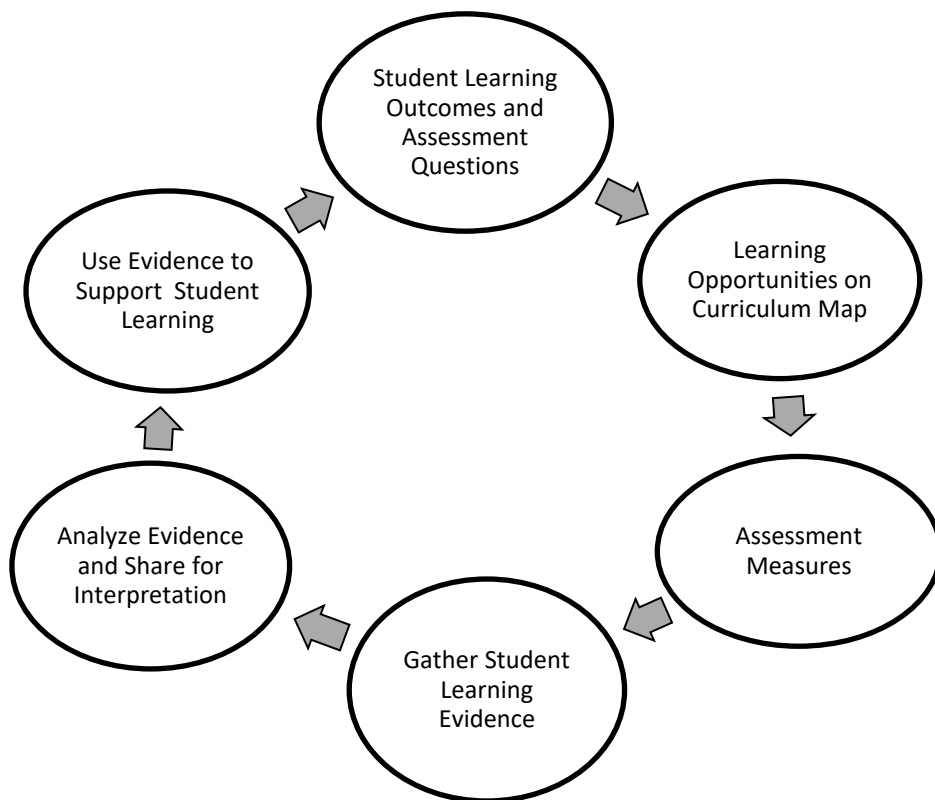


Planning Assessment of Student Learning In Undergraduate Degree Programs

Office of Assessment of Teaching and Learning, WSU



A. Overarching purposes for degree program-level assessment of student learning

- Collect evidence of student learning that contributes information useful to the decisions that must be regularly made regarding curriculum and instruction, to support student achievement. This commonly include determining the extent to which seniors are achieving the learning outcomes of the degree, through one or more measures.
- Provide meaningful information to the chair/director and faculty instructing that program.
- Design and develop assessment that's useful, manageable (taking into account available time & resources) and gains traction and utility over time. Developing effective assessment is a process that normally takes several years.
- Optional: Meet requirements for the program's professional accreditation or standards of professional association.
- Contribute to standards to maintain university accreditation, including faculty engagement in assessment; assessment in degrees offered online; and documenting the extent to which students meet course & degree learning outcomes. (see page 4)

B. Purpose for assessment in this degree [What are your assessment questions? What are you trying to learn?]

C. Assessment Plan and Annual Cycle Timeline for 201__ (see table, page 2, for sample)

D. Student Learning Outcomes - the key skills and knowledge that we want our graduates to demonstrate.

- 201_ : Review SLOs (may use self-assessment rubric from ATL)
- Discuss and approve by faculty; a set of SLOs may revised over time (as the field changes).
- Review and update curriculum map as needed; faculty review and approve periodically

E. Assessment team members, 201_ :

Faculty Assessment Coordinator:

Committee:

How teaching faculty participate in assessment:

F. Departmental communication

- Example: The assessment team communicates with the chair at least once per semester, and with the faculty once per semester at a regular faculty meeting. A final update and discussion of results is done in August. (If instruction is commonly done by TAs, indicate how they are routinely included.)

G. Annual Report on Undergraduate Program Assessment (due by June 1, approved by chair/director)

- Programs are welcome to meet with ATL in advance or submit a draft in April and request feedback.

H. Archive: Annual reports, assessment materials and results should be stored in a departmental archive.

- Archive location(s):
- Who maintains the archive?

I. Resources: Contact ATL for assistance with assessment planning and activities. ATL can provide examples, workshops, and consultation on assessment. See suggested Roles and Responsibilities (see page 3)

