GRADUATE SCHOOL
GRADUATE AND PROFESSIONAL PROGRAM
2012 ASSESSMENT REVIEW SUMMARY REPORT

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Contents

Introduction

The Graduate School mandates that each graduate and professional program have both clearly articulated student learning outcomes and that these be available to all students.[1] What counts as evidence of success, with respect to graduate student learning outcomes, is the province of each graduate program's faculty with oversight from the Graduate School. Program faculty exercise their authority by establishing student learning outcomes, designing courses appropriate to achieving those outcomes, and assessing student achievement of those outcomes using methods appropriate to the discipline. The Graduate School's assessment process is designed to facilitate program review and continuous quality improvement in a proactive manner.[2]

In 2011-12, the Graduate School revised its program review process and conducted program reviews with all PhD programs — an objective procedure that involved self-study, review of institutional data, and an evaluation of program practices that support student learning and achievement. All graduate and professional programs were asked to submit an assessment review report (10 pages or less) describing their assessment results and how the program uses assessment data to improve student learning and/or the quality of the program by September 1, 2012.

A suggested outline for the assessment review report was provided by the Graduate School to simplify the reporting process for programs. (See Appendix C) The outline included sections for the historical overview, program mission statement, strategic fit within the university, program objectives, student learning outcomes, analysis of issues (the primary focus of the report), assessment summary, major recommendations, and appendices. Programs could modify the outline or use their own report format, options well-suited for professionally accredited programs or programs with established assessment procedures.

The Graduate School offered technical assistance to program faculty and staff and sent monthly assessment reminders to all graduate chairs, program directors, assessment coordinators, associate deans, deans, and vice chancellors to help programs meet the reporting deadline. A Graduate School Program Review and Assessment SharePoint site was created so programs could access their program review materials as well as graduate assessment best practices and examples identified by the Graduate School's assessment team.[3]

The completed assessment review reports were received in September, with 100% of graduate and professional programs meeting the reporting requirement. This Graduate and Professional Program 2012 Assessment Review Summary Report discusses the major themes and findings from the assessment review reports and includes recommendations from the Graduate School to support graduate and professional assessment for AY 2012-13.

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[1] Graduate School Assessment Policy, Development of a Graduate Program's Assessment Plan
http://www.gradschool.wsu.edu/FacultyStaff/Assessment/Phases.aspx#Phase1

[2] Graduate School Policies and Procedures Manual, Chapter 1, Administration of Graduate Programs, Page 3
http://www.gradschool.wsu.edu/Documents/PDF/PoliciesAndProceduresManual2009-2010.pdf

[3] Graduate School Program Review and Assessment SharePoint Site (login required)
https://sharepoint.ogrd.wsu.edu/ProgramAssessment/SitePages/Home.aspx

Executive Summary

Assessment Plans, Learning Outcomes, and Assessment Reports

- 100% graduate and professional programs have an assessment plan in place with student learning outcomes and procedures for collecting and reviewing assessment data, meeting the Graduate School's goal for AY 2012-13.
- 100% of graduate and professional programs submitted an assessment review report to the Graduate School, meeting the Graduate School's goal for AY 2012-13.
- 67% of assessment review reports followed the outline provided by the Graduate School; 21% of reports followed an altered version of the outline; and 12% of reports used a different format.

Assessment Systems and Practices

- Formal assessment systems and practice continue to develop across the university.
- 43% of programs reported making changes to their assessment plan and/or processes for collecting and reviewing assessment results.
- 58% of programs are "developing" or "refining" their assessment systems and practice as determined by the Graduate School assessment team. (see Figure 1)
- 16% of programs have "established" assessment systems in place and use assessment data for program improvement on a regular basis; many of these programs are professionally accredited.
- 25% of programs are "beginning" to use assessment in a systematic way although informal assessment practices may have been used previously; this category includes programs that have undergone mergers, reorganizations, and/or revised curricula.

Using Assessment Results

- 61% of graduate and professional programs featured the use of student assessment data to improve teaching and learning in their "analysis of issues."
- Typical issues identified by programs include …
    - Student achievement
    - Professional development
    - Student climate
    - Employment and post-graduation outcomes
    - Faculty loss/program change
- 61% of programs reported using assessment data to make changes to the program and/or inform decision-making by program leadership.
- 53% of programs documented results from changes or decisions made based on assessment data collected by the program.

