

2013 Graduate and Professional Program Assessment WSU Institutional Summary

November, 2013

Prepared by the WSU Graduate School
Washington State University

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EXECUTIVE SUMMARY

Introduction

In Spring 2013, WSU graduate and professional programs were asked to submit an electronic Assessment Update form to the [Graduate School](#) describing any assessment activities or use of assessment data that occurred during the last academic year, AY2012-13. The form also collected information about changes to program assessment plans, process improvements, sharing and reporting of assessment results, and professional development for faculty. College and branch campus summary reports and an institutional summary were created to acknowledge existing practices, identify areas for improvement, and share information about the status of graduate and professional assessment across the university. Assessment reporting for graduate and professional programs supports the [Northwest Commission on Colleges and Universities](#) (NWCCU) accreditation standards on [Effectiveness and Improvement](#) (4.A – 4.B).

Summary of Results

Currently, all graduate and professional programs have assessment plans in place that include program-level student learning outcomes and a description of their assessment process. Although variation between plans is expected, most programs have completed at least one assessment cycle and have collected data for planning, decision-making, and/or program improvement. Many programs are refining their assessment tools and processes, focusing on the enhancement of student learning outcomes and improving their overall assessment practice. Several colleges have formed assessment committees or provide a faculty or staff position to support graduate and professional program assessment. A summary of results from the 2013 Graduate and Professional Program Assessment Update reports is below.

1. Assessment Plans/Student Learning Outcomes

- One-third of the programs (35%) reported that they revised or made changes to their assessment plan during the last academic year.
- Areas frequently updated were: data sources (72%) and data collection schedules (54%).
- Most programs publish their student learning outcomes in writing (79%), either in their student handbook or on their program website (64%).
- 41% of the programs reported that they enroll students on more than one campus, and
- 24% of the programs reported that they offer online courses and/or degree options.

3. Data Collection and Analysis

- Nearly all of the programs (96%) reported that they collected data to assess student learning outcomes in their program, often involving multiple direct and indirect measures; the mean number of data sources collected was 9 (range = 1-20).
- Commonly used data included: student annual reviews (86%), course grades (72%), and preliminary exam data (65%). Less frequently used data were: focus groups (15%), student portfolios (14%), and program data from Institutional Research (9%).
- Several programs indicated that they are developing new online courses and/or degree options, which require additional data analysis and disaggregation.

2. Communication and Coordination

- 87% of the programs said they conducted specific assessment-related activities with faculty during the last academic year.
- Activities included: collection and review of data (66%) and scheduled meetings (66%) or annual retreats (24%) to discuss assessment results with faculty.
- Two-thirds of the programs (68%) reported that they shared or distributed formal assessment reports; however,
- Only 48% of the reports were shared with all program faculty, and only 42% of the reports were shared with the dean/associate deans in their college.
- Just 4% of the reports were shared with chancellors/vice chancellors.

4. Using Assessment Results

- 74% of the programs said they implemented, improved, or refined any aspects of their assessment process.
- Areas frequently cited were: student annual reviews (72%), tools, methods, and rubrics for collecting assessment data (70%), and procedure for sharing and discussing assessment results with faculty (52%).
- 62% of the programs reported that they made documentable changes or improvements to their program after reviewing their assessment data.
- Changes frequently involved: policy, procedure, or informational changes in student handbooks (45%), advising or mentoring changes (45%), professional development for graduate students (43%), and changes to teaching strategies or methodologies (38%).

EXECUTIVE SUMMARY, continued

Graduate School Recommendations

1. **Assessment Plans/Student Learning Outcomes:** Assessment plans for graduate and professional programs should be reviewed and updated on a regular basis; program-level student learning outcomes should be published in student handbooks and on departmental websites; course-level student learning outcomes should be developed for all new and continuing graduate and professional-level courses and provided with course syllabi; *NWCCU accreditation standards require that institutions publish expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, should be provided in written form to enrolled students.* (2.C.5)
2. **Communication and Coordination:** The assessment process should include all degree options and locations where the degree is offered; assessment plans and assessment results should be shared with program faculty and academic leadership at all locations where the degree is offered. *NWCCU accreditation standards require that institutions engage in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes.* (4.A.2)
3. **Data Collection and Analysis:** Faculty should collect and review assessment data on a regular basis; *NWCCU accreditation standards require that institutions document, 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, and faculty with teaching responsibilities be responsible for evaluating student achievement of clearly identified learning outcomes.* (4.A.3)
4. **Assessment of Online Learning:** *NWCCU recommends that student learning outcome information for online programs and courses be consistently included in the assessment process.* (NWCCU 2013 Recommendation)
5. **Using Assessment Results:** *Assessment results should be used to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements; the results of student learning assessments should be made available to appropriate constituencies in a timely manner.* (4.B.2)

Proposed Graduate and Professional Assessment Reporting Schedule

The following schedule is proposed to help graduate and professional programs prepare for upcoming NWCCU assessment and accreditation requirements.

Assessment Report	Report Type	Assessment Period	Due Date
2012 Graduate and Professional Program Assessment Review Report	Narrative report with data analysis	2010-2012	September 1, 2012
2013 Graduate and Professional Program Assessment Update	PDF form	2012-2013	June 1 - September 1, 2013
2014 Graduate and Professional Program Assessment Review Report	Narrative report with data analysis	2012-2014	June 1, 2014
2015 Graduate and Professional Program Assessment Update	PDF Form	2014-2015	June 1, 2015
2016 Graduate and Professional Program Assessment Review Report	Narrative report with data analysis	2014-2016	June 1, 2016
2017 Graduate and Professional Program Assessment Update	PDF Form	2016-2017	June 1, 2017

Proposed Graduate and Professional Assessment Workshops

Based on feedback from program faculty, two new workshops on graduate and professional program assessment are proposed to be developed and offered by the Graduate School in Spring 2014. Dates and registration information for the workshops will be announced in January.

Workshop 1: Using Assessment Results for Program Improvement

Workshop 2: Sharing and Reviewing Assessment Data with Faculty

2013 GRADUATE AND PROFESSIONAL PROGRAM ASSESSMENT UPDATE RESULTS

1. Overview

Assessment Period: Last academic year, AY2012-13

Reporting Dates: June 1 – September 1, 2013

WSU Graduate and Professional Programs Reporting: 68 Graduate and Professional Program Assessment Update Reports were received representing 160 masters, doctoral, and professional degree options from 11 colleges or divisions on five campuses (100% response rate).¹

Graduate and Professional Program Assessment Update Reports Submitted By: (ordered by frequency)

- Graduate Chair, Graduate Director, Department Chair, Program Director, or Associate Director (34)
- Academic Coordinator, Graduate Coordinator, or Program Coordinator (20)
- Faculty Member, former Associate Director (4)
- Assessment Coordinator (3)
- Associate Dean or Assistant Dean (3)
- Department Chair and Program Coordinator (1)
- Program Director and Program Coordinator (1)
- Program Director and Graduate Studies Committee Chair (1)
- Assessment Coordinator and Associate Dean (1)

WSU Colleges Represented:

- College of Agricultural, Human, and Natural Resource Sciences (11 reports)
- College of Arts and Sciences (18 reports)
- College of Business (3 reports)
- Edward R. Murrow College of Communication (1 report)
- College of Education (8 reports)
- College of Engineering and Architecture (10 reports)
- College of Nursing (3 reports)
- College of Pharmacy (4 reports)
- College of Veterinary Medicine (5 reports)
- Division of Health Sciences (2 reports)
- WSU Graduate School (3 reports)

WSU Campuses Represented:

- Pullman
- Spokane
- Tri-Cities
- Vancouver
- Global Campus
- Other (non-campus) locations²

¹ See [Appendix A](#) for a list of graduate and professional programs and locations covered in their assessment plans.

² Non-campus locations covered in graduate and professional assessment plans include: International School Leadership Program (College of Education), Lind Dryland Research Station (CAHNRS), Long Beach Research and Extension Unit (CAHNRS), Mt Vernon Northwestern Washington Research and Extension Center (CAHNRS), Othello Research Unit (CAHNRS), Prosser Irrigated Agriculture Research and Extension Center (CAHNRS), Puyallup (Pharmacy), Puyallup Research and Extension Center (CAHNRS), Seattle (Pharmacy), Walla Walla (Nursing), Wenatchee Tree Fruit Research and Extension Center (CAHNRS), and Yakima (Nursing).

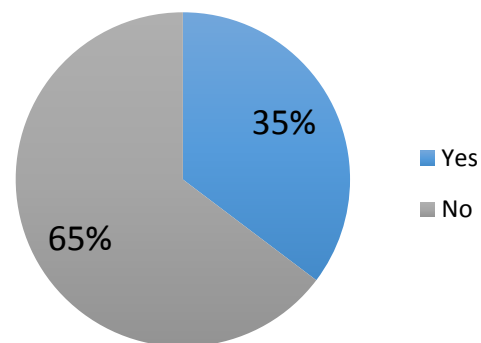
2. Assessment Plans/Student Learning Outcomes

Q8: Did your program revise or make changes to its assessment plan during the last academic year, AY2012-13?

