

**Guide / Crib Sheet for Program-level Assessment  
for Department Chairs or School Directors and their Assessment Coordinators  
Undergraduate Degrees, 2017**

WSU undergraduate degrees are responsible for identifying and using their own assessment measures and processes within frameworks of good practice, to meet the needs of their discipline, faculty and students. Below are some indicators for mature, sustainable program assessment, with regular faculty involvement.

- Student Learning Outcomes
- Curriculum Map(s)
- Measures of Student Success
- Communicate with Faculty
- Using Results to Inform Decisions
- Assessment Archive
- Assessment Plan
- Annual Assessment Reports
- Glossary

**Student Learning Outcomes (SLOs) for the Degree / Program**

- Published on the department or program website and WSU catalog; shared with new instructors
- Approved -- formally or informally -- by the majority of faculty who teach (e.g. every three years at a regular faculty meeting); if multi-campus, includes faculty on all campuses offering the degree  
*Year last approved:* \_\_\_\_\_
- Follow good practices:* focus on key skills, knowledge, and/or abilities for success in the discipline or related field; observable and measurable outcomes; avoid unclear terms; easily understood by faculty, students, and public

*For more information, see ATL Website: [Student Learning Outcomes](#)*

**Curriculum Map(s)**

- Shared with new instructors and available to all instructors
- Approved -- formally or informally -- by the majority of faculty who teach (e.g. every three years at a regular faculty meeting); if multi-campus, includes faculty on all campuses offering the degree  
*Year last approved:* \_\_\_\_\_
- Follow good practices:* matrix aligns *program-level* SLOs and core courses of the degree; may include key elective courses or other experiences, as applicable; indicates the level at which each course teaches *program-level* SLOs (e.g. introductory, reinforcing, mastery) or their importance in the course; students get practice and feedback on any program SLOs a given course addresses

*For more information, see ATL Website: [Curriculum Maps](#)*

**Measures**

- Collected and analyzed at regular intervals; include at least one direct and one indirect measure of student learning and assessment of students at the senior level (near graduation)
- Approved -- formally or informally -- by the majority of faculty who teach (e.g. every three years at a regular faculty meeting); if multi-campus, includes faculty on all campuses offering the degree  
*Year last approved:* \_\_\_\_\_
- Monitor any new measures (cycle to pilot, refine, scale up and approve)
- Follow good practices:* direct and indirect measures provide useful, complementary information; address *program-level* SLOs (may also target course SLOs, student experience, etc.); adequate representation of students on all campuses that offer the degree, including online

*For more information, see ATL Website: [Direct Measures](#) and [Indirect Measures](#)*

## Communication about Assessment

- Leadership discusses assessment measures, results, or findings at least annually (e.g., chair, director, other); may include curriculum or undergraduate studies committee *Calendared for: \_\_\_\_\_*
- Ensure the majority of faculty who teach discuss assessment measures, results, or findings at least annually; includes appropriate faculty, on all campuses offering the degree and online instructors as applicable) *Calendared for: \_\_\_\_\_*
- Follow good practices:* value of assessment is recognized; articulate goals/questions and priorities; acknowledge benefits of participation (e.g., assessment activities offer opportunities for faculty to think about student learning in the curriculum and how to support it most effectively in their classes and dept.)

## Use of Assessment to Inform or Influence Program Decisions

- Program-level* assessment is used to inform program decisions about curriculum, instruction, or faculty development, as well as scheduling, facilities, policy, advising, etc.
  - Follow good practices:* reflect on how assessment data improve understanding of courses and curriculum; consider uses of assessment on all campuses that offer the degree or in online offerings; recognize and communicate about uses or influences of assessment
- For more information, see the ATL Website: [Use of Assessment](#)*

## Assessment Archive

- Ensure assessment materials (e.g. assessment plans, measures/tools, data, results, findings, reports) are regularly archived by chair/director, assessment coordinator, or other steward
  - Periodically review infrastructure so assessment data and documents are regularly archived, with appropriate data stewardship and access for leadership, committees, instructors or department members on all campuses, as appropriate
- For more information, see ATL Website: [Basic Assessment Archives](#) and [Assessment Data Stewardship](#)*

## Assessment Plan

- Indicate who is involved in the program's assessment, including who will collect and analyze assessment data, present results to faculty, and be involved in making recommendations based on assessment results; identify assessment contacts for all campuses that offer the degree (as applicable)
  - Describe archive location and who is responsible for maintenance
  - Follow good practices:* identify overall purposes for program assessment (i.e. what the department, program or faculty hope to learn); include specific timeline for the upcoming year and a general timeline for one to three years; include UCORE-related assessments as appropriate; indicate how courses, instructors, and students on all campuses offering the degree and online are included or represented in the program's assessment (as applicable)
- For more information, see ATL Website: [Assessment Plans](#)*

## Annual Assessment Reports

- Report on assessment annually (due by June 1); include input from other campuses offering the degree and online instructors (as applicable)
  - Archive and share report with assessment contacts from other campuses offering the degree
- For more information, see ATL Website: [Program Assessment Reporting](#)*

## Other

- Ensure there is an assessment coordinator and plan for transitions
- Coordinate assessment for interdisciplinary programs that involve the department
- Contribute to assessment for general education/UCORE, recognizing complementary efforts and data

## Assessment Glossary

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

**Assessment Cycle:** The process of planning, collecting, and analyzing assessment measures and data for the purpose of sustaining and improving teaching and learning. Typically the assessment cycle refers to the timing of the processes within an academic year, but timing may vary from program to program.

**Assessment Plan:** A process and timeline for designing, collecting, and analyzing assessment data.

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

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

**Curriculum Map:** A matrix aligning student learning outcomes with the courses in a program of study.

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

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

**Indirect Measure:** Information associated with learning, motivation, perceived success, or satisfaction, and typically includes student surveys or focus groups, course evaluations, institutional data, alumni or employer surveys, advisory board input or others.

**Key Assessment Elements:** For the purposes of this report, the principle elements of program assessment. Specifically, the student learning outcomes for the degree or major, assessment plan, curriculum map, direct measures, indirect measures, and use of assessment. All six of these are required by all WSU undergraduate programs.

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

**Stewardship of Assessment Data:** Assessment data/results are valuable resources that must be carefully managed. Each individual with access to assessment data/results has the responsibility to use those data and any information derived from them appropriately. For more information, see ATL's [Assessment Data Stewardship: Tips for Academic Programs](#).

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

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

**Using Assessment Results:** Assessment results a) inform continual reflection and discussion of teaching and learning and b) contribute to decision-making to ensure effective teaching and learning. Decisions can include the choice to continue current effective practices or build on strengths.