In multi-campus degrees,⁴ assessment must be prioritized and resourced to include students, courses, and faculty from all campuses and locations offering the degree. In 2020, 27 undergraduate degrees were offered on more than one campus and reported on program assessment:⁵

- Anthropology, BA (P,V)
- Biology, BS (P,TC,V)
- Business Administration, BA (P,TC,V,G)
- Civil Engineering, BS (P,TC)
- Computer Science, BS (P,TC,V)
- Criminal Justice and Criminology, BA (P,G)
- Data Analytics, BS (P,E,G)
- Digital Technology and Culture, BA (P,TC,V)
- Earth and Environmental Science, BS (P,TC,V)
- Economic Sciences, BS (P,G)
- Education, BA (P,TC,V)
- Electrical Engineering, BS (P,TC,V,E)
- English, BA (P,TC,V)
- History, BA (P,TC,V,G)
- Hospitality Business Management, BA (P,V,E,G)
- Human Development, BA (P,V,G)
- Humanities, BA (P,TC,V,G)
- 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,G)
- Software Engineering, BS (P,E)
- Strategic Communication, BA (P,V,E,G)

Substantially all multi-campus programs reported including at least one faculty from each campus in discussions of assessment (96%) and assessment activities (96%) in 2020 (Figure 10). Additionally, substantially all multi-campus programs reported collecting any kind of senior-level assessment measure on each campus (93%); however, only 74% of programs collected a direct measure for senior majors on each campus in 2020 (Figure 10).

Figure 10

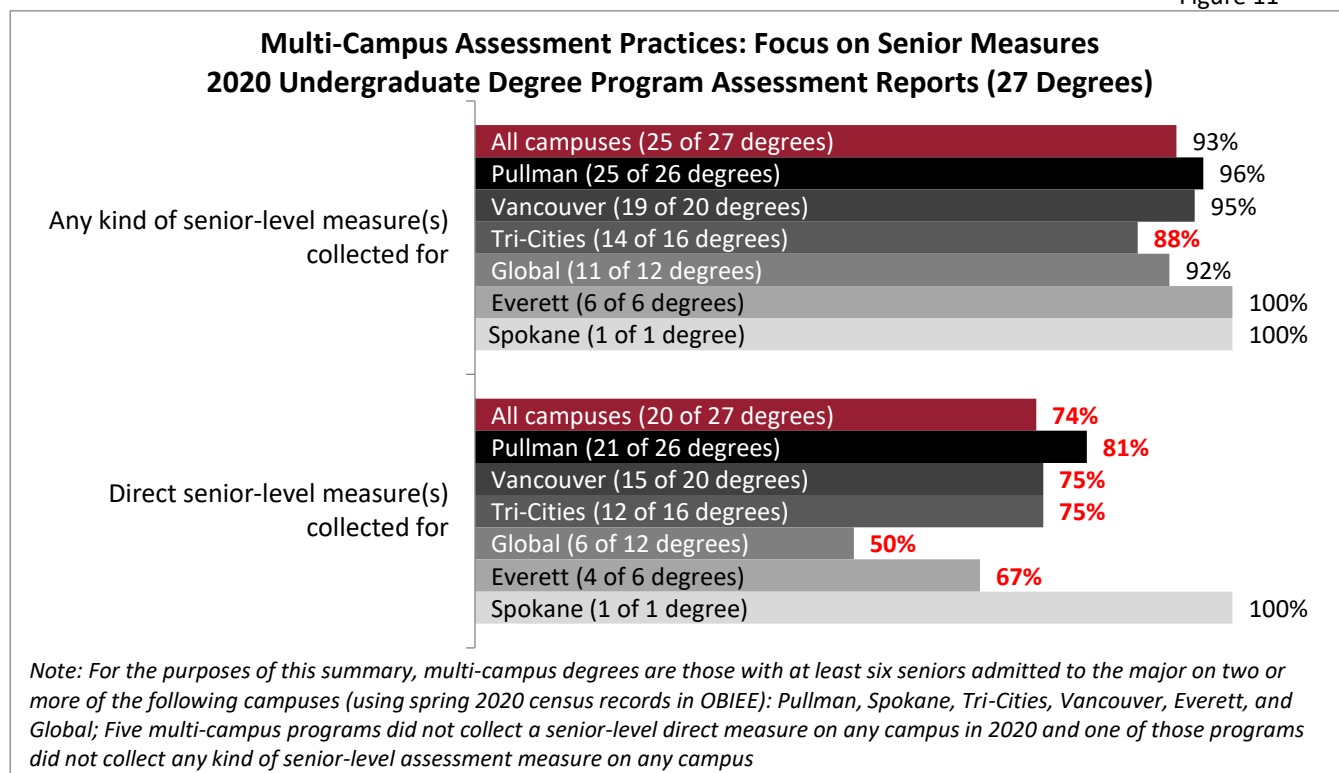


⁴ For the purposes of this summary, multi-campus degrees are those with *at least six seniors admitted to the major* (using spring 2020 census records in OBIEE) on two or more of the following campuses: Pullman, Spokane, Tri-Cities, Vancouver, Everett, and Global.