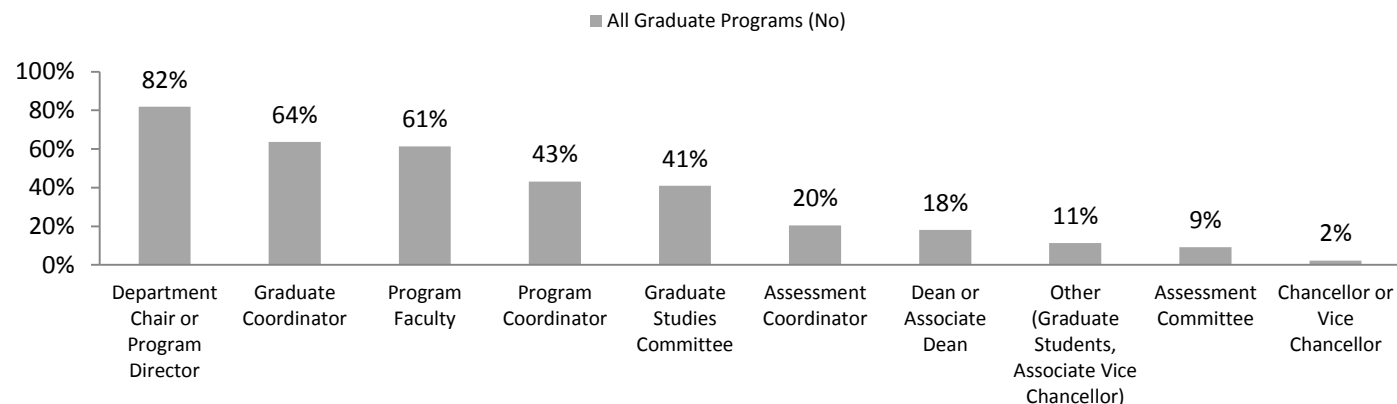
ACCREDITATION GOAL: Assessment plans should be reviewed and updated on a regular basis with input from program faculty, the dean/associate deans of the college, and other stakeholders.

GRADUATE SCHOOL COMMENTS: Two-thirds of programs (65%) reported that they did not revise their assessment plan during the previous academic year. The plans were frequently reviewed by the department chair or program director (82%), graduate coordinators (64%), and program faculty (61%). College deans/associate deans (18%) and chancellors/vice chancellors (2%) were less likely to be involved in the review process. Program faculty tended to be more involved in the review process for updated plans than current plans (79% vs. 61%); however, college deans/associate deans (21%) and chancellors/vice chancellors (0%) were inconsistently involved in the review process. Changes to assessment plans should be reviewed by program faculty and academic leadership to ensure that the updated plan will be used to support planning and decision-making at the program, department, and college-level. Multi-campus programs should seek input from all locations where the degree is offered.

All Graduate Programs (68)

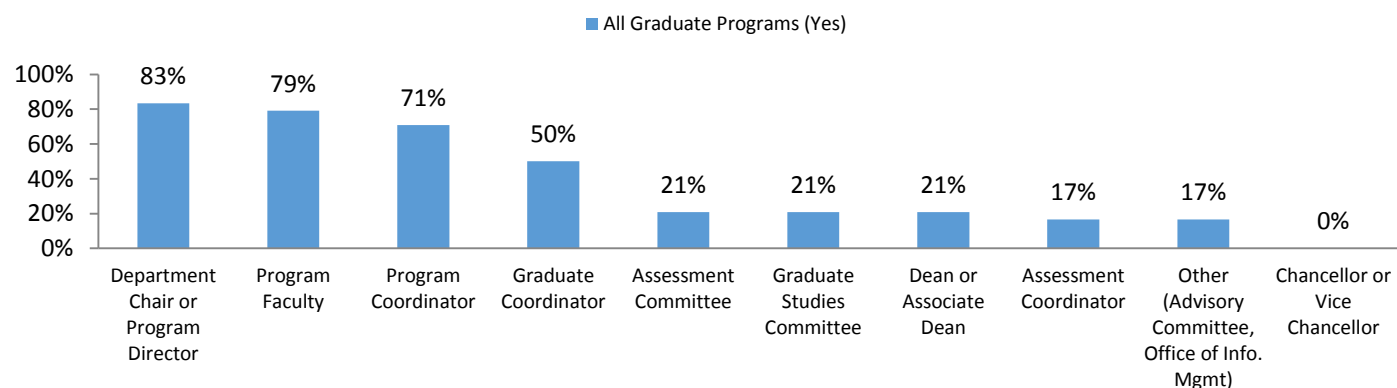


Q8a: If **no**, was the current plan reviewed by any of the following groups or individuals?* (check all that apply)



Other: Student representatives, graduate students, branch campus administrators, program administrators.

Q8a: If **yes**, was the revised plan reviewed by any of the following groups or individuals?* (check all that apply)



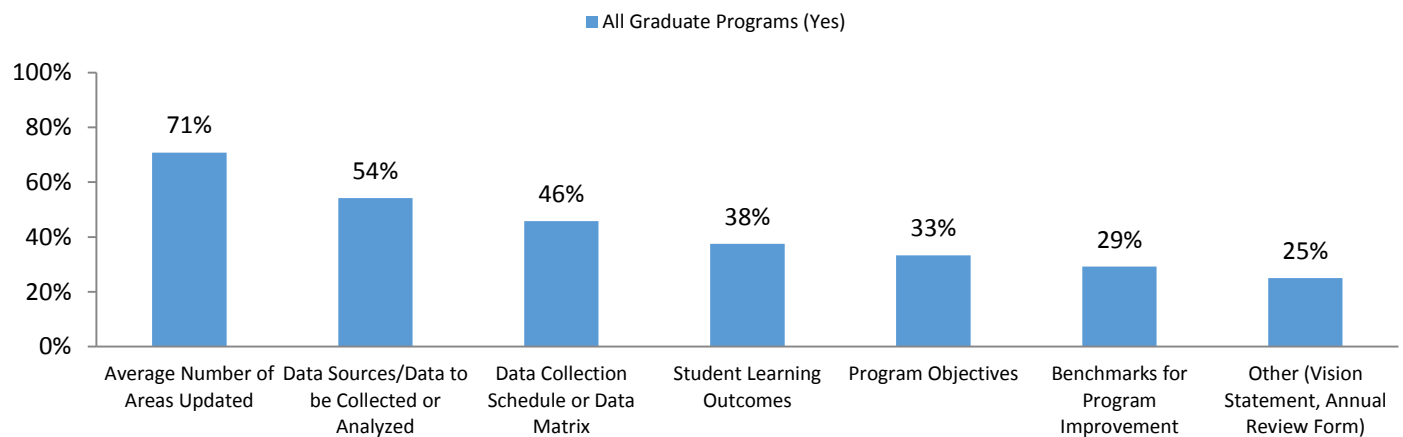
Other: Academic coordinator, Office of Information Management (Nursing), Graduate School program review committee.

2. Assessment Plans/Student Learning Outcomes, continued

Q9: (*Referencing Question 8*) If your assessment plan was revised in the last academic year, please indicate which changes were made. (check all that apply)

ACCREDITATION GOAL: Assessment plans should be reviewed and updated on a regular basis.

GRADUATE SCHOOL COMMENTS: One-third of programs (35%) revised or updated their assessment plan during the previous academic year. Most programs updated two or more areas of their plan, focusing on data sources/data to be collected or analyzed (71%) and data collection schedules (54%). Several programs completely revised their assessment plans as part of a larger restructuring (College of Nursing, College of Veterinary Medicine, and School of Design and Construction) or redesign (CAHNRS/College of Arts and Sciences) effort. Nearly half of the programs (46%) updated their student learning outcomes, adding new learning outcomes statements and/or clarifying previous outcomes statements. Assessment plans should be updated to reflect changes in technology, teaching practice, program structure, and/or the goals of the program. Faculty should periodically evaluate their assessment process and make adjustments to their assessment plan to ensure that meaningful data is being collected for program improvement and enhanced program planning and decision-making.



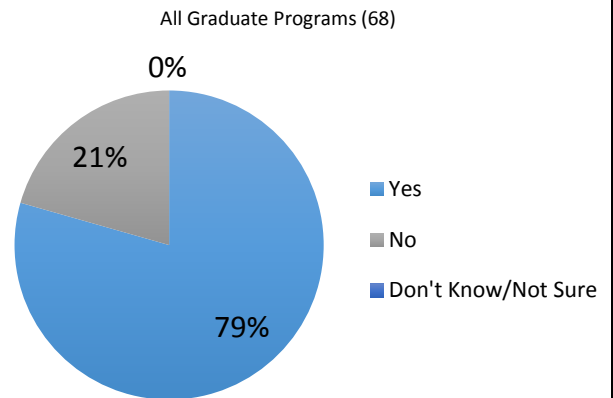
Other: Created collective assessment plan for the School of Design and Construction, revised graduate student annual review form, added vision and values statements, moved graduate program assessment to executive committee structure (Graduate School).