Figure 1

Developing Program Assessment Process and Practice WSU Graduate and Professional Assessment Review Reports, 2012 (68)				
Number of Programs:	**17** (25%)	**18** (26%)	**22** (32%)	**11** (16%)
Development of Assessment Process and Practice	**BEGINNING = One iteration of assessment process begun; may be in pilot stage; may not yet have data or data may not yet be shared or discussed**	**DEVELOPING = Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation**	**REFINING = Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate student learning; use of results is being regularly documented**	**ESTABLISHED = Several iterations of assessment cycle; process is structurally driven with wide participation; process and tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate student learning**

Assessment Plans and Practices

Assessing Graduate and Professional Programs

All graduate and professional programs have an assessment plan in place including program objectives, student learning outcomes, one or more direct measures of student performance, and one or more indirect measures of student performance. Currently, 67% of programs reported that faculty are using assessment results to improve student learning outcomes and meet program objectives, with many programs working toward this goal. Graduate and professional programs that are professionally accredited or state-reviewed frequently must meet additional, discipline-specific educational standards. A few programs that were recently formed or have restructured are implementing new assessment systems. The Graduate School team is working with faculty and staff from these programs to ensure that they develop robust assessment practices and are using assessment results to improve the program. Assessment capacity reported by programs includes the following:

- All graduate and professional programs have an assessment committee and/or a designated faculty member who is responsible for coordinating and reporting assessment for their program or department.
- Assessment work is shared and discussed at faculty meetings, graduate studies committees, and/or graduate assessment meetings on a regular basis.
- All graduate and professional programs submitted an assessment review report to the Graduate School documenting their assessment results and how assessment has contributed to improved teaching and learning and decision-making processes at the departmental and/or college level.
- In 2012, 59% of graduate and professional programs were “developing” or “refining” their assessment system and practice as determined by the Graduate School assessment team. This assessment was based on the same scale used for the self-assessment of WSU undergraduate programs: 1) how well-developed their process and tools are; 2) to what extent their assessment system is structurally driven with wide participation; and 3) to what degree assessment results are used to improve teaching and learning.
- A total of 33% of the programs have not collected and/or analyzed data; these programs are in the process of implementing their assessment plan and are developing assessment practices to assess student learning outcomes.

Assessment Systems and Practices

Assessment Plans: 43% of programs said they had recently updated their assessment plan or were making changes to improve the collection, review, and/or use of assessment data by program faculty. Many programs are developing formal assessment systems in place of ad hoc assessment practices. Improvements to the assessment process described by programs include the following areas:

- Reviewed and revised assessment plans
- Updated program objectives and student learning outcomes
- Improved student annual review process and forms for collecting information from students
- Added data collection and review matrices to align program objectives and student learning outcomes with data sources and assessment timelines

- Developed and/or implemented new assessment instruments
    - Rubrics for preliminary and final examinations
    - Student surveys
    - TA evaluations
    - Exit interviews

Student Learning Outcomes: 100% of graduate and professional programs have assessment plans in place that include program objectives and student learning outcomes. Several programs that were recently formed or restructured are starting to collect assessment data to measure student achievement or are developing new assessment systems. Assessment results for these programs will be reported in the next assessment cycle.

Academic Evaluations: All graduate and professional programs are required to review each student on an annual basis.[4] A number of programs indicated that they have improved their annual review process to provide better feedback to students and collect data for assessing student learning outcomes. These improvements frequently include one or more of the following practices:

- Students complete a self-evaluation including coursework, research progress, teaching responsibilities, conferences, workshops, presentations, publications, honors and awards, a current Curriculum Vitae, and plans for the coming year.
- Students meet individually with their advisor/graduate chair to discuss the annual review; both parties sign the evaluation (form) acknowledging that the review occurred.
- Written feedback from the advisor is provided to the student and a copy is placed in the student's file; form letters, if they are used, are customized for each student.
- All of the student evaluations are reviewed by the graduate chair or program director; faculty meet together to summarize the evaluations and obtain further input.
- If the student's progress is considered unsatisfactory, a copy of the written review is given to the Graduate School along with any additional comments provided by the program.

Data Collection and Analysis: Many programs are improving their data collection and review processes to assess student learning outcomes, enhance decision making by program faculty, and meet professional and regional accreditation requirements. Improvements cited by faculty include adding timetables for the collection and review of assessment data, identifying or developing new data sources and assessment measures, and assigning program faculty and staff to oversee the assessment process.