Activity	Steps and Notes	Point Person / Participants	Dates / Completion or next steps
Assessment Plan	Design/update assessment plan		
Student Learning Outcomes (SLOs) for majors – curriculum or program	<ul style="list-style-type: none"> Review and revise SLOs (Are they measurable? Do they represent what the program faculty value?) Invite faculty discussion/approval 		
	<ul style="list-style-type: none"> Align SLOs with WSU’s Seven Learning Goals of the Baccalaureate (grid). Communicate w/faculty and students in dept 		
Curriculum Map Samples and good practice criteria available	<ul style="list-style-type: none"> For a particular major-option, create a grid (map) of the SLOs and the courses those students take, indicating which learning outcomes each course introduces, reinforces, or expects mastery. Update as courses & key assignments evolve Invite faculty discussion/approval (every 3 years) 		
Assessment Question(s)	What are you trying to find out about student learning in the curriculum? Option: May choose a couple SLOs to focus on first for program assessment. May include baseline info, such as a) determine/monitor senior achievement levels, and b) monitor online and on-campus student achievement		
Direct Measures See criteria for useful, sustainable measures	Example: in a capstone and/or other key course, see what existing student work or exam questions can be used for program assessment (aligned with specific program SLOs) <ul style="list-style-type: none"> Plan/coordinate Consider a pilot, test drive rubrics Evaluate a sample of student work (rubric or other method) or collect existing evaluations How will student work from all campuses offering the degree be assessed, including global campus? What is your senior-level measure(s)? 		
Indirect Measures See criteria for useful, sustainable measures	Example: focus group, senior exit survey, internship survey, alumni survey, interviews <ul style="list-style-type: none"> Plan/coordinate Design measure (e.g. survey questions or focus group questions) Deliver or collect 		
	Other: Institutional data, such as NSSE results (bi-annual), course grades, participation rates, retention rates		
Analyze and share results	<ul style="list-style-type: none"> Organize and analyze assessment results. Prepare results for presentation; disaggregate if needed. Share and discuss results from various measures: schedule meeting with faculty/chair/committee (should be a regular step in assessment) 		
Using assessment	<ul style="list-style-type: none"> Use results – contribute information to ongoing decision-making in dept; or influence faculty teaching practices, or faculty development Use results – refine assessment process, procedures, purpose, as needed. Log for annual reporting. Feed into next year’s plan. 		

Assessment of Student Learning in Program-level Assessment

Summary of Suggested Roles and Responsibilities at WSU

1. Chair/Director Responsibilities for Program Assessment

- Provide leadership and oversight for assessment of each degree program (see *EPPM*); supervise the delivery and assessment of the department's curriculum (see *Provost's Guidelines for Chairs*) on all campuses
- Communicate the value of assessment to the department/school; articulate goals/questions and priorities
- Implement a sustainable assessment plan, including faculty and all campuses offering the degree
- Ensure student learning outcomes are reviewed by faculty and published (department website and catalog)
- Regularly review and share assessment results for discussion; include assessment results in department's decision-making to support student learning and effective curriculum
- Report on assessment annually; distribute annual report to ATL, Dean/Associate Dean
- Ensure infrastructure so assessment results and documents are regularly archived, with appropriate stewardship and access to department members. Appoint Faculty Assessment Coordinator.
- Recognize assessment in workload and in AR; support faculty development in assessment

2. Faculty Assessment Coordinator

- Implement degree program's assessment plan; coordinate assessment efforts and logistics with broad faculty participation across all campuses offering the degree
- Liaise with chair and departmental committee, faculty and support offices
- Analyze results and prepare them for discussion by chair, faculty and curriculum committee
- With chair, report on assessment annually; archive assessment results and documents for the dept
- Develop a working knowledge of good practices in assessment in the discipline

3. Faculty Participation in Program Assessment

- Participate in assessment activities (e.g., develop learning outcomes, collect student work, score student work for program outcomes, interpret results)
- Situate own courses in the curriculum to support student achievement of degree outcomes at graduation
- Discuss and act on assessment results
- May participate similarly in assessment for UCORE and for interdisciplinary programs

4. Dean / Associate Dean Responsibilities for Program Assessment

- Provide overall leadership and oversight of program assessment in the college
- Communicate the value of assessment in the college and articulate goals
- Ensure effective assessment of student learning college-wide and assessment of WSU 7 Learning Goals
- Identify needs to build and sustain assessment at all levels, and archives, over time
- Use assessment data in college's decision-making and strategic planning

5. Support & Resources

Undergraduate Programs: Office of Assessment of Teaching and Learning (ATL)

- Consult and support undergraduate programs, colleges and campuses to implement assessment of student learning, analyze data, and share results for faculty & chair discussion, contributing to decisions about curriculum, instruction, and faculty development.
- Build undergraduate assessment capacity and systems at WSU; provide faculty development and training; review literature and share good practices for assessment activities and innovation.
- Report annually to the Provost, Deans/Associate Deans and campuses, and to support university accreditation. Manage annual undergraduate reporting and summaries and document systems.

Graduate Programs: The Graduate School manages assessment reporting and review for graduate programs and provides information and data for program review.

Selected Accreditation Standards for Academic Degree Programs Under Northwest Commission on Colleges and Universities

Standards for WSU's continuing accreditation include these requirements:

- **Learning Outcomes.** Identify and publish expected course, program, and degree student learning outcomes. Expected student learning outcomes for courses 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 librarians and others, 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 achieve identified course, program, and degree learning outcomes. (4.A.3)
- **Use of Assessment Results and 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)
- **Review assessment processes.** Regularly review its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement. (4.A.6)

NWCCU Recommendations for WSU, 2013

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

1. **Faculty responsibility / assessment includes online degrees.** The evaluation committee recommends that Washington State University's academic programs continue to strengthen collective faculty responsibility for fostering and assessing student achievement of learning outcomes and ensure that student learning outcome information from online programs and courses are consistently included in assessment processes. (Standard 2.C.5)
2. **SLO summary data contributes to mission fulfillment.** The evaluation committee recommends that the University incorporate student learning outcomes summary information into the evaluation of overall mission fulfillment. (Standard 1.B.2)