2. Assessment Plans/Student Learning Outcomes, continued

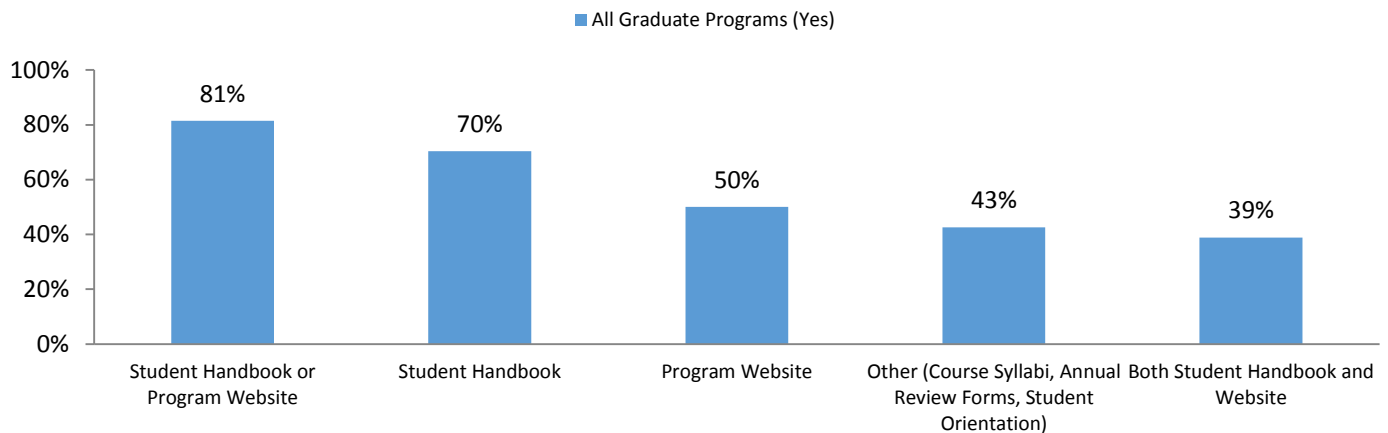
Q11: Are the program's student learning outcomes provided in writing to students?

ACCREDITATION GOAL: All graduate and professional programs should publish student learning outcomes in student handbooks and/or on program websites.

GRADUATE SCHOOL COMMENTS: The majority of programs (81%) publish student learning outcomes in their student handbook or on the program website; however, less than half of the programs (39%) publish student learning outcomes in both locations. Student learning outcomes should describe the knowledge, skills, and values that students are expected to demonstrate in their chosen discipline. Different degree programs in the same discipline may require separate student learning outcomes, or additional learning outcomes at the doctoral level due, to differences in expected skill sets and/or competency levels. Multi-campus programs should coordinate their student learning outcomes and publish them consistently on program websites on all campuses offering the degree.



Q11a: If **yes**, how are they provided? (check all that apply)



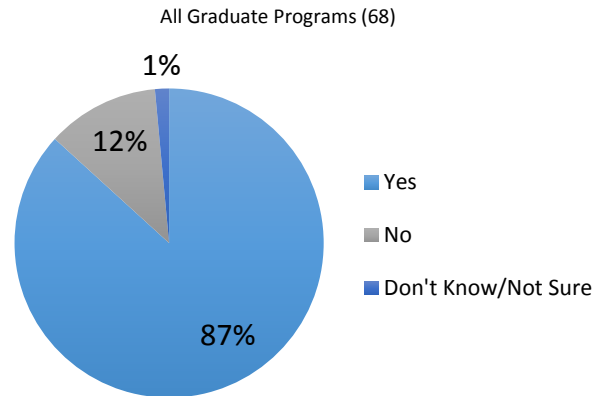
Other: Course syllabi, orientation materials, clinical evaluation forms, annual review forms, rubrics, program reports

3. Data Collection and Analysis

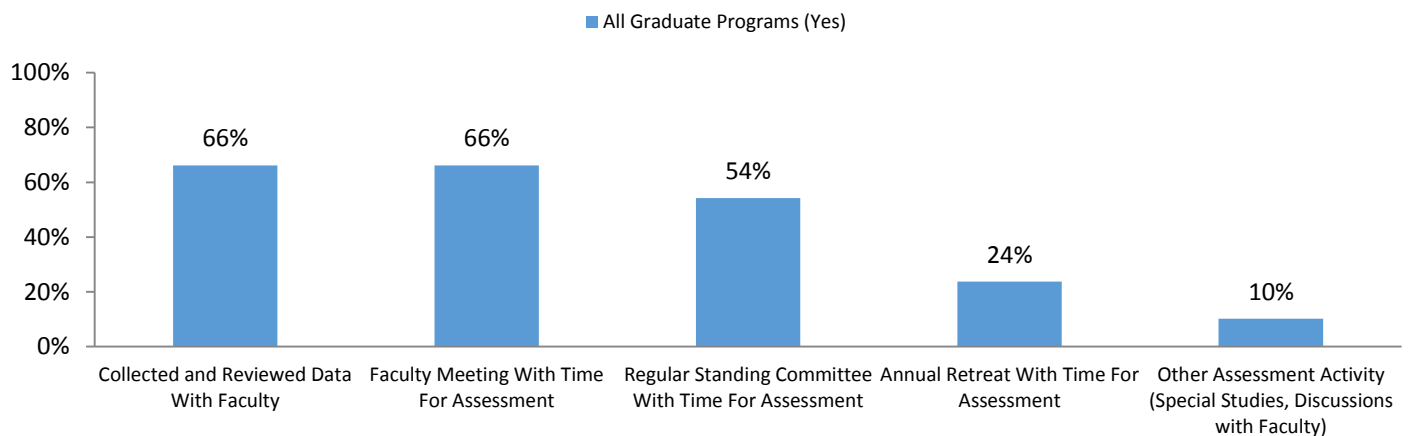
Q12: Did your program conduct specific assessment-related activities during the last academic year, AY2012-13?

ACCREDITATION GOAL: The assessment process should be driven by faculty and the availability of data.

GRADUATE SCHOOL COMMENTS: The majority of programs (87%) conducted specific assessment-related activities during the last academic year. Two-thirds of the programs (66%) collected and reviewed data with faculty, and a similar number of programs (66%) reported faculty meeting with time for assessment. Half of the programs (54%) indicated that assessment activities were coordinated through a regular standing committee. Program faculty should collect and review assessment data on a regular basis and use the results to inform planning and administrative decisions as they occur throughout the academic year.



Q12a: If **yes**, which of these assessment activities occurred during the last academic year, AY2012-13? (check all that apply)



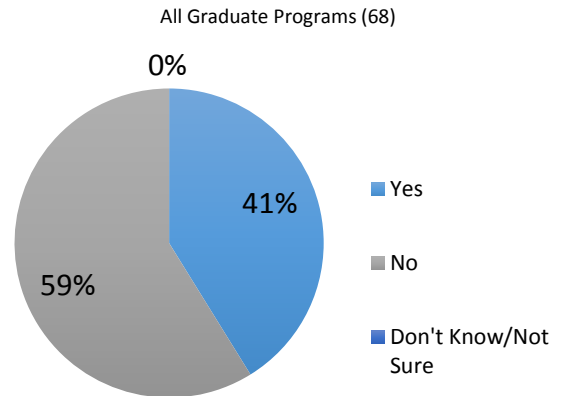
Other Assessment Activities: Evaluations of clinical practice program at branch campuses, faculty discussions

3. Data Collection and Analysis, continued

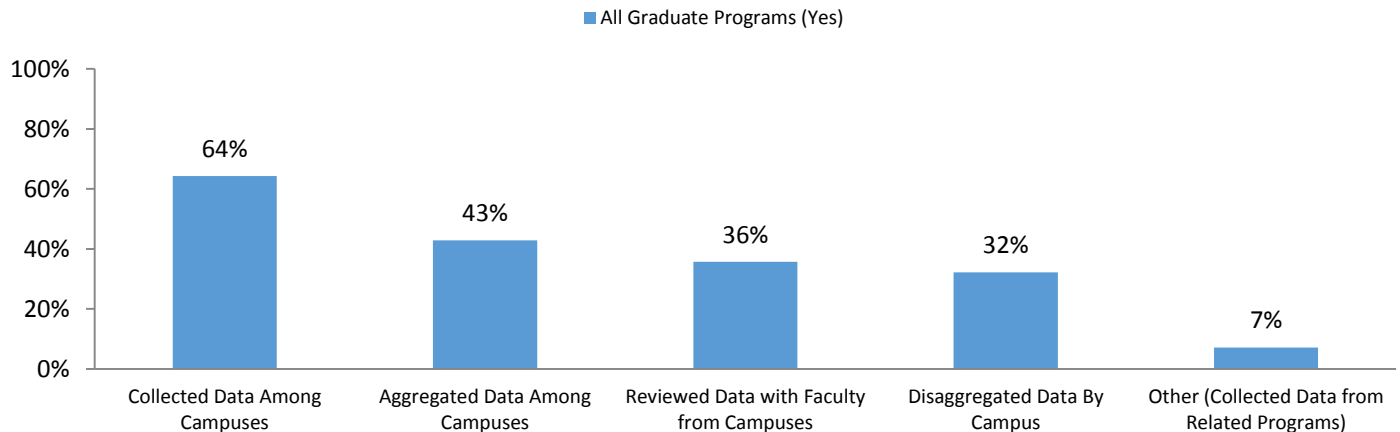
Q13: Does your program enroll graduate students on more than one campus?