Faculty Review of Assessment Data: Faculty review of student assessment data is a critical component of educational assessment and helps to ensure that faculty members have access to assessment results so they can support student learning and make program changes based on objective data. Faculty and program staff participate in the review of assessment data at faculty meetings, on graduate studies committees, and during faculty retreats at the end of the academic year. Additional review of assessment data frequently includes departmental review by the graduate chair or program director.

[4] Graduate School Policies and Procedures, Chapter 6, Academic Evaluation, Page 56
http://www.gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter6/AcademicEvaluation.aspx

Using Assessment Results to Improve Student Learning

Student Achievement

Admissions: Student achievement begins with the admissions process. Many graduate and professional programs review student recruitment and admissions data at the end of each admissions cycle, and several programs have developed program objectives to support recruitment and admissions efforts and increase the visibility of the program within the discipline and in national rankings. For example, faculty in these programs are using assessment to review their application and admissions data to:

- Develop assessment measures and internal review processes to evaluate the quality of admitted students from year to year and against national trends.
- Identify gaps in the admissions process/improve the quality of incoming students through additional course requirements, standardized test results, and minimum English proficiency requirements.
- Identify course requirements so non-traditional and interdisciplinary students understand and can meet the prerequisite requirements for the program.
- Align admissions criteria with the training requirements, professional development skills, and mentoring needs of students when they enroll in the program.
- Develop and implement a strategic recruitment plan for qualified baccalaureate and mid-career applicants.

Several programs reviewed recent efforts to recruit and train minority graduate students in their field. These programs identified Distinguished Research Assistantships for Diverse Scholars (DRADS) funding and extramural fellowships, such as National Science Foundation (NSF) student grants, as effective methods of recruiting and retaining qualified minority graduate students.[5] The DRADs program fully funds qualified ethnic minority candidates for their first year of graduate studies, which eases the student's transition into the program. Graduate and professional programs can also nominate admissions candidates to the Graduate School for a Campus Visit for Diverse Scholars, a three-day visit to WSU for recruitment purposes.

Student Retention: Many graduate and professional programs track student retention by cohort; however, retention rates and patterns are often based on limited data due to the small number of students in each degree program. It is, therefore, very difficult for faculty to draw any conclusions based on sex, race, and/or ethnicity. Increasingly, programs are using exit surveys and exit interviews with faculty to find out why students are leaving early. Assessment methods such as these can help programs determine if academic or personal reasons are responsible and identify possible solutions.

Course Requirements: A number of PhD programs have reduced the number of required course credits per Graduate School guidelines so students can focus on their research program and avoid unnecessary coursework that can extend their time-to-degree. Because degree requirements vary by discipline, a

[5] NSF student grants include the Research Experience for Undergraduate (REU) program, the Graduate Research Fellowship Program (GRFP), and the Integrative Graduate Education and Research Traineeship (IGERT) program.

primary role of faculty is to ensure that academic rigor is maintained and students meet the academic, technical, and professional requirements of the program.

Course Offerings: Several programs indicated that student progress may be hindered by the lack of course offerings in a given semester, in particular for students in interdisciplinary programs or in programs that have lost faculty. Increasing student enrollments can also burden graduate courses that have a limited number of student seats. Recognizing these challenges, programs identified the need to increase administrative oversight, improve student tracking, plan for program growth, and hire new faculty after loss occurs.

Preliminary and Final Examinations: A number of graduate and professional programs are developing or plan to use assessment rubrics to 1) set clear expectations for students taking preliminary and final examinations and 2) evaluate graduate student learning at key academic milestones. Depending on the size of the program, faculty may decide to review rubric data annually or biannually – to assess student learning outcomes, identify trends in the data, and/or address areas of weakness or need in the curriculum.

Professional Development

Faculty Advising: In general, students are encouraged to work with their major advisor, committee members, and/or program director to develop time management skills so they can reach a balance in their personal versus professional priorities. Issues of work life balance are addressed with the student's advisor and through workshops provided by the Graduate School or at professional meetings.

Professional Development Seminars: Many programs offer one-credit professional development seminars so graduate and professional students can develop communication, presentation, grant writing, ethics, teaching, and other professional skills. Other programs offer professional development and networking workshops for online and on-campus students to develop similar skills during the academic year. Both formats provide opportunities for developing students' professional skills, assessing student learning outcomes, and providing constructive feedback to students.

