

CUB JR BALLROOM

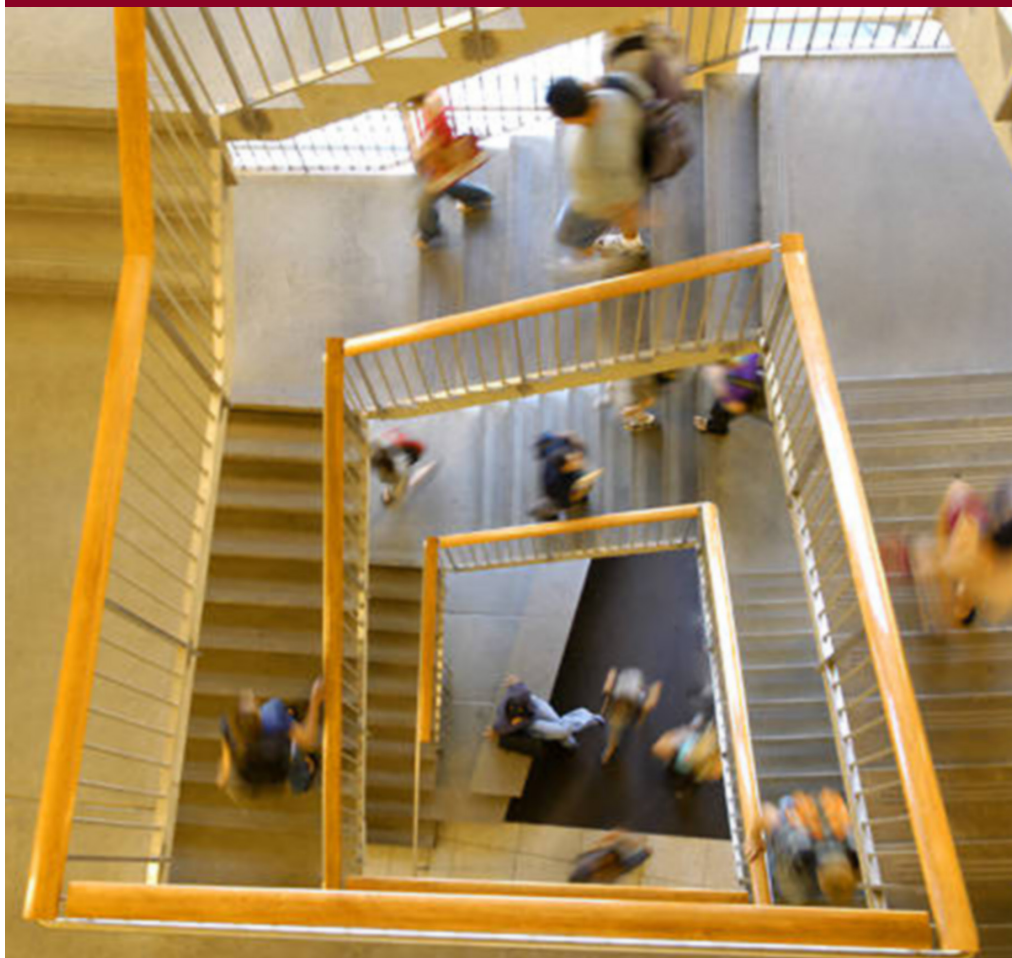
NOV 6, 2019

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Celebration of Assessment Excellence

SPONSORED BY

The Office of Assessment of Teaching & Learning
Division of Academic Engagement & Student Achievement





Pullman

Order of Events

3:45 p Refreshments

4:00 p Program


Opening Remarks Bryan Slinker, Interim Provost

Recognition of Programs Mary Wack, Vice Provost for Academic Engagement & Student Achievement

CCB	Business Administration
CAHNRS	Economic Sciences
CAS	Chemistry
	Fine Arts
	Mathematics
	Psychology
COE	Teacher Education
	Kinesiology
CVM	Molecular Biosciences
ESFCOM	Nutrition and Exercise Physiology
VCEA	Chemical Engineering
	Construction Management
	Landscape Architecture



Everett



Effective assessment supports quality academic programs and advances Washington State University's land grant mission and goals of providing a transformative student experience.

Today, we celebrate and showcase good practices in assessment of learning outcomes by WSU's undergraduate programs.

Over the past two years, these undergraduate degree programs, as appropriate to their context, have **collected measures aligned with program-level student learning outcomes, engaged faculty in discussions of assessment data, and used assessment results to improve curriculum or instruction.**

Examples provided highlight specific uses of program-level assessment by each program but are not comprehensive of all of the program's assessment activities or uses of assessment. We encourage faculty to share stories about how assessment evidence has helped inform improvements to their program and the learning experience of their students.

Business Administration

Assessment Leadership:

Claire Latham, Director of Assessment—Carson College of Business

Student Learning Outcome (SLO)

Demonstrate professional, socially responsible, and ethical awareness

Assessment of Student Learning

Business Administration collected performance data from their end of program exam and rubric scores for senior capstone essays. The program found some components of case analysis skills used for this learning outcome that could be strengthened.