ACCREDITATION GOAL: The assessment process should include all students and all locations where the degree is offered. Data should be collected, aggregated, and disaggregated to facilitate the interpretation and use of assessment results.

GRADUATE SCHOOL COMMENTS: More than 40% of programs reported that they enroll graduate students on more than one campus; however, assessment of student learning outcomes across campuses is uneven. Many programs do not collect data among campuses or aggregate or disaggregate data. Only a third of programs (36%) reported that they review assessment data with faculty from other campuses, limiting the ability of all faculty with teaching responsibilities to be involved in the assessment process. Additional effort is needed to ensure that students achieve the identified course, program, and degree learning outcomes, wherever and however the degree is offered.



Q13a: If **yes**, which of these assessment activities occurred during the last academic year, AY2012-13? (check all that apply)



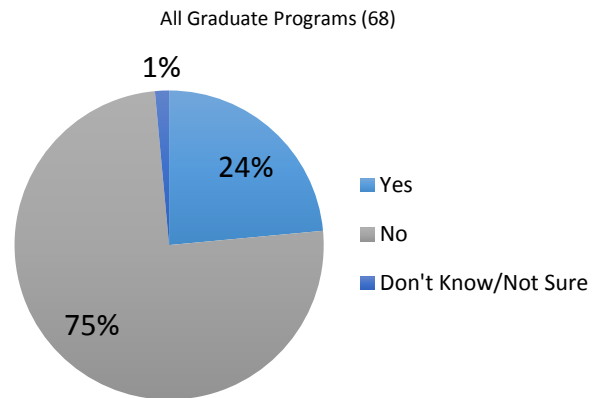
Other Assessment Activities: Several programs noted that it can difficult to assess multicampus programs when only one or a few student are enrolled at each campus.

3. Data Collection and Analysis, continued

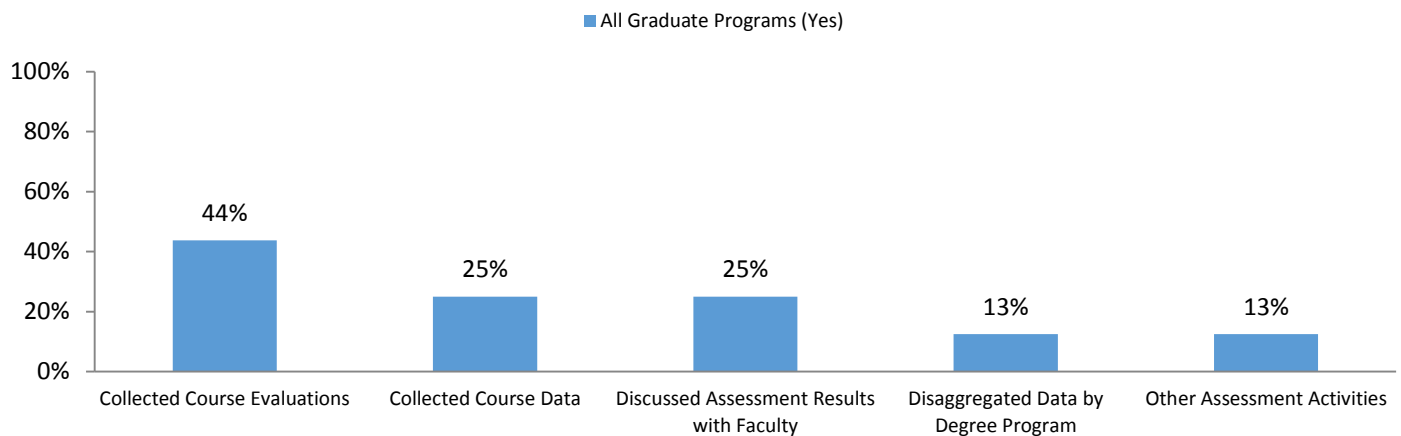
Q14: Does your program offer online graduate courses and/or degree programs?

ACCREDITATION GOAL: The assessment process should include online courses and degree options.

GRADUATE SCHOOL COMMENTS: Nearly 25% of programs (24%) reported that they offer online graduate courses and/or degree programs; however, data are not consistently included in the assessment process. Just 44% of programs reported that they collected online course evaluations, and only 25% of programs collected course data or discussed assessment results with faculty during the last academic year. Online courses and degree programs often require their own learning outcomes and/or assessment plans and should be assessed separately from traditional programs so meaningful data can be analyzed for program improvement. Assessment results may be compared across programs to guide planning and decision-making at the department or college-level.



Q14a: If **yes**, which of these assessment activities occurred during the last academic year, AY2012-13? (check all that apply)



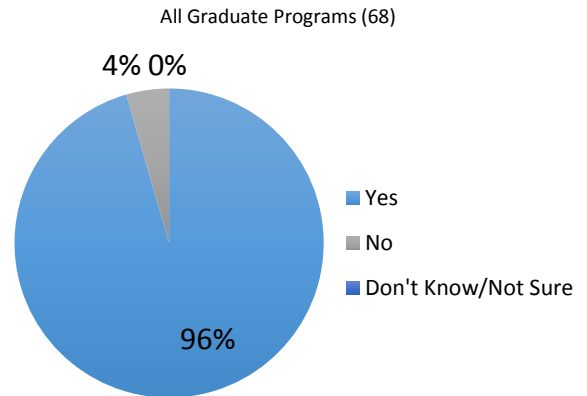
Other Assessment Activities: IPM 552 & ENTOM 555 (*Entomology*)

3. Data Collection and Analysis, continued

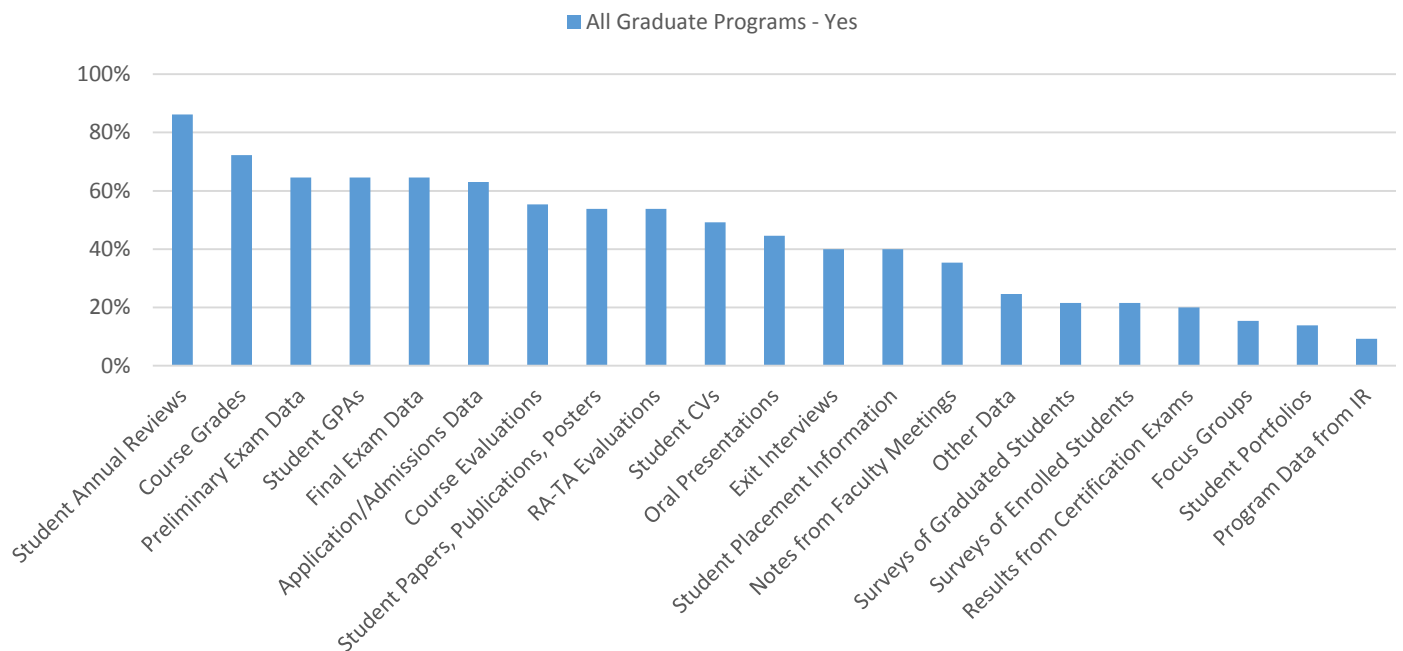
Q15: Did your program collect data to assess student learning outcomes during the last academic year, AY2012-13?