Professional Development Skills: Several programs have implemented curricula that specifically teach professional development skills to students as part of the core curriculum. Including professional development skills within course syllabi can raise awareness for new career options and help prepare students to be successful as researchers, instructors, and professionals.

Professional Organizations: Many graduate and professional programs encourage their students to become involved in professional organizations through memberships, conferences, workshops, presentation opportunities, and professional networking. Student engagement in these organizations can be measured through annual student evaluations and through informal contacts with peer institutions.

Teaching Assistantships: Several programs indicated that, while graduate students supported by research grants (RA) often have funding to attend conferences, only minimal funds are available for TA's. While the Graduate and Professional Student Association (GSPA) provides conference and travel

grant opportunities on an annual basis, a budget line covering this expense would be useful for programs with large teaching programs.

Community Service: A number of programs encourage students to participate in organized outreach events; for example, one program recently invited graduate students to visit local high school and middle school students to broaden their perspectives on the importance of science communication and education. Activities like this can help students connect with key constituents outside of academia and provide opportunities for developing and practicing leadership, negotiation, and communication skills.

Student Climate

2011 Graduate Student Survey: In Spring 2011, WSU Social and Economic Sciences Research Center (SESRC), on behalf of the Graduate School, conducted a comprehensive, university-wide survey of all graduate students regarding their perceptions of their program and faculty, mentoring, assistantships, and climate both at the program and university levels. Program and university-level results were shared with graduate chairs and program directors during the PhD program review process resulting in the following actions reported by programs in the assessment review reports:

1. Made efforts to improve course scheduling and course options to accommodate student needs.
2. Identified gaps in faculty advising and feedback provided to students during their academic and professional development.
3. Took steps to improve the student annual review process and encouraged greater involvement by faculty and students.
4. Met with faculty to address climate issues identified by students including academic quality, faculty advising, tension in the program, harassment, student diversity, and overall environment.

Employment and Post-graduation Outcomes

Strategies for Collecting Employment and Post-graduation Data: Many graduate and professional programs rely on “anecdotal evidence” provided by faculty to track student employment after graduation. In many cases, programs can collect more detailed employment information through formal processes such as regular reports from graduate advisors, departmental and alumni surveys, outreach efforts, and social media tools such as LinkedIn. Because it may take several years for graduates to complete post-doctoral training or obtain tenure-track teaching positions, programs should consider conducting one-year and five-year post-graduation surveys to determine “final” employment and/or other outcomes.

Using Employment Data for Program Improvement: Graduate and professional programs frequently use employment and post-graduation data to inform decisions concerning curriculum and course design, professional development and career advising for current students, and recruiting materials for prospective students. Several programs publish their students’ dissertation titles, publications, presentations, research interests, and employment information on their Web site. Other programs encourage input from alumni, faculty, and/or advisory boards to address gaps in the curriculum, build on research strengths, and plan for program growth.

Discussion Topics

Graduate and Professional Curricula

Assessment of Student Learning: Graduate and professional programs assess student learning to measure student achievement, identify gaps in course content, evaluate current research and foundational changes, and ensure academic rigor in core and elective courses. Professionally accredited programs are often required to use curriculum mapping to structure and manage their curriculum according to established academic standards for their field or discipline. Although this method is not necessary or required for all programs, faculty should periodically review how assessment is used to improve the quality of instruction provided to students relative to the student learning outcomes identified by the program. This awareness has caused some programs to revise their student learning outcomes and/or incorporate them into course syllabi. Conceptual frameworks such as *Bloom's Taxonomy of Educational Objectives* can help ensure that "instruction and assessment are aligned with student learning outcomes."[6]

Interdisciplinary Programs: Several programs discussed the needs of interdisciplinary students, in particular, regarding course offerings, graduate committees, interdepartmental collaborations, and research opportunities for students. Interdisciplinary degree programs often require additional structure, coordination, and resources from departments, colleges, branch campuses, and university leadership. In these cases, programs should consider "interdisciplinarity" as a distinct component of the assessment process. For example, some programs use student learning outcomes with interdisciplinary measures and/or language, consider course evaluations and faculty input from other departments, and discuss interdisciplinary aspects of their program in departmental and college meetings.