⁵ 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 (see [Appendix B](#)). In 2020, 11 programs had fewer than six seniors admitted to the major on one or more campuses and fell below the reporting threshold for those campuses (see [Appendix A](#)).

Focus on Senior-level Measures. While substantially all multi-campus programs reported collecting any kind of senior-level assessment measure on each campus (93%), only 74% of programs collected a direct measure for senior majors on each campus in 2020 (Figure 11). While the campuses included in the collection of assessment measures varied (Figure 11), programs reported collecting a variety of types of senior measures to fit the program and campus context. (See [Appendix H](#) for a table of senior direct measures collected by each program in 2020.)

Figure 11



AREA FOR ATTENTION. While substantially all multi-campus programs reported collecting any kind of assessment measure for senior majors on each campus in 2020, the collection of senior-level direct measures of student learning in multi-campus programs continues to be an area for attention, with seven multi-campus programs reporting that they did not collect a direct measure for senior majors on each campus in 2020. WSU aims to have substantially all ($\geq 90\%$) multi-campus programs reporting that they collect senior-level measures of student learning for each campus where the degree is offered. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. WSU will expect programs to work towards resuming or refreshing these program assessment practices.

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 includes students, courses, and faculty from all campuses/locations offering the degree. In addition,

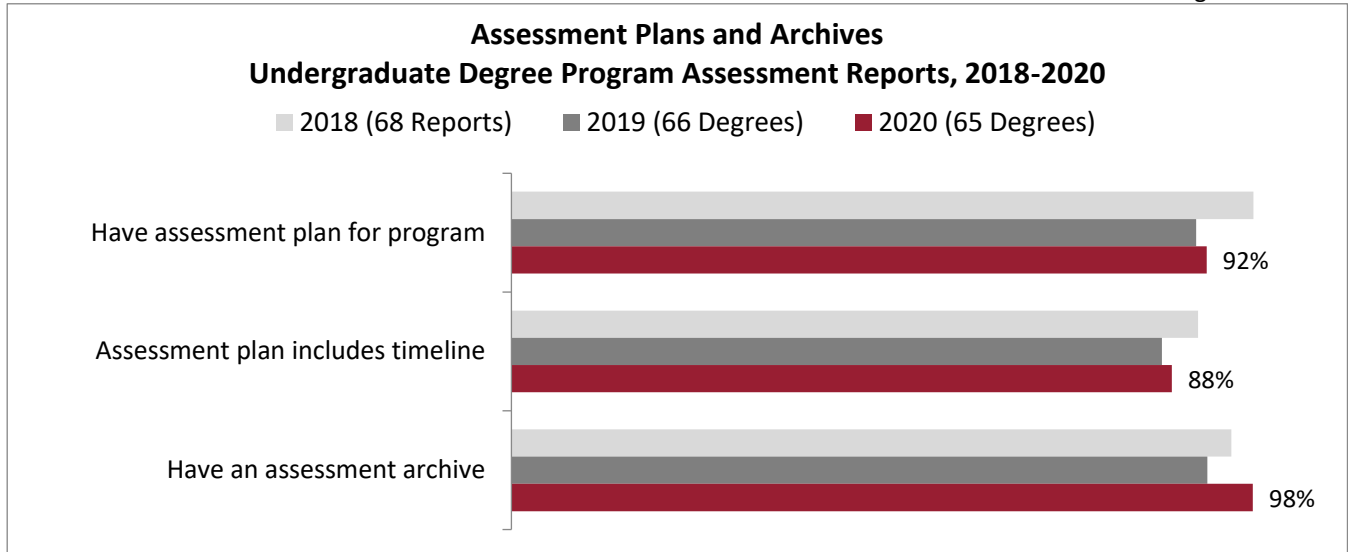
- Assessments may need adjustment to better fit a particular campus context.
- Chairs, directors, college, and campus leadership may need to review assessment capacity, communication pathways, and related infrastructure.
- Roles and responsibilities for assessment activities should be clear to faculty on every campus, and campus participation in assessment should not rest solely on one individual. Chair oversight is needed to explicitly convey the need for participation and coordination.

WSU Accreditation: NWCCU Standards Related to Multi-Campus Assessment Practices. To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs (**1.C.5**); indicators of student achievement are transparent and used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity (**1.D.4**); faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs (**1.C.5**).