ACCREDITATION GOAL: The assessment process should include multiple measures related to SLOs and student achievement.

GRADUATE SCHOOL COMMENTS: Nearly all graduate and professional programs (96%) reported that they collected data to assess student learning outcomes. The majority of programs collected data from nine or more sources, including multiple direct and indirect measures. Data collection schedules for individual programs varies from year to year depending on the size of the program, time and resource constraints, and professional accreditation requirements. Programs with limited data should consider adding sources to evaluate high-impact educational practices such as: first-year seminars, writing-intensive experiences, graduate assistantships, and internships.



Q15a: If **yes**, what data did you collect? (check all that apply)



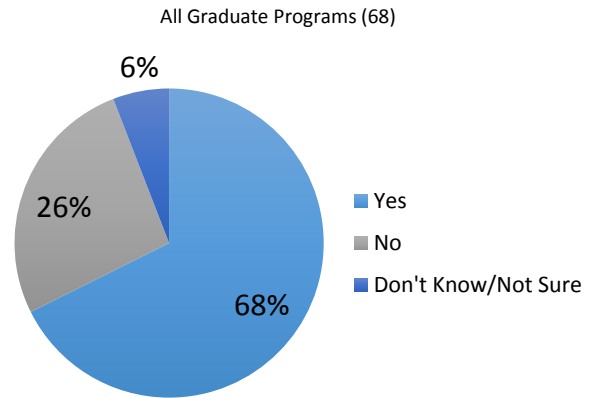
Other Data Collected: Embedded assessments, preceptor evaluations, clinical evaluations, edTPA, dissertation proposals, dissertation products, graduation rate, time-to-degree data, feedback from advisory council, funding data, student-faculty ratios, graduate committee composition, employer surveys

4. Communication

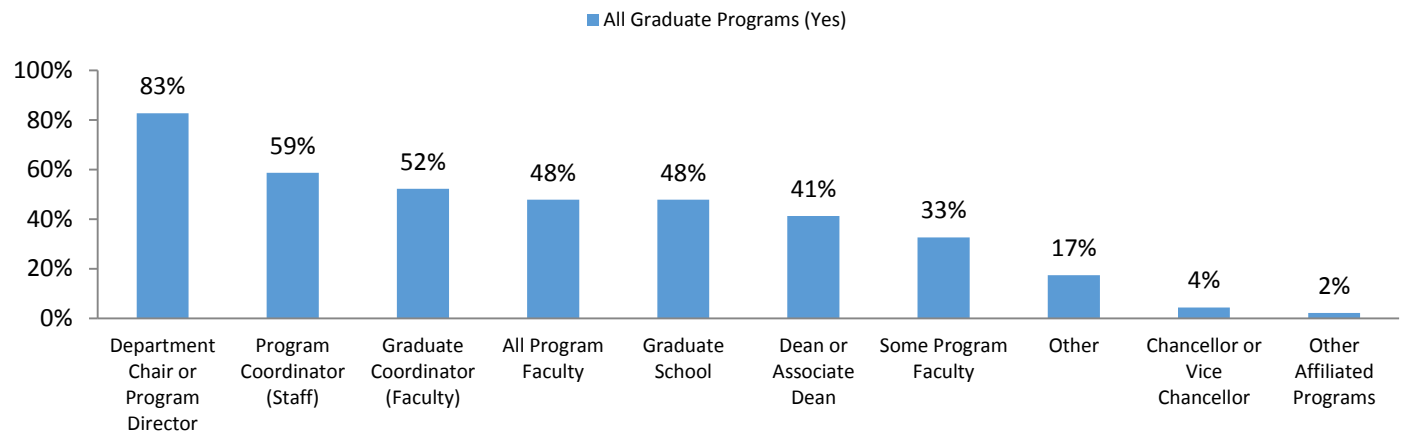
Q16: Did your program share or distribute formal assessment reports from your program during the last academic year, AY2012-13?

ACCREDITATION GOAL: Assessment reports should be shared with program faculty and academic leadership.

GRADUATE SCHOOL COMMENTS: Two-thirds of programs (68%) reported that they shared formal assessment reports during the last academic year. The reports were frequently shared with the department chair or program director (83%) but were less frequently shared with program faculty (all faculty – 48%), college leadership (41%), or branch campus leadership (4%). Programs should continue to document and share their assessment results as part of the program improvement process. Formal reports should be shared with all program faculty, key program staff, and academic leadership where the degree is offered.



Q16a: If **yes**, who received the reports from your program? (check all that apply)



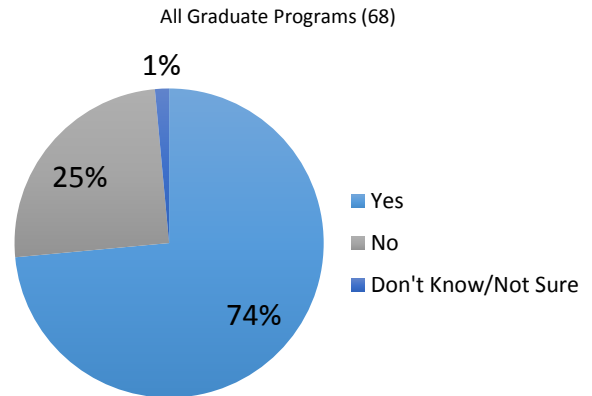
Other Individuals or Groups Who Received Assessment Reports: Assessment coordinator, Associate Vice Chancellor of Academic Affairs (Vancouver), Vice Provost for Health Sciences (Spokane), professional accreditation agency, graduate students

5. Using Assessment Results

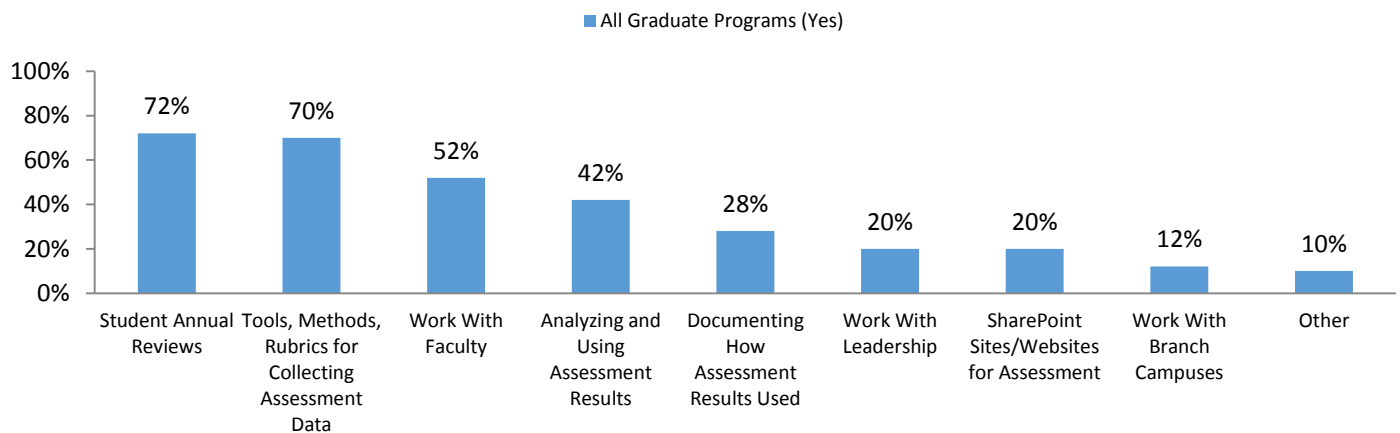
Q17: Did your program implement, improve, or refine any aspects of your assessment process?

ACCREDITATION GOAL: Faculty use data to improve various aspects of the assessment process.

GRADUATE SCHOOL COMMENTS: Nearly three-quarters of programs (74%) implemented, improved, or refined their assessment process during the last academic year. The majority of changes involved: the procedure and/or form for conducting student annual reviews (72%), tools, methods, or rubrics for collecting assessment data (70%), and the procedure for sharing and discussing assessment results with faculty (52%). The changes indicate that many programs are still developing and gaining experience with their assessment process. Programs should continue to review and update their process so meaningful data can be collected to improve student learning outcomes in the program.