Online and Multi-campus Instruction: Many graduate and professional programs have developed or are developing online and/or multi-campus instruction to train and interact with students. Few programs, however, disaggregated data or discussed these offerings in their assessment review reports. Faculty should use assessment to refine new instructional models, improve student learning outcomes, and ensure that academic rigor is consistent throughout the program, regardless of the format or location.

Impact of Program Issues on Students

Program Change: Faculty turnover, budget reductions, and resource constraints are important factors that can affect the structure and availability of graduate and professional programs. Several graduate programs have been phased out, and other programs have been restructured or altered. A number of programs cited faculty loss and the inability to replace faculty as issues that directly impact graduate and professional students. For example, faculty loss can limit the number of courses and sub-disciplines offered, create scheduling difficulties for students, increase faculty to student ratios, and create gaps in undergraduate, graduate, and professional curricula. Other issues mentioned by programs include:

- Inability to maintain disciplinary areas of excellence
- Increased workloads for remaining faculty and staff

[6] Bloom's Taxonomy of Educational Objectives
http://cft.vanderbilt.edu/teaching-guides/pedagogical/blooms-taxonomy/

- Increased advising and administrative responsibilities for faculty
- Limited ability to accept new graduate students
- Difficulty recruiting qualified students, even when applicants are self-funded
- Fewer research and teaching assistantships to support graduate students
- Reduced morale among students, faculty, and program staff

Assessment can help minimize the impact of program change on students and faculty by helping faculty to identify issues early, raise awareness for potential impacts on students, and suggest possible solutions based on student feedback, outcomes data, and input from program faculty and staff.

Resource Limitations: Many programs said that they are being asked to provide more undergraduate, graduate, and/or professional instruction with fewer resources. Admissions, time-to-degree (TTD), and student retention rates were frequently cited as important measures of student achievement and unit productivity. These indicators, however, should be balanced with other assessment data to ensure that academic rigor is maintained in the program.

Assessment Reporting

Regular Reporting Drives The Assessment Process: Graduate and professional programs frequently review a subset of student assessment data at the end of each academic term or year. These reviews frequently involve the graduate chair or program director but may include other faculty members, for example, assessment data may be reviewed by a designated faculty member, faculty committee, or at a faculty retreat. A brief summary or minutes from the meeting where the assessment results were discussed should be completed at the end of each review. The summary should include the data reviewed, conclusions reached, program changes recommended, and/or results from previous assessment efforts. To ensure that assessment data is collected and reviewed on a regular basis, programs should assign assessment responsibilities to faculty members or program staff, use a data collection matrix or timetable to stay on track with the assessment process, and require regular assessment reports at the program, department, or college level. Professionally accredited programs should document their assessment process following the standards and provisions recommended by their accrediting body.

Graduate School Recommendations to Support Graduate and Professional Assessment

Building Assessment Capacity across the University

Graduate and professional programs have increased their use of assessment data to improve student learning outcomes and enhance decision making by faculty and program leadership. To support these efforts, the Graduate School recommends the following actions for AY 2012-13:

1. Support programs in developing and managing useful assessment practices.
2. Focus on infrastructure to support systematic assessment.
3. Create a Graduate Advisory Committee (GAC) with associate deans and vice chancellors to develop strategic goals and priorities related to graduate education and coordinate graduate assessment practices with the Graduate School.
4. Support communication and shared assessment efforts in multi-campus programs.
5. Ensure assessment results are used by faculty to improve student learning and enhance decision making by program leadership.
6. Ensure that all graduate and professional programs systematize and strengthen assessment in order to meet additional standards in WSU's next accreditation report to the Northwest Commission on Colleges and Universities (NWCCU).
    a. NWCCU: *The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes*. (Eligibility Requirement 22)
    b. NWCCU: *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes*. (Standard 4.A.3)
    c. NWCCU: *The institution uses the results of its assessment of student learning to inform academic and learning support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.* (Standard 4.B.2)