11. Assessment Plans and Archives

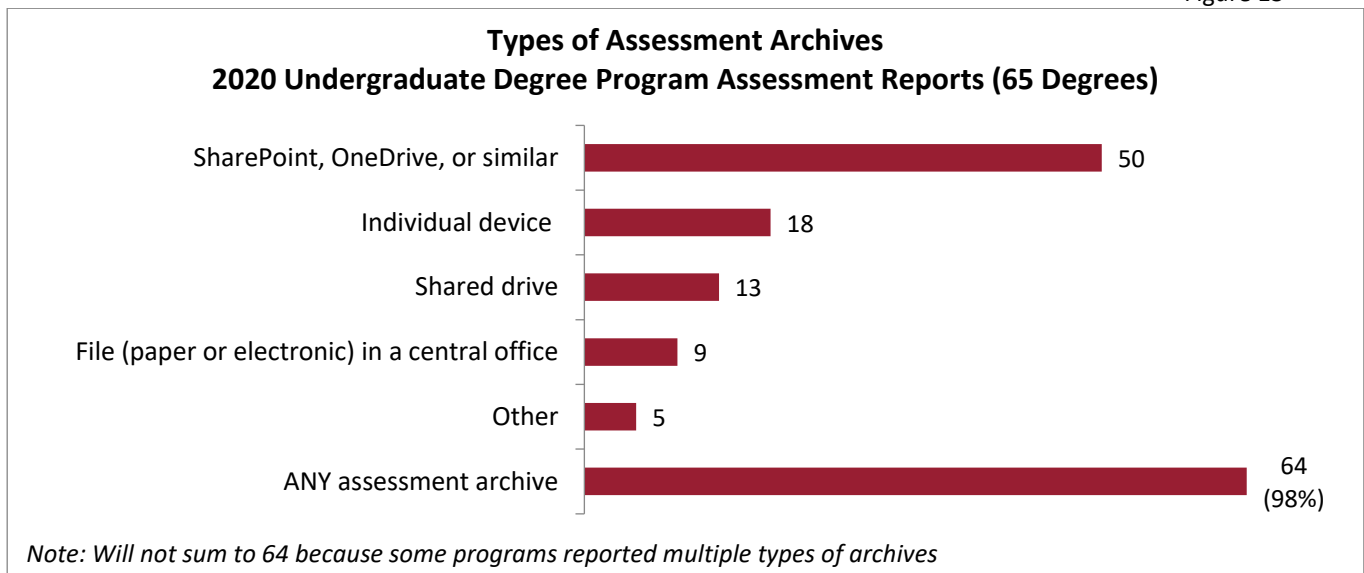
Assessment plans and data are program assets, which should be stewarded and readily available for use. This infrastructure can make evidence of student learning readily available for faculty and degree programs to use in decision-making, reduce the logistical burden on faculty, and support continuity when there are transitions in personnel or roles. Substantially all programs reported that they had an assessment plan (92%) and archive (98%) in place in 2020, with roughly nine out of ten programs reporting that their assessment plan included a specific timeline for assessment activities (Figure 12).

Figure 12



Programs reported a variety of types of archives, including SharePoint, shared drives, and Teams (Figure 13).

Figure 13



AREA OF STRENGTH. WSU aims to have substantially all programs ($\geq 90\%$) reporting that assessment plans and archives are in place. ACE is available to work with programs to develop their assessment plans and archives.

WSU Accreditation: NWCCU Standards Related to Assessment Plans and Archives. To maintain institutional accreditation, WSU must demonstrate that: an effective system of assessment evaluates the quality of learning in degree programs (1.C.5); results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs (1.C.7).

12. Appendices

- A. Purpose and Scope of Annual Program Assessment Reporting
- B. WSU Undergraduate Degrees Reporting in 2020
- C. Guidance for Undergraduate Program Assessment in Response to COVID-19
- D. Quality Indicators and Targets
- E. NWCCU Standards and Recommendations (Selected)
- F. Glossary
- G. Types of Direct and Indirect Measures of Student Learning Collected in 2020
- H. Types of Senior-level Direct Measures Collected by College and Program in 2020

Appendix A: Purpose and Scope of Annual Program Assessment Reporting

Annual Program Reports. Each undergraduate degree program reports annually on assessment using a common template developed at WSU. The Office of Assessment for Curricular Effectiveness (ACE), formerly the Office of Assessment of Teaching and Learning (ATL), collects the reports and analyzes the data to generate summaries for the colleges and the institution. See ACE's website for [more information and the report template](#).

Based on thorough discussion with the Liaison Council for Undergraduate Assessment and the Vice Provost for Academic Engagement and Student Achievement, annual undergraduate program assessment reporting shifted to the calendar year in 2020. Under the new reporting cycle, programs reported about assessment conducted during Jan 1 – Dec 31, 2020. See [New Timeframe for Undergraduate Program Assessment Reporting](#) for more information.

Annual Program Report Summaries. ACE compiles information from annual assessment reports from WSU's undergraduate programs into summaries for the colleges and institution in order to:

1. Provide a snapshot of undergraduate program-level assessment at WSU. (Reports are designed to collect key information showing the status of program-level assessment, without over-burdening faculty.)
2. Support systematic assessment across 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 cycle for regional accreditation.