Q17a: If **yes**, please indicate which of the following aspects were implemented, improved, or refined? (check all that apply)



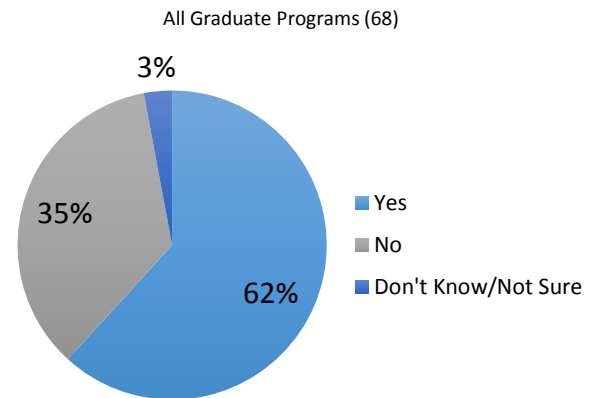
Other: Working towards electronic assessments, reviewed/discussed changes to student learning outcomes and data needed to support assessment process, updated admissions process, changes related to application for professional accreditation

5. Using Assessment Results, continued

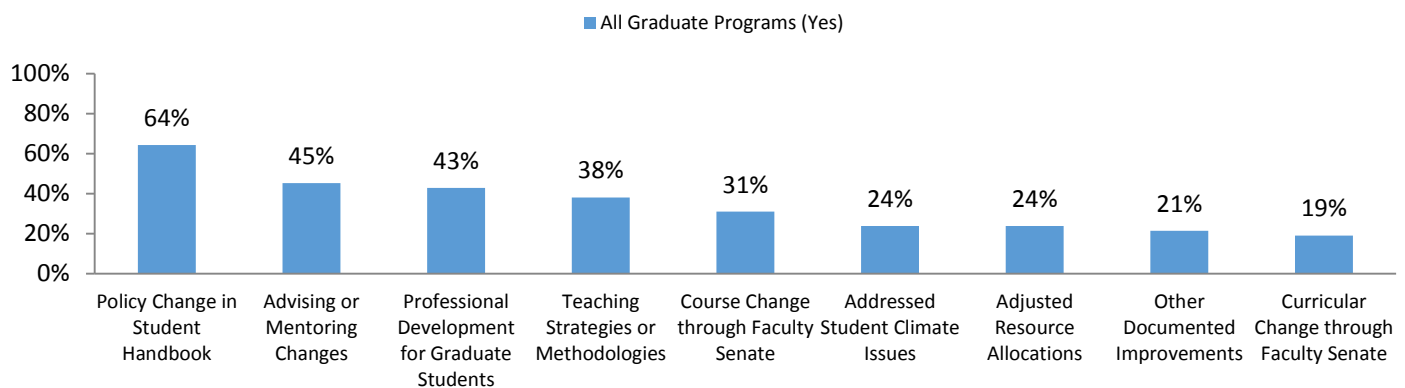
Q18: Did you make any documentable changes or improvements to your program after reviewing your assessment data in AY2012-13?

ACCREDITATION GOAL: Assessment data is used to improve various aspects of the program on a regular basis.

GRADUATE SCHOOL COMMENTS: Nearly two-thirds of programs (62%) indicated that they used assessment data to make documentable changes or improvements to their program during the last academic year. Of these, more than half (64%) involved policy changes in the student handbook followed by advising or mentoring changes (45%) and professional development for graduate students (43%). Detailed descriptions are noted in the Rationales for Change noted below. Programs should continue to document and improve how they are using assessment data through: (1) formal assessment reports to faculty and academic leadership, (2) self-study reports and materials for professional accreditation, and (3) informal methods such as: minutes from faculty meetings and annual retreats and departmental communications.



Q18a: If yes, what changes or improvements did you make to your program? (check all that apply)



Other Documented Improvements: Admissions process, program website, initiated faculty discussion on preliminary exams, reassessing entire program, reorganized academic coordinator position, updated final project requirement/exam guidelines, discussed program strengths and opportunities to support student learning, developed collaborative research group with faculty and students to better mentor students, implemented recognition process to acknowledge high performers, conducted self study to identify and address gaps in curricular outcomes

RATIONALE FOR CHANGE (36)

- **American Studies:** The professionalization of graduate students in formal and explicit ways were lacking from the program. With the state of the academic market we felt it necessary to improve in this area as a service to students toward their future professional endeavors.
- **Agriculture:** We developed the Food Science and Management Option, so curricular and course changes were sent through the Faculty Senate process. We developed a .4 FTE position fully devoted to the management of the MS in Agriculture program. The student learning outcomes, faculty updates, and new annual review procedures were added to the student handbook.
- **Biological Sciences:** Added new quantitative (Biol 572) and teaching training (Biol 585) courses. Submitted proposed degree name changes. Added meetings prior to submission of program of study.
- **Apparel, Merchandising, and Textiles:** There has not been a formal review of the graduate program in several years. With new leadership, we are holding several meetings over the fall semester to assess our program and course offerings. In addition, we are exploring the possibility of adding a Master of Science degree to better match with our faculty research programs.

5. Using Assessment Results, continued

Q18a: Did you make any documentable changes or improvements to your program after reviewing your assessment data in AY2012-13? (*continued*)

RATIONALE FOR CHANGE (36)

- **Biological Systems Engineering:** Improving program based on past year experience, including inputs from new faculty members in the assessment plan.
- **Business Administration (MBA):** Continuous improvement.
- **Business Administration (PhD):** Improving fit of professional development seminar.
- **Coordinated Program in Dietetics, Nutrition, and Exercise Physiology:** Improved project assignments to cover the ACEND competencies, improve advising by updating information in student handbook to better communicate with the graduate students.
- **Civil and Environmental Engineering:** Exit interview revealed issues with graduate student climate.
- **Counseling Psychology and Community Counseling:** Course changes were made to add courses on counseling skills, physiological/psychopharmacology, substance abuse, and family counseling, in part, to broaden student training and also to bring the total number of credits and course content into better alignment with accreditation guidelines and licensure requirements in some states. Meetings with both doctoral and master's students were held to address climate issues and to obtain more general program feedback. Some minor policy changes (e.g., regarding simultaneous practicums) were made to maintain consistency for all students and will be reflected in program handbooks. Students can compete for professional development funds to facilitate the program goal of participation in conferences and research.
- **Criminal Justice:** Students expressed shortcoming in curriculum and professionalism activities.
- **Crop and Soil Sciences:** In July 2012, CAHNRS established the Johnson Hall Graduate Center (JHGC), for support of Crop and Soil Sciences, Horticulture, and Plant Pathology graduate programs--in part supported by the Dept. of Horticulture. In July 2013, the MS-Ag program was added. The Hort handbook was updated to include bylaws and student learning outcomes. The JHGC adapted a common annual review form and common exit survey is in prep.
- **Cultural Studies and Social Thought in Education; Special Education; and Language, Literacy, and Technology:** CSSTE: More actively sought departmental and college funds/resources for students to attend and present at national conferences. SpEd: From our reviews of students' progress, and our reviews of our curriculum, we made adjustments and additions to our doctoral program. The reviews of our students' progress indicated that the international students were not making the type of progress in writing and reviewing research that we would like to see. We added more components focused on this aspect of their doctoral studies to Spec Ed 596. LLT: Explanation of changes and rationale for the changes are included in the attached document (LLT Program Assessment 2012-13).
- **Doctor of Pharmacy:** Changes in mentoring or advising of graduate students: made a move to an electronic tracking system for advising to more efficiently document and track student advising activities, and this will be evaluated further as we go forward. Addressed student climate issues: information identified through student surveys resulted in changes in the structure and reporting of the Pharmacy Student Advisory Council to leadership.
- **Doctor of Veterinary Medicine:** Minor adjustments to courses regularly occur to maintain currency. The Teaching Academy has stimulated much interest in faculty to experiment with different and progressive teaching strategies and methodologies.
- **Educational Psychology:** Based on student input we added student representatives to our faculty meetings, provided resources to students to gather to build cohesion, focused attention to giving students more teaching opportunities.
- **Engineering and Technology Management:** ETM Program is addressing the issues, discussing at faculty meetings, processing possible action, and a possible resolution.
- **English:** We distributed our assessment rubric to all faculty members and all students, asking that graduate seminars take the rubric into account. Many faculty members teaching seminars reported that this was a valuable tactic and led to useful discussions about the goals of graduate seminars and the strategies employed both by teachers and students in meeting those goals.
- **Entomology:** To improve student success.
- **Food Science:** Focus session with SFS External Advisory Board provided suggestions to enhance professional development opportunities; Content of several courses was changed based on assessment results; FS 489 Food Product Development was revised to meet university capstone requirements; Graduate student orientation session expanded to provide more information.
- **Health Policy and Administration:** To enable HPA students to be more competitive with internships and job placements.