Appendices

Appendix A: Assessment Review Reports Received by College/Degree Program

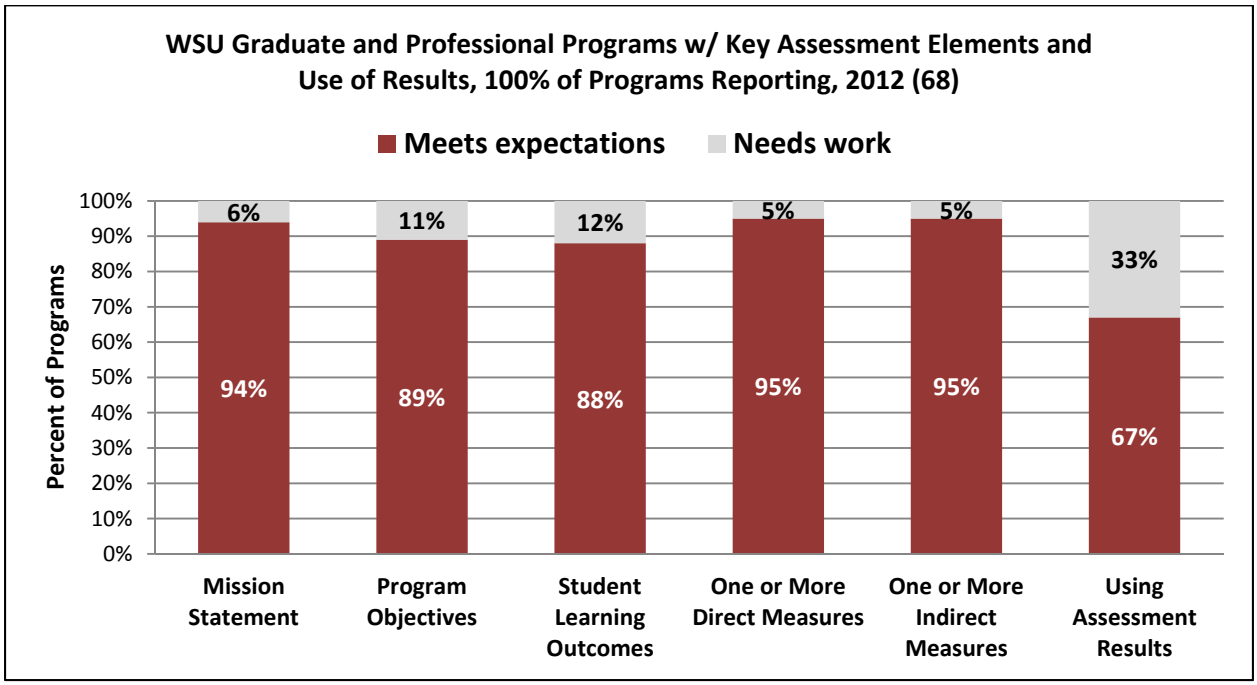
College/Degree Program	Degree Programs Reviewed	Number of Reports Submitted
CAHNRS		**10**
Agriculture	MS	1
Animal Sciences	MS, PhD	1
Apparel, Merchandising, Design, and Textiles	MA	1
Crop and Soil Sciences	MS, PhD	1
Economic Sciences	MS, PhD	1
Entomology	MS, PhD	1
Food Science	MS, PhD	1
Horticulture	MS, PhD	1
Plant Pathology	MS, PhD	1
Prevention Science	PhD	1
College of Arts and Sciences		**18**
American Studies	MA, PhD	1
Anthropology	MA, PhD	1
Biology, Botany, and Zoology	MS, PhD	1
Chemistry	MS, PhD	1
Clinical Psychology	PhD	1
Criminal Justice	MA, PhD	1
English	MA, PhD	1
Experimental Psychology	PhD	1
Fine Arts	MFA	1
Foreign Languages and Cultures	MA	1
History	MA, PhD	1
Mathematics	MS, PhD	1
Music	MA	1
Physics and Astronomy	MS, PhD	1
Political Science/Philosophy	MA, PhD	1
Public Affairs	MPA	1
School of the Environment[7] (Environmental Science, Geology, Natural Resource Sciences)	MS, PhD	1
Sociology	MA, PhD	1
College of Business		**3**
Accounting	MAcc, PhD	1
Business Administration	MBA, PhD	2
College of Communications		**1**
Communications	MA, PhD	1
College of Education		**10**
Counseling Psychology	MA, PhD	1
Cultural Studies and Social Thought in Education	PhD	1
Education Leadership	MA, EdM, PhD, EdD	1
Educational Psychology	MA, EdM, PhD	1
Special Education	MA, EdM,PhD	1
Sport Management	MA, EdM	1
Teacher Leadership	EdD	1
Teaching and Learning	MA, EdM, MIT, PhD	3
College of Engineering and Architecture		**10**
Biological and Agricultural Engineering	MS, PhD	1
Chemical Engineering	MS, PhD	1
Civil and Environmental Engineering	MS, PhD	1
Electrical Engineering and Computer Science	MS, PhD	1
Engineering and Technology Management	METM	1
Engineering Science	MS, PhD	1
Materials Science and Engineering	MS, PhD	1
Mechanical and Materials Engineering	MS, PhD	1
Mechanical Engineering and Computer Science (WSUV)	MS, PhD	1