Note: *These summaries, like the program reports themselves, are meant to show key aspects of program-level assessment of student learning to meet the purposes above; they are not intended to be exhaustive or show all assessment undertaken by programs.*

Thresholds for Annual Reporting by Undergraduate Degree Programs. Thresholds for annual program assessment reporting, first implemented in 2019, again modified the 2020 reporting process in small undergraduate programs:

1. **Threshold for Reporting about Assessment for a Degree Program Overall.** Undergraduate degree programs with fewer than six seniors admitted to the major *for the degree* (using spring 2020 OBIEE records) fell below the threshold for submitting the regular annual program assessment report to ACE and filed an alternative assessment briefing instead. For 2020 reporting, the BA in Human Biology and the BA in Women's Studies fell below the threshold and filed alternative briefings to ACE.
2. **Threshold for Reporting about Assessment on a Particular Campus for Multi-campus Programs.** Multi-campus undergraduate degree programs with fewer than six seniors admitted to the major *on a particular campus* (using spring 2020 OBIEE records) were not required to report on assessment for that particular campus. For 2020, the BS Agricultural and Food Systems (Everett), BA in Anthropology (Global), BA in Biology (Global), BA in Computer Science (Tri-Cities), BS in Data Analytics (Vancouver), BS in Earth and Environmental Science (Global), BA in English (Global), B of Fine Arts (Tri-Cities), BA in Hospitality Business Management (Tri-Cities), BA in Political Science (Global), and BA in Sociology (Vancouver) fell below the threshold and were not required to report on assessment for that particular campus.

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 ACE. Programs are expected to fully report on their assessment when their number of senior majors surpasses the threshold.

Note: The BA in Asian Studies and BA in Communication & Society were no longer admitting new students as of fall 2020 and were not required to report to ACE on program assessment in 2020. Also, effective fall 2020, a new degree, the BS in Viticulture and Enology, was established at Tri-Cities (and replaced the BS in Integrated Plant Sciences at the Tri-Cities Campus only). These programs are excluded from annual report summaries for 2020.

Appendix B: WSU Undergraduate Degrees Reporting in 2020

The 69 Undergraduate Degree Program Assessment Reports submitted in 2020 represent 65 undergraduate degrees and more than 90 majors, 80 minors, and 100 in-major specializations. The table below lists the 65 undergraduate degrees reporting in 2020.

| Undergraduate Degrees Reporting 2020 Undergraduate Degree Program Assessment Reports (65 Degrees) | | |
|--|--|---|
| College | Undergraduate Degrees Reporting in 2020 ¹ | |
| Agricultural, Human, and Natural Resource Sciences (8 degrees) | Agricultural and Food Systems, BS Animal Sciences, BS Apparel, Merchandising, Design and Textiles, BA Economic Sciences, BS | Earth and Environmental Science, BS ² Food Science, BS Human Development, BA Integrated Plant Sciences, BS |
| Arts and Sciences (28 degrees) | Anthropology, BA Biology, BS Chemistry, BA ³ & BS ^{3,4} Comparative Ethnic Studies, BA Criminal Justice and Criminology, BA Data Analytics, BS ⁵ Digital Technology and Culture, BA ³ Earth and Environmental Science, BS ² English, BA Fine Arts, BA ³ & BFA ³ Foreign Languages and Cultures, BA History, BA Humanities, BA | Mathematics, BS Music, BA ^{3,4} & BMus ^{3,4} Philosophy, BA Physics, BS Political Science, BA Psychology, BS Public Affairs, BA Science, Bachelor of Social Sciences, BA Social Studies, BA Sociology, BA Zoology, BS |
| Business (2 degrees) | Business Administration, BA ⁴ | Hospitality Business Management, BA ⁴ |
| Communication (2 degrees) | Journalism and Media Production, BA | Strategic Communication, BA |
| Education (4 degrees) | Athletic Training, BS ⁴ / Sport Medicine, BS ⁶ Education, BA ⁴ | Kinesiology, BS Sport Management, BA |
| Engineering and Architecture (16 degrees) | Architecture, BS Bioengineering, BS ⁴ Chemical Engineering, BS ⁴ Civil Engineering, BS ^{3,4} Computer Engineering, BS ⁴ Computer Science, BA ^{3,4} & BS ^{3,4} Construction Engineering, BS Construction Management, BS ⁴ | Data Analytics, BS ⁵ Electrical Engineering, BS ^{3,4} Interior Design, BA ⁴ Landscape Architecture, BLA ⁴ Materials Science and Engineering, BS ⁴ Mechanical Engineering, BS ^{3,4} Software Engineering, BS |
| Medicine (2 degrees) | Nutrition and Exercise Physiology, BS ⁴ | Speech and Hearing Sciences, BA |
| Nursing (1 degree) | Nursing, BS ⁴ | |
| Veterinary Medicine (4 degrees) | Biochemistry, BS Genetics and Cell Biology, BS | Microbiology, BS Neuroscience, BS |

¹ Undergraduate degree programs with fewer than six seniors admitted to the major for the degree overall (using spring 2020 census records in OBIEE) fall below the threshold for submitting the regular annual program assessment report. For 2020 reporting, the BA in Human Biology and BA in Women's Studies fell below the threshold and filed alternative briefings to ACE. Additionally, the BA in Asian Studies and BA in Communication and Society were no longer admitting new students as of fall 2020 and were not required to report to ACE on program assessment in 2020.