5. Using Assessment Results, continued

Q18a: Did you make any documentable changes or improvements to your program after reviewing your assessment data in AY2012-13? (*continued*)

RATIONALE FOR CHANGE (36)

- **History:** The role of faculty mentors was not clear or transparent in the past assessment process. Mentors will now play a leading role in each student's annual review and assessment.
- **Horticulture:** In July 2012, CAHNRS established the Johnson Hall Graduate Center (JHGC), for support of Crop and Soil Sciences, Horticulture, and Plant Pathology graduate programs - in part supported by the Dept. of Horticulture. In July 2013, the MS-Ag program was added. The Hort handbook was updated to include bylaws and student learning outcomes. The JHGC adapted a common annual review form and common exit survey is in prep.
- **Individual Interdisciplinary Doctoral Program:** More information to students on program expectations. -
- **Mathematics:** Changes are being planned to be effective for academic year 2013-14. In response to feedback from Graduate Studies and students, we plan to update and revise certain aspects of the Graduate Handbook, as well as implement some changes in the Annual Review process and form.
- **Molecular Biosciences** Recommendations from discussion of the Graduate Studies Committee, including input from the MBGSA representative to the committee.
- **Neuroscience/VCAPP:** See attached minutes from the faculty meeting for program assessment.
- **Nursing (MN and Post MN Certificates):** Our master's curriculum is constantly reviewed during the academic year. Faculty began converting student learning objectives to student learning outcomes. Our specialty track (advanced population health) developed advising materials for faculty. The student handbook undergoes an annual update in the summer. Student climate issues are dealt with in our MN/DNP advisory committee meetings, APH faculty meetings, and college administrative team meetings.
- **Nursing (PhD):** Refinement of program based on Grad School assessment and previous year analysis and goals.
- **Politics, Philosophy and Public Affairs:** We added student learning outcomes to the Handbook, updated and streamlined the degree options and requirements, and clarified student teaching options. As for climate issues, the Graduate Director in Pullman spoke with our 1st and 2nd year cohorts about bickering, and they have dramatically improved their professionalism.
- **Psychology – Clinical:** We update the Handbook annually.
- **Public Affairs:** We are committed to providing clear and accessible information to our students. This year we updated our student handbook. We also added additional information to our website and distributed one-page program information sheets for all faculty to distribute/post on their doors.
- **Sociology:** Much of our discussion of change was prompted by a decline in faculty size; one faculty member died this year while another left the university. These departures occurred in an area crucial to our program (environmental sociology) so we are in a position to address how to advance and build this area strength and, just as important, how to develop our additional strengths.
- **Speech and Hearing Sciences:** Data emphasized the need for additional coverage of autism; therefore, we converted a seminar in autism into a standing course - SHS 545 Autism Spectrum Disorder. Recognizing the complex nature of the disabilities presented by the patients our graduates will serve and the pivotal role interprofessional teams serve in assessing and treating these individuals, we are offering our graduate students additional interprofessional learning, clinical, and research opportunities.
- **Sport Management:** Student learning outcomes have been added to the Sport Management Graduate Program web page as well as the 2013-14 Graduate Program Student Handbook that is linked to the web page. The Graduate Handbook was updated to reflect changes in Graduate School and program policy. The program funded three graduate students traveling to present papers at conferences in order to expose students to external reviews of their work. To fill an identified gap in the curriculum based on increasing use of social media in sport promotional efforts, a new course in Sport Media/Communication will be submitted to go through the curriculum approval process beginning in Fall 2013. A new tenure-line faculty member was hired, effective Fall 2013, to assist in developing the area of Sport Media/Communication.
- **Teacher Leadership (EdD):** A program assessment showed that students' professional knowledge (many of them are practicing teachers and administrators) was not being utilized (and therefore developed) as fully as possible within the program. For this reason, the TL EdD program added a collaborative student/faculty planning and coordinating group to help guide both the TL EdD program and the MIT S program (Vancouver campus only).

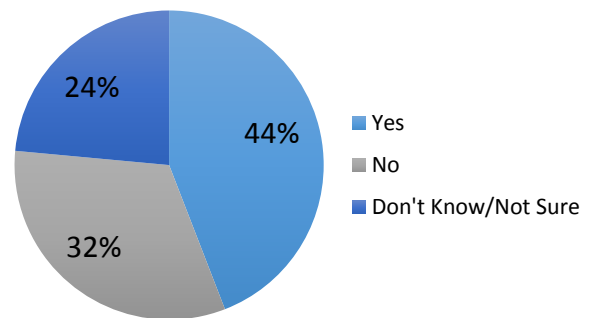
6. Assessment Training

Q19: Did faculty from your program participate in assessment workshops during the last academic year, AY2012-13?

ACCREDITATION GOAL: Faculty are able to fully participate in, conduct, and lead the assessment process.

GRADUATE SCHOOL COMMENTS: Nearly half of all programs (44%) reported that faculty from their program participated in assessment workshops including workshops offered by the WSU Graduate School, sessions offered at professional conferences, and other venues. Faculty, program staff, and administrators are encouraged to become familiar with and be able to apply core assessment knowledge and skills in their chosen discipline or academic setting.

All Graduate Programs (68)



Yes

Animal Sciences Architecture Business Administration Chemical and Bioengineering Communication Coordinated Program in Dietetics, Nutrition, and Exercise Physiology Counseling Psychology and Community Counseling Cultural Studies and Social Thought in Education; Special Education; and Language, Literacy, and Technology Doctor of Pharmacy Doctor of Veterinary Medicine Educational Leadership Electrical Engineering & Computer Science Elementary and Secondary Education (MIT) Entomology Food Science	Health Policy and Administration History Individual Interdisciplinary Doctoral Program Interior Design Landscape Architecture Molecular Biosciences Nursing (MN and Post MN Certificates) Nursing (PhD) Physics Psychology - Clinical Public Affairs Sociology SpEd, Literacy Ed, English Language Learners/Bilingual Education, Curriculum and Instruction (EdM/MA) Sport Management Teacher Leadership (EdD)
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TRAINING COMMENTS (30)

- **Animal Sciences:** [Faculty member] attended assessment workshop.
- **Architecture:** Graduate School assessment meeting.
- **Business Administration:** Changed timing of professional development seminar.
- **Chemical and Bioengineering:** National Effective Teaching Institute.
- **Communication:** Program members attended assessment workshop sponsored by The WSU Graduate School.
- **Coordinated Program in Dietetics, Nutrition, and Exercise Physiology:** Professional development conferences, workshops and seminars.
- **Counseling Psychology and Community Counseling:** Several faculty attended sessions or discussions at professional conferences or councils (e.g., annual APA convention), or independently gathered information, on learning objectives and competencies associated with alternative accreditation standards for master's programs in counseling.
- **Cultural Studies and Social Thought in Education; Special Education; and Language, Literacy, and Technology:** Faculty attended the Graduate School assessment workshop on January 24, 2013. In addition to that workshop, [one faculty member] attended the Graduate School's program review meeting on May 14, 2013. Each of the SpEd faculty members attended at least one assessment presentation at the national conferences they attended (Council for Exceptional Children, National Indian Education Association, etc.).
- **Doctor of Pharmacy:** Faculty and staff attended assessment sessions at the annual American Association of Colleges of Pharmacy meeting.
- **Doctor of Veterinary Medicine:** The CVM has a Teaching Academy that has regular presentations by teaching faculty and outside speakers who cover a wide range of topics related to teaching and learning and then clinical related teaching approaches.

Q19: Did faculty from your program participate in assessment workshops during the last academic year, AY2013-14?

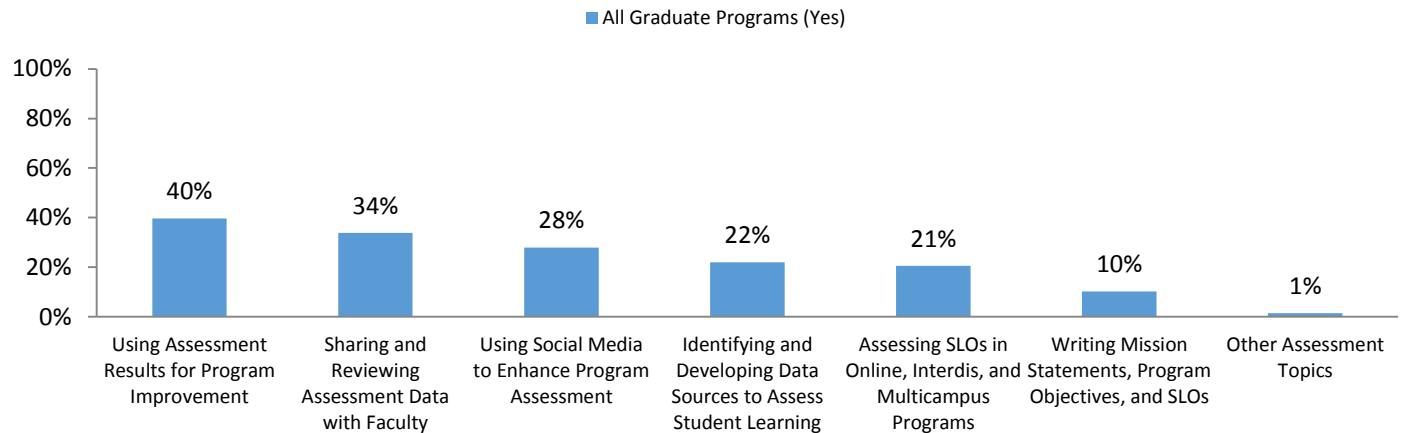
TRAINING COMMENTS (30)