[7] Administered with CAHNRS

College/Degree Program	Degree Programs Reviewed	Number of Reports Submitted
School of Design[8] (Architecture, Interior Design, Landscape Architecture)	MArch, MA, MS	1
College of Nursing		**2**
Nursing	MN, DNP, PhD	2
College of Pharmacy		**4**
Coordinated Program in Dietetics, Nutrition, and Exercise Physiology	MS	1
Nutrition and Exercise Physiology	PhD	1
Pharmaceutical Sciences	PhD	1
Pharmacy	PharmD	1
College of Veterinary Medicine		**5**
Immunology and Infectious Diseases	PhD	1
Molecular Biosciences	PhD	1
Neuroscience and VCAPP	PhD	1
Veterinary Clinical Sciences	PhD	1
Veterinary Medicine	DVM	1
Graduate School		**3**
Individual Interdisciplinary Degree Program	PhD	1
Molecular Plant Sciences	MS, PhD	1
Professional Science Master's in Molecular Biosciences	PSM	1
Health Sciences		**2**
Health Policy and Administration	MHPA	1
Speech and Hearing Sciences	MA	1
Grand Total	**1**	**68**

[8] Administered with CAHNRS

Appendix B: WSU Graduate and Professional Programs with Key Assessment Elements



* Values for Key Assessment Elements and Use of Results are based on information provided by programs in the assessment review reports.

Appendix C: Suggested Outline for the Graduate Program Assessment Review Report

Instructions: The primary focus, and most significant part, of the Assessment Review Report should be issues identified through the program's assessment process as strengths or weaknesses. Therefore, programs should concentrate their efforts on the Analysis of Issues section. Recommendations for the future should be concise and presented in the context of the identified issues. Page limit (excluding appendices) should be ten (10) pages, unless major issues arise and approval is given by the Director of Graduate Planning and Assessment. Please identify acronyms and initials and try to avoid jargon. When completed, the self-study report should be sent in MS Word to the Director of Graduate Planning and Assessment.

Program Title: _____ **Scope of Assessment (MS/PhD)**: _____

Historical Overview: This section should provide a brief historical overview of the program and a description of the current status of the unit: how it is organized, programmatic/service areas, number of members, etc.

Program Mission Statement: This section should provide the program's mission.

Strategic Fit within the University: This section should provide a description of how the program reflects the university's strategic priorities. Visit http://www.strategicplan.wsu.edu for more information.

Program Objectives: Beginning with the program's mission statement, determine the broad objectives that define what it means to be an effective program.

Student Learning Outcomes: Provide a full description of each outcome, methods of assessment, related measures, and expectations by level. The Assessment Review Report is an opportunity for the department to describe, analyze and present additional data. The report should address what data was collected (surveys, interviews, rubric scores, annual reviews, etc.) and the procedures and methods used to analyze the data.

Analysis of Issues: This section should form the bulk of the report. Each issue should be explored with enough description to allow the reader to understand the nature of the issue and why it is important for the unit. (See Assessment Review and Report-Evaluation and Analysis, http://www.gradschool.wsu.edu/FacultyStaff/Assessment/Phases.aspx#Phase3)

Graduate Program Assessment Summary: This section should describe the strengths and weaknesses of the program, including how strengths will be reinforced and weaknesses addressed. State what improvements are needed and what will be the long- and short-term benefits.

Major Recommendations:

1. Goals and priorities for next three to four years (taking into account the issues that have been identified).
2. Describe your plan to improve the quality and strategic positioning of the program. Plans should be as explicit as possible and address the areas needing improvement, how progress will be evaluated, the specific metrics that will be used to gauge your success, and timeline for implementation.

Other Appropriate Issues:

Appendices (optional):

1. Most recent unit Annual Report and Strategic Plan
2. Program By-laws (with list of approved Program Faculty)
3. Graduate Program Metrics: quality measures of applicants/admits/enrollees; analysis of PhD student completion rates, time to degree, and placement record for the past five years (as applicable)