Impact on Curriculum and/or Instruction

Based on these findings, program learning outcomes were revised to clarify skills for socially responsible and ethical awareness, focusing on changes to instruction, assignments, and assessment, and a 100-level course added to introduce case analysis skills.

Economic Sciences

Assessment Leadership:

Jill McCluskey, Current Director—School of Economic Sciences

H. Alan Love, Past Director—School of Economic Sciences

Mark J. Gibson, Assessment Coordinator

Student Learning Outcome (SLO)

Evaluate and apply economic concepts and quantitative methods

Assessment of Student Learning

Faculty reviewed internship mentor evaluations of student performance, along with senior exit interviews and course-specific measures for core courses. The program found that students needed more preparation in the areas of mathematical modeling and economic analysis using graphs and numerical methods.

Impact on Curriculum and/or Instruction

Based on this assessment, faculty developed a new 200-level course in applied economic modeling to better prepare students for upper-division work.

Chemistry

Assessment Leadership:

Kirk Peterson, Department Chair

Paul Buckley, Assessment Coordinator

Student Learning Outcome (SLO)

Communicate effectively about chemistry in writing

Assessment of Student Learning

Written assignments in the capstone course provided evidence of student writing skills, as seniors prepared for research poster presentations. Faculty found that students needed to improve how they structured their writing to communicate to a lay audience and make better use of editing and collaboration tools.

Impact on Curriculum and/or Instruction

Based on this assessment, changes were made to the capstone course design and assignments to include more collaborative writing tools, and additional short diagnostic assignments early in the semester.

Fine Arts

Assessment Leadership:

Squeak Meisel, Department Chair

Dennis Dehart, Assessment Coordinator

Student Learning Outcome (SLO)

Displays professionalism in the presentation of the art and him/herself, and articulates his/her own artistic production

Assessment of Student Learning

Faculty assessed senior final BFA exhibitions and presentations in gallery spaces, including oral examinations, using a program rubric for all learning outcomes. Faculty found that students needed to improve their ability to communicate about their work in the exhibition setting.

Impact on Curriculum and/or Instruction

Based on this assessment, the program introduced a series of faculty-led workshops in a 400-level course for majors, addressing artist statements and other related professional skills.

Mathematics

Assessment Leadership:

Charles N. Moore, Department Chair

Dean Johnson, Assessment Coordinator

Sandy Cooper, Past Assessment Coordinator

Student Learning Outcome (SLO)

Formulate and test conjectures and construct mathematical proofs

Assessment of Student Learning

Faculty assessed senior performance in 400 level course assignments—on a combination of materials from a project and on exam questions—using a program rubric. Faculty found that students were underprepared in some aspects of these skills.

Impact on Curriculum and/or Instruction

Based on this assessment, faculty revised the foundational third year class, Math 301, to better prepare students to apply these skills in downstream 400-level courses.

Psychology

Assessment Leadership:

David Marcus, Department Chair

Dee Posey, Assessment Coordinator

Student Learning Outcome (SLO)

Develop skills and knowledge relevant to pursuing career goals

Assessment of Student Learning

Faculty reviewed course-embedded assessment results from a 400-level clinical course, along with senior exit survey responses. The program found that students needed more opportunities for professional growth throughout the curriculum.

Impact on Curriculum and/or Instruction

Based on this assessment, a new 200-level course about career paths and options for graduate school was added. Additionally, 400-level teaching and research courses were modified to allow students more continuity in their professional development as teaching or research assistants across multiple terms.

Kinesiology

Assessment Leadership:

Phyllis Erdman, Department Chair

Judy Schultz, Assessment Coordinator

Student Learning Outcome (SLO)

Use scientific literacy, quantitative reasoning, and discipline knowledge to analyze contemporary issues; and communicate effectively

Assessment of Student Learning

Faculty scored senior papers in a 400-level [M] course using a rubric, and considered related student perspectives from course evaluations and the National Survey of Student Engagement. The program found that students needed to improve in these skill areas and that related content and expectations in the 300-level [M] course varied across sections.

Impact on Curriculum and/or Instruction

Based on these assessments, faculty updated the content and assignments in the third year [M] course to standardize expectations and skills focus, to better prepare students for the 400-level [M] course.

Teacher Education

Assessment Leadership:

Tariq Akmal, Department Chair and Assessment Coordinator

Student Learning Outcome (SLO)

Address diversity in teaching and learning

Assessment of Student Learning

Faculty reviewed the field supervisor evaluations of student performance, rubric scores from a national portfolio assessment of performance for student teachers, and professional input from faculty. The program found students needed more support in differentiating instruction to be more culturally responsive.

Impact on Curriculum and/or Instruction

Based on these assessments, the program has provided on-going faculty and TA development around culturally responsive practices. Course assignments were also revised to focus more on culturally responsive and sustaining practices.