- **Educational Leadership:** As part of a regular faculty meeting, the program coordinator trained faculty in submitting assessment data via an online system. He explained the process, provided a justification, and modeled the necessary steps so that faculty could begin submitting data online.
- **Electrical Engineering and Computer Science** Our Assistant Director attended a workshop held by the Graduate School Office titled; Graduate Assessment Workshop, on February 24, 2013.
- **Elementary and Secondary Education (MIT):** Faculty attended the assessment workshop offered by the WSU Graduate School. Spokane field supervisor participated in workshops on the edTPA.
- **Entomology:** [Faculty member] - Pogil certification.
- **Food Science:** Several faculty attended sessions on program assessment at the 2013 IFT Annual Meeting in Chicago, IL.
- **Health Policy and Administration** Program Director attended assessment workshops on-line through the Association of University Programs in Health Administration.
- **History** The Director of Graduate Studies participated in the assessment workshop organized by the Graduate School in spring 2013.
- **Individual Interdisciplinary Doctoral Program:** Program coordinator attended NWCCU training.
- **Interior Design:** Graduate School assessment meeting.
- **Landscape Architecture:** Graduate School assessment meeting.
- **Molecular Biosciences:** 2012 SMB annual retreat; workshops on giving positive feed-back and active listening.
- **Nursing (MN and Post MN Certificates):** The college's Office of Information Management was formed and began a series of presentations to faculty about the plan to initiate and sustain a college-wide assessment of program outcomes. Graduate program directors met individually with the OIM staff to fine tune the assessment plan to each graduate program.
- **Nursing (PhD):** Leadership series for administrative faculty; internal assessment program planning committees.
- **Physics:** The graduate coordinator and a member of the graduate studies committee (and physics department representative to the Graduate Studies Advisory Committee) attended the Graduate Assessment Workshop on January 27, 2012.
- **Psychology - Clinical:** I attended the annual CUDCP conference which deals with accreditation issues in clinical psychology.
- **Public Affairs:** We sent a [faculty member] representative to NASPAA conference. Also, our Assessment Coordinator participated in some related trainings.
- **Sociology:** [Faculty member] attended the assessment workshop held by [the Graduate School] in the Fall semester.
- **Special Education, Literacy Education, English Language Learners/Bilingual Education, Curriculum and Instruction (EdM/MA):** As faculty members of Teaching & Learning, all faculty attend professional development workshops during the year. Specifically, faculty attended the Graduate School assessment workshop on January 24, 2013. [One faculty member] also attended the Graduate School's program review meeting on May 14, 2013. Each of the SpEd faculty members attended at least one assessment presentation at the national conferences they attended (Council for Exceptional Children, National Indian Education Association, etc.).
- **Sport Management:** Two faculty worked closely with the Assessment Coordinator for the College of Education to learn more about the assessment process.
- **Teacher Leadership (EdD):** I personally attended the Jan 31, 2013 assessment workshop.

6. Assessment Training, continued

Q20: Which of the following assessment topics would you like to learn more about? (check all that apply)

GRADUATE SCHOOL COMMENTS: Based on the feedback below, the Graduate School will develop two new workshops on: (1) Using Assessment Results for Program Improvement (40%) and (2) Sharing and Reviewing Assessment Data with Faculty (34%). Other workshops may be offered depending on the availability of resources and faculty interest.



Other Assessment Topics: Increasing faculty interest in program assessment

RELATED DOCUMENTS AND WEBSITES

1. [2013 Graduate and Professional Program Assessment Update WSU Summary Report](#)
2. [2013 Graduate and Professional Program Assessment Update Form](#)
3. [WSU Graduate School Program Review and Assessment Website](#)
4. [WSU Graduate School Program Review and Assessment SharePoint site](#) (network login required)

APPENDIX A: GRADUATE AND PROFESSIONAL PROGRAMS REPORTING IN 2013

College/Graduate or Professional Program	# of Programs	Locations Covered By Assessment Plans					
		Pullman	Spokane	Tri-Cities	Vancouver	Global Campus	Other Location
CAHNRS	11	11	0	0	0	1	3
Agriculture	1	1				1	
Animal Sciences	1	1					
Apparel, Merchandising, and Textiles	1	1					
Crop and Soil Sciences	1	1					1
Economics and Agricultural Economics (<i>includes MS in Applied Economics</i>)	1	1					
Entomology	1	1					1
Food Science	1	1					
Horticulture	1	1					1
Interior Design (<i>in School of Design and Construction</i>)	1	1					
Plant Pathology	1	1					
Prevention Science	1	1					
College of Arts and Sciences	18	17	2	5	8	0	0
American Studies	1	1					
Anthropology	1	1			1		
Biological Sciences	1	1		1	1		
Chemistry	1	1					
Criminal Justice	1	1	1				
English	1	1		1	1		
Fine Arts (MFA)	1	1					
Foreign Languages and Cultures	1	1					
History	1	1		1	1		
Mathematics	1	1		1	1		
Music	1	1					
Physics	1	1					
Politics, Philosophy, and Public Affairs (<i>PhD programs at WSU Pullman, MPA in Public Affairs at WSU Vancouver</i>)	1	1					
Psychology - Clinical	1	1					
Psychology - Experimental	1	1	1		1		
Public Affairs (MPA)	1				1		
School of the Environment (<i>includes Geology, Environmental Science, and Environment and Natural Resources Sciences</i>)	1	1		1	1		
Sociology	1	1					
College of Business	3	3	0	1	2	1	0
Accounting (MAcc,)	1	1			1		
Business Administration (MBA)	1	1		1	1	1	
Business Administration (PhD)	1	1					
Edward R. Murrow College of Communication	1	1	0	0	0	0	0
Communication	1	1					
College of Education	8	8	4	2	3	3	2
Counseling Psychology, Community Counseling	1	1					
Cultural Studies and Social Thought in Education; Special Education; Language, Literacy, and Technology	1	1					
Educational Leadership	1	1	1	1		1	1
Educational Psychology	1	1					
Elementary and Secondary Education (MIT)	1	1	1		1		
Special Education (EdM/MA), Literacy Education (EdM/MA), English Language Learners/Bilingual Education (EdM/MA), Curriculum and Instruction (EdM/MA)	1	1	1	1	1	1	1
Sport Management	1	1				1	
Teacher Leadership (EdD)	1	1	1		1		

APPENDIX A: GRADUATE AND PROFESSIONAL PROGRAMS REPORTING IN 2013

College/Graduate or Professional Program, continued	# of Programs	Locations Covered By Assessment Plans					
		Pullman	Spokane	Tri-Cities	Vancouver	Global Campus	Other Location
College of Engineering and Architecture	10	8	0	5	1	1	1
Architecture (<i>MArch in School of Design and Construction</i>)	1	1					
Biological Systems Engineering	1	1		1			1
Chemical and Bioengineering	1	1		1			
Civil and Environmental Engineering	1	1		1			
Electrical Engineering and Computer Science	1	1		1			
Engineering and Computer Science	1				1		
Engineering and Technology Management (METM)	1					1	
Engineering Science	1	1					
Landscape Architecture (<i>in School of Design and Construction</i>)	1	1					
Mechanical and Materials Engineering	1	1		1			
College of Nursing	3	0	3	1	2	0	1
Nursing (MN and Post MN Certificates)	1		1	1	1		1
Nursing (PhD)	1		1				
Nursing Practice (DNP)	1		1		1		
College of Pharmacy	4	2	3	0	0	0	1
Coordinated Program in Dietetics, Nutrition, and Exercise Physiology (CPDNEP)	1		1				1
Doctor of Pharmacy*	1		1				
Nutrition and Exercise Physiology	1	1	1				
Pharmaceutical Sciences	1	1					
College of Veterinary Medicine	5	5	1	0	1	1	0
Doctor of Veterinary Medicine*	1	1					
Immunology and Infectious Diseases	1	1					
Molecular Biosciences (<i>includes PSM in Molecular Biosciences</i>)	1	1				1	
Neuroscience/VCAPP	1	1	1		1		
Veterinary Clinical Science	1	1					
Division of Health Sciences	2	0	2	0	0	0	0
Health Policy and Administration (MHPA)	1		1				
Speech and Hearing Sciences	1		1				
Graduate School	3	3	0	0	0	0	0
Individual Interdisciplinary Doctoral Program	1	1					
Materials Science and Engineering	1	1					
Molecular Plant Sciences	1	1					
Grand Total	68	58	15	14	17	7	8

*Professional programs.