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. Four 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: Guidance for Undergraduate Program Assessment in Response to COVID-19

Recognizing that the unexpected move to distance education meant a disrupted and stressful year with substantial challenges to teaching and learning, ACE published [Guidance and Priorities for Undergraduate Program Assessment for Spring 2020](#) and [WSU Expectations and Guidance for AY 2020-21 Undergraduate Program Assessment](#) to support programs in prioritizing program assessment work in 2020. ACE developed this guidance, summarized below, in consultation with WSU's Liaison Council for Undergraduate Assessment and the Provost's Office.

Summarized Guidance and Priorities for Undergraduate Program Assessment for Spring 2020. ACE suggested that programs consider the following recommendations, focusing on assessment activities that would be most useful to the program and its faculty, and help inform adjustments to future course offerings:

- **Revisit your program's assessment plan for spring 2020 and prioritize assessing senior majors.**
 - Where possible, consider continuing to collect well-established senior-level assessment measures (direct and/or indirect), making adjustments as needed to fit the current context.
 - Consider holding off on collecting a new senior-level direct measure for the first time, as the current environment may not provide a valid context to collect a new measure of program-level SLO achievement. Where possible, continue to develop or test a new rubric or tool already in progress (e.g., to collect feedback about the rubric, program-level SLOs, assessment process).
- **Consider conducting alternative formative assessment activities, to help gauge the impacts of this semester on teaching, learning, and curricula.**
 - Consider gathering input from faculty about student learning in their spring courses at key points in the curriculum, providing valuable qualitative assessment. It may be useful to have discussions or collect information from faculty about changes to syllabi, assignments, and student learning.
 - Consider simple ways to gather input from students about their learning and experiences in courses at key points in the curriculum, providing qualitative assessment data.
- **At the end of the semester, briefly note the status of any program assessment activities.**
 - Update your assessment plan, as needed, to reflect changes to program assessment this spring.
 - Ensure the program's assessment archive is up to date, adding any useful documentation.
 - Where possible, wrap up other assessment activities currently in progress or make note of where to pick up again in the fall.
- **Additional considerations.**
 - Assessment data collected this semester will be "noisy," given all the disruptions.
 - Programs can nonetheless use assessment – especially input from faculty and students about their experiences and the impacts on learning — to help inform adjustments instructors make to future course offerings, as the impacts of this spring play out in upcoming semesters.

Summarized WSU Expectations and Guidance for AY 2020-21 Undergraduate Program Assessment. Below are university expectations and guidance for undergraduate program assessment for AY 2020-21:

- **Where possible, conduct some program-level assessment related activities.**
 - Undergraduate programs should carry out some program assessment work, where possible, after taking into account program context and pressing questions.
 - Prioritize assessment that fits the program's capacity and that will advance meaningful program assessment in the future.
 - Consider assessing senior major achievement of a program-level SLO or making use of existing assessment data to make adjustments in the COVID-19 context.
- **Additional guidance.**
 - To conserve and allocate faculty time, the undergraduate program's leadership group (chair/director, faculty assessment coordinator, undergraduate studies director or similar) should agree on priorities.
 - Where possible, choose something useful for undergraduate curriculum and program assessment.

Appendix D: Quality Indicators and Targets

WSU aims to have **substantially all programs (≥ 90%)** reporting that the below indicators of quality assessment are in place. However, WSU recognizes that the COVID-19 pandemic presented challenges that impacted, and in some cases limited, the assessment that programs were able to accomplish in 2020. ACE published guidance to support programs in prioritizing program assessment work in 2020 (see [Appendix C](#)).

In line with *WSU's 2020-2025 System Strategic Plan* "Goal 2: Student Experience" objective of enhancing the quality of the undergraduate academic experience, WSU'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 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 aims to encourage deeper involvement in assessment and increases in quality over time as programs make improvements to meet evolving needs.