Spokane

Molecular Biosciences

Assessment Leadership:

Michael Griswold, Director—School of Molecular Biosciences

Erika Offerdahl, Assessment Coordinator

William B. Davis, Past Assessment Coordinator

Student Learning Outcome (SLO)

Prepare written reports in standard scientific formats

Assessment of Student Learning

Faculty reviewed course-embedded assessment results from a 400-level capstone course. The program found students needed more intentional scaffolding to develop communication skills across the curriculum to reach mastery level performance.

Impact on Curriculum and/or Instruction

Based on this assessment, faculty revised the curriculum to make a 200-level introduction to scientific communication a requirement for majors. Additionally, faculty are exploring options to increase opportunities for skill development in 300-level courses.

Nutrition and Exercise Physiology

Assessment Leadership:

Glen E. Duncan, Department Chair

Jill Wagner, Assessment Coordinator

Student Learning Outcome (SLO)

Demonstrate culturally competent written communication skills

Assessment of Student Learning

Faculty used a writing rubric to assess papers in the junior and senior [M] courses from a cohort of students. The program identified academic-professional writing skills as an area for improvement.

Impact on Curriculum and/or Instruction

Based on these assessment results, faculty developed a writing toolkit to improve written communication skills, and [M] course instructors revised the writing rubric for adoption in all NEP undergraduate courses with a writing component.

Chemical Engineering

Assessment Leadership:

James Petersen, Director—Voiland School of Chemical Engineering and Bioengineering

David Thiessen, Assessment Coordinator

Student Learning Outcome (SLO)

Ability to communicate effectively—focus on writing

Assessment of Student Learning

Faculty assessed student writing in the senior capstone course projects (ChE 450/451) for the ABET learning outcome 3g. The program faculty identified areas for improvement in some aspects of writing technical reports.

Impact on Curriculum and/or Instruction

Based on this assessment, faculty agreed to increase attention to report writing within the curriculum by adding assignments and providing more guidance on technical writing. In several upper division courses, faculty also agreed to increase the grade weighting for written reports.

Construction Management

Assessment Leadership:

Ryan Smith, Director—School of Design and Construction

Jason Peschel, Program Head and Assessment Coordinator

Student Learning Outcome (SLO)

Create construction project costs estimates

Assessment of Student Learning

Faculty looked at course-embedded assignments in a 300-level course assessed with a rubric. The program found that students needed to improve their understanding of, and creation of, general conditions estimates.

Impact on Curriculum and/or Instruction

Based on these findings, faculty decided to adjust when general conditions estimates are taught in the required two-semester estimating sequence, in order to better introduce and reinforce the component skills before assessing this learning outcome.

Landscape Architecture

Assessment Leadership:

Ryan Smith, Director—School of Design and Construction

Jolie B. Kaytes, Program Head and Assessment Coordinator

Student Learning Outcome (SLO)

Identify, collect, and analyze necessary information using appropriate technologies and analytical techniques related to identified problem or question

Assessment of Student Learning

Faculty used a rubric to assess junior final design projects. The program found that students needed greater consistency in drawing from site inventory data they collected and analyzing it to support their final project design decisions.

Impact on Curriculum and/or Instruction

Based on this assessment, faculty more strongly emphasized inventory and site analysis throughout the curriculum, especially in the junior year.

Assessment at WSU

WSU has a centrally coordinated yet highly flexible system for assessment of student learning. Departments and faculty have primary responsibilities to develop, implement, and use meaningful assessment in degree programs, in ways that address their unique needs and contexts within frameworks of good practice. The Office of the Provost oversees assessment across the university, with the Office of Assessment of Teaching and Learning (ATL) offering support for undergraduate programs and faculty. Regular, systematic assessment also supports university accreditation.

Faculty drive the assessment of student learning. They have a central role in identifying questions, conducting assessment, interpreting results, and making decisions to improve their programs. Assessment data can help faculty recognize program strengths, identify challenges, and refine instruction and curriculum in order to deliver relevant and powerful learning experiences to all students.

Chairs and directors oversee the design, implementation, and use of assessment of student learning for their unit's degrees to support high quality academic programs and student learning achievement, to meet the evolving needs of students and disciplines.



Tri-Cities

About ATL

Office of Assessment of Teaching & Learning

Our office is here to support undergraduate programs in developing assessment that helps faculty and leadership make decisions that provide excellent teaching and learning opportunities to a larger and more diverse student population.

ATL consults with program to plan and implement useful program-level assessment of student learning that fits their particular context. We can assist with specific projects, helping programs with data collection and logistics, rubric testing and refinement, analysis and display of results for faculty discussion, or refreshing their overall approach. ATL also collaborates with faculty, chairs, and administration to develop infrastructure, processes, and policies that promote sustainable assessment.

In addition, ATL supports assessment of the University Common Requirements (UCORE), leads planning and implementation of WSU's participation in the National Survey of Student Engagement (in coordination with Institutional Research), and works with university leadership to develop policies and infrastructure to sustain assessment and meet standards for university accreditation.

Kimberly Green, Director

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Anne Peasley, Coordinator and Operations Manager



Vancouver

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**Effective assessment
contributes to WSU's
educational quality,
student achievement,
and our land grant
mission.**