| Quality Indicator | WSU Goal/Target ¹ | 2019 (% of 66 Degrees) | 2020 (% of 65 Degrees) |
|--|--|------------------------------|------------------------------|
| 1. Faculty regularly engage in program assessment activities. | Substantially all (≥ 90%) degree programs report that faculty engaged in assessment activities. | Goal Met (98%) | Goal Met (100%) |
| 2. Degree programs collect direct measure(s) of senior major learning outcomes achievement. | Substantially all (≥ 90%) degree programs collect direct measure(s) of student learning at the senior level. | Partially Met (88%) | Partially Met (82%) |
| 3. Program-level assessment of student learning outcomes includes degrees offered online. ² | Substantially all (≥ 90%) degrees offered online collect <i>any measure</i> of student learning from online seniors. | Partially Met (88%) | Goal Met (92%) |
| | Substantially all (≥ 90%) degrees offered online collect a <i>direct measure</i> of student learning from online seniors. | Partially Met (75%) | Substantially Unmet (50%) |
| 4. Program-level assessment of student learning outcomes includes all campuses that offer the degree. ³ | Substantially all (≥ 90%) degree programs offered on multiple campuses collect <i>any measure</i> of student learning from seniors on all campuses with the degree. | Goal Met (93%) | Goal Met (93%) |
| | Substantially all (≥ 90%) degree programs offered on multiple campuses collect a <i>direct measure</i> of student learning from seniors on all campuses with the degree. | Partially Met (67%) | Partially Met (74%) |
| 5. 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. | Partially Met (88%) | Partially Met (88%) |
| | Substantially all (≥ 90%) degree programs report that assessment is discussed by program leadership. | Goal Met (97%) | Goal Met (98%) |
| 6. Degree programs use assessment of student learning to inform planning and practices 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 (92%) | Partially Met (88%) |
| 7. Degree programs use aligned assessment of program-level student learning outcomes for improvement. | Substantially all (≥ 90%) degree programs use results aligned with program-level SLOs to inform decisions <i>within a given three-year period</i> . | Goal Met (94%) | Goal Met (94%) |
| | Substantially all (≥ 90%) degree programs use results aligned with program-level SLOs to inform decisions about <i>curriculum, instruction or faculty development within a given three-year period</i> . | Partially Met (89%) | Partially Met (86%) |

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

² For 2020, includes 12 undergraduate degrees with at least six seniors admitted to the major on Global Campus (using spring 2020 census records in OBIEE). Includes eight degrees with at least six Global Campus seniors in 2019.

³ For 2020, includes 27 degrees with at least six senior majors on two or more of the following campuses (using spring 2020 census records): Pullman, Spokane, Tri-Cities, Vancouver, Everett and Global. Includes twenty-seven degrees with at least six senior majors on multiple campuses in 2019.

Appendix E: NWCCU Standards and Recommendations (Selected)

NWCCU 2020 Standards Regarding Program-level Assessment

The NWCCU 2020 revised standards for WSU's continuing accreditation through the Northwest Commission on Colleges and Universities (NWCCU) took effect on January 1, 2020, and include the following:

- **Learning Outcomes.** Learning outcomes are identified and published for degree programs. Expected student learning outcomes for all courses are provided to enrolled students. **(1.C.3)**
- **Curriculum.** Degrees and programs are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning. Programs have appropriate content and rigor and culminate in achievement of identified student learning outcomes in recognized fields of study. **(1.C.1 and 1.C.2)**
- **Effective and Systematic Assessment is in Place.**
 - An effective system of assessment evaluates the quality of learning in degree programs. **(1.C.5)**
 - Undergraduate learning outcomes and/or core competencies (*at WSU, the Seven Learning Goals of Undergraduate Education*) are assessed across all bachelor's degree programs or within the general education curriculum. **(1.C.6)**
 - A continuous process is in place to assess institutional effectiveness, including student learning and achievement. **(1.B.1)**
- **Assessment Results Support Student Learning and Student Achievement.**
 - Results of assessment of student learning are used to inform academic and learning-support planning and practices to continuously improve academic programs. **(1.C.7)**
 - Indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity. **(1.D.4)**
 - An ongoing and systematic evaluation and planning process is used to inform and refine effectiveness, assign resources, and improve student learning and achievement. **(1.B.1)**
- **Faculty Roles.** Faculty have a central role in establishing curricula, assessing student learning, and improving instructional programs. **(1.C.5)**

Selected NWCCU Commendations and Recommendations: Spring 2018 Year Seven Evaluation

In 2018, the NWCCU commended WSU for its assessment practices. New recommendations based on the NWCCU 2010 standards that 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 strategic planning metrics
- Collect appropriately defined data, which can be disaggregated to identify differences among campuses and learning modalities

Appendix F: Glossary

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

Assessment Cycle: The process of planning, collecting, and analyzing assessment measures and data for the purpose of sustaining and improving teaching, learning, and curricula.

Assessment Plan: A program's process and timeline for conducting program assessment activities, and for collecting, analyzing, and using program assessment data.

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

Curriculum Map: A matrix aligning program-level student learning outcomes (SLOs) with the courses for a degree program or major.

Direct Measure: Assessments (by faculty or other professionals) of students work products or performances that provide demonstrated evidence of program-level SLOs (i.e., skills and knowledge).

Indirect Measure: Perspectives, input, and other indicators (from students or others) that provide evidence related to student learning or the curriculum (e.g., perceived gains or confidence in specific skills or knowledge, motivation, satisfaction, the availability or quality of learning opportunities, student progress, etc.).

Key Assessment Elements: At WSU, the principle elements of program assessment forming a framework for useful, sustainable assessment. Specifically, the program-level student learning outcomes for the degree or major, assessment plan, curriculum map, direct measures, indirect measures, and use of assessment.

Program-level Student Learning Outcomes Assessment: A process of faculty identifying what students should know and be able to do by the end of an academic program, measuring progress toward meeting these learning outcomes, and using that information to inform decision-making about teaching, learning, and curricula.

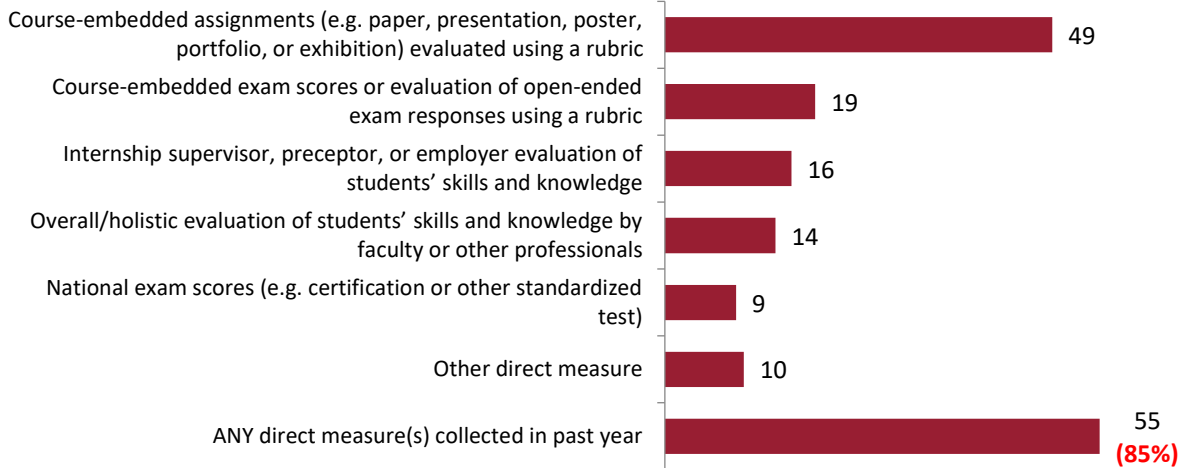
Program-level Student Learning Outcomes (SLOs): Core skills and knowledge that students are expected to demonstrate upon successful completion of a program (e.g., core courses and electives for the major).

Assessment Aligned with Program-level Student Learning Outcomes (SLOs): Assessment measures aligned with specific program-level SLOs; may include direct measures (such as assessment of skills demonstrated in a senior project) and/or indirect measures (such as input from a senior focus group on their experience related to a specific program-level SLO).

Use of Assessment: Program assessment activities and results inform regular faculty reflection and discussion about effective teaching, learning, and curricula, and ultimately contribute to decision-making to support student learning. Decisions may include intentionally choosing to continue current effective practices, building on the program's existing strengths, and/or making changes to the program. Importantly, use of assessment can occur at any point in the process of collecting, analyzing, or discussing direct and/or indirect measures of student learning.

Appendix G: Types of Direct and Indirect Measures Collected in 2020

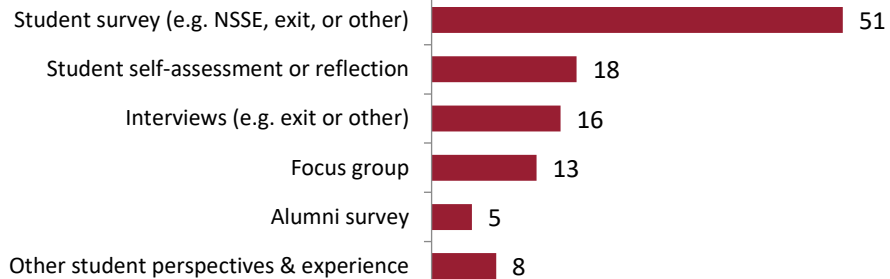
Types of Direct Assessment Measures Collected in Past Year 2020 Undergraduate Degree Program Assessment Reports (65 Degrees)



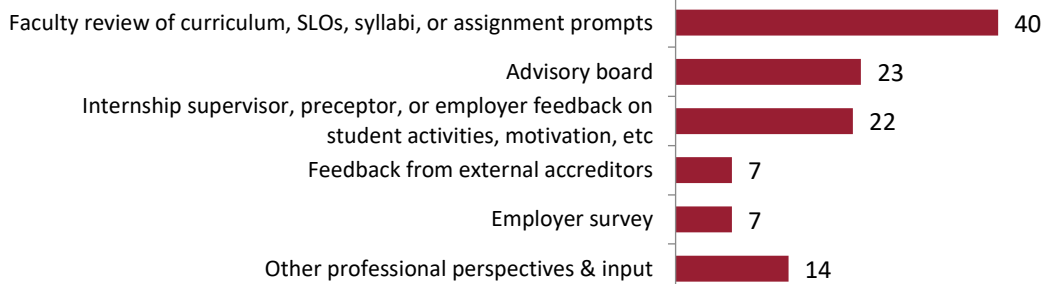
Note: Will not sum to 55 because some programs collected more than one measure

Types of Indirect Assessment Measures Collected in Past Year 2020 Undergraduate Degree Program Assessment Reports (65 Degrees)

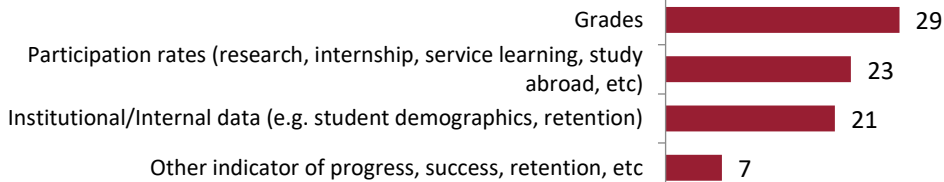
Student Perspectives & Experience:



Professional Perspectives & Input:



Indicators of Progress, Success, etc:



Note: Will not sum to 64 because some programs collected more than one measure

Appendix H: Types of Senior Direct Measures Collected WSU-wide by College and Program in 2020

| Types of Senior-level Direct Assessment Measures Collected in Past Year 2020 Undergraduate Degree Program Assessment Reports (65 Degrees) | | | | | | | | | | |
|--|---|--|---------------|------|---|---|--------------------|------------------|--|-----------|
| | Ag, Human, & Natural Res Sci | Arts & Sciences | Business | Comm | Education | Engineering and Architecture | Medicine | Nursing | Veterinary Medicine | Total |
| Course-embedded assignment | AgFoodSys (P) AnimalSci (P) AMDT (P) EarthEnvrSci (P) EconSci (P,G) FoodSci (P) IntPlantSci (P) | Anthro (P,V) Biology (P,TC,V) CrimJ (P) DigitalTech (P,TC,V) EarthEnvrSci (P) English (P) FineArt_BA (P) FineArt_BFA (P) Music_BA (P) Music_BM (P) Physics (P) Science (P,TC) Sociology (P,G) Zoology (P) | HBM (P,V,E,G) | | AthleticTrain (P) EdTeacher (P,TC,V) Kinesiology (P) SportMgmt (P) | BioEngr (P) ChemEngr (P) CivilEngr (P,TC) CompEngr (P) CompSci_BA (P) CompSci_BS (P,TC,V) ConstrEngr (P) ConstrMgmt (P) ElectEngr (P,TC,V,E) IntDesign (P) LandscapeArch (P) MatSciEngr (P) MechEngr (P,TC,V,E) SoftwareEngr (P,E) | NEP (S) SHS (S) | Nursing (S,TC,V) | Biochem (P) GeneticsCell Bio (P) Microbio (P) Neurosci (P,V) | 46 |
| Internship evaluation | AMDT (P) EarthEnvrSci (P) EconSci (P,G) HumDev (P,V,G) | EarthEnvrSci (P) Hum(P,TC,V,G) SocialSci (P,TC,V,G) | HBM (P,V,E,G) | | AthleticTrain (P) EdTeacher (P,TC,V) Kinesiology (P) SportMgmt (P) | CivilEngr (P) ConstrEngr (P) IntDesign (P) | NEP (S) | Nursing (S,TC,V) | | 16 |
| Course-embedded exam | FoodSci (P) | Math (P,V) Music_BA (P) Music_BM (P) | HBM (P,V,E,G) | | | BioEngr (P) CivilEngr (TC) CompSci_BS (TC,V) ConstrMgmt (P) ElectEngr (V) MatSciEngr (P) MechEngr (TC,V) | | Nursing (S,TC) | | 13 |
| Holistic evaluation | AMDT (P) EarthEnvrSci (P,TC,V) EconSci (P,G) | Biology (P,TC,V) EarthEnvrSci (P,TC,V) PubAffairs (V) Science (P,TC) Zoology (P) | | | AthleticTrain (P) | Arch (P) CivilEngr (P) ConstrEngr (P) IntDesign (P) LandscapeArch (P) | | | | 13 |
| National exam | HumDev (P) | ForeignLang (P) | | | AthleticTrain (P) EdTeacher (P,TC,V) | CivilEngr (P) MechEngr (P,E) | NEP (S) | Nursing (S,TC) | | 8 |
| Other | | FineArt_BA (P) FineArt_BFA (P) Music_BA (P) Music_BM (P) | | | | BioEngr (P) | SHS (S) | | | 6 |

Note: Twelve programs did not collect a direct measure at the senior-level in 2020