

# 2015 Graduate and Professional Program Assessment Update Summary Report

September 10, 2015

Graduate School  
Washington State University

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## INTRODUCTION

In Spring 2015, all WSU graduate and professional programs were asked to submit an electronic Assessment Update form to the Graduate School describing any assessment activities and/or use of assessment data that occurred during the current academic year, June 1, 2014 to May 30, 2015. Programs provided information about their assessment plans, professional accreditation, multi-campus assessment, online assessment, data collection and analysis, assessment activities, program improvements, and technical assistance needs. This report summarizes the key data and trends from the assessment update forms that were submitted by all graduate and professional programs at WSU.

## EXECUTIVE SUMMARY

### 1. Assessment Plans/Student Learning Outcomes

All of the graduate and professional programs have an assessment plan in place that includes program objectives, student learning outcomes, direct and indirect measures, and a process for reviewing and using assessment data. The assessment plans have helped programs formalize their assessment process, support planning and decision-making, and meet NWCCU accreditation requirements.

- Approximately a third of the graduate and professional programs (41%, up from 35% in 2013) reported that they revised or made changes to their assessment plan during the previous academic year.
- The assessment plans were frequently reviewed by a faculty member such the graduate coordinator (66%, up from 50% in 2013) or an assessment coordinator (50%, up from 17%) and were less likely to be reviewed by program staff (34%, down from 71%) who support the assessment process.
- The majority of changes involved data sources or data to be collected or analyzed (75%, up from 54% in 2013) as opposed to core assessment elements such as student learning outcomes (22%, down from 38%), data collection schedules (16%, down from 54%), program objectives (9%, down from 33%), or mission statements (0% vs. 25%).
- Graduate and professional faculty have continued to improve and refine their assessment plans; however, nearly a quarter of the programs still do not publish expected program-level student learning outcomes in their student handbook or on their program website (22% vs. 21% in 2013).
- *The Graduate School expectation is for graduate and professional programs to review and update their assessment plans on a regular basis and for all programs to publish program-level and/or degree-level student learning outcomes in their student handbooks and/or on their program website. Student learning outcomes for new and existing courses should be published in course syllabi.* (See NWCCU Standard 2.C.5)

### 2. Communication and Coordination

All graduate and professional programs must submit assessment reports and/or self-study reports for professional accreditation to the Graduate School annually. Many programs have improved their assessment systems and practices; however, some programs need to do more to include program faculty, program administrators, and college/campus leadership.

- The majority of graduate and professional programs (89% vs. 87% in 2013) said they had organized specific assessment-related activities with faculty during the last academic year.
- Assessment activities included faculty meetings with time for assessment (77%, up from 66% in 2013), collecting and reviewing data with faculty (73%, up from 66%), standing committee with time for assessment (43%, down from 54%), and annual retreat with time for assessment (36%, up from 24%).
- Fewer programs shared or distributed formal assessment reports from the program (49%, down from 68% in 2013); however, the reports were more likely to be shared with all program faculty (74%, up from 48%) as opposed to some program faculty (10%, down from 33%). (Note: This figure does not include the assessment reports that graduate and professional programs submit to the Graduate School annually.)
- Only 14% of online graduate programs shared assessment results with online faculty despite substantial improvements in the assessment of online learning. (Question added in 2015.)
- *The Graduate School expectation is for programs to continue to engage all graduate program faculty in the assessment process and for assessment results to be shared with all graduate program faculty, program staff, and academic leadership at all locations where the degree is offered including multi-campus and online assessments.* (See NWCCU Standard 4.A.2)

### 3. Data Collection and Analysis

Graduate and professional programs routinely collect a wide range of data, including direct and indirect measures, to assess student learning and experience. Many programs have developed sustainable assessment systems and practices to: 1) align student learning outcomes with data sources and measures, 2) manage faculty and staff workloads, and 3) keep the assessment process on track.

- All of the programs indicated that they had collected data to assess program-level student learning outcomes (100%, up from 96% in 2013); graduate and professional programs collected data from an average of 10 sources (up from 9 sources in 2013).
- Frequently collected data included student annual reviews (82% vs. 86% in 2013), course grades (73% vs. 72%), and student GPAs (67% vs. 65%). Institutional data increased from just 9% in 2013 to 22% in 2015. Less frequently collected data included alumni surveys (14%), focus groups (11%), and employer surveys (10%).
- The majority of programs that enroll students on one or more campus conducted at least one multi-campus assessment activity (89%, up from 82% in 2013), and all of the programs that offer online courses and/or degree programs conducted at least one online assessment activity (100%, up from 75% in 2013).
- *The Graduate School expectation is for all programs to collect and analyze a variety of assessment data on an annual basis. (See NWCCU Standard 4.A.3)*

### 4. Using Assessment Results

Nearly all of the programs have completed at least one assessment cycle. The majority of programs indicated that they had analyzed and reviewed assessment data with faculty and used the results to improve student learning outcomes and/or other aspects of the program. Several programs had just enrolled their first students and/or need to collect more data before they can analyze or use the results.

- Nearly three-quarters of the programs (73%, up from 62% in 2013) reported that they made documentable changes or improvements to their program after reviewing assessment data with faculty.
- Changes frequently cited include course content changes (53%), advising or mentoring changes (43% vs. 45% in 2013), policy changes in the student handbook (41% vs. 64%), and changes to teaching strategies or methodologies (38%, no change)
- A third of the programs (33% in 2015) used assessment data to support departmental decision-making, and 14% used assessment data to support college decision-making. (Questions added in 2015.)
- Nearly three-quarters of the programs (73%, up from 68% in 2013) said they implemented, improved, or refined any aspect of their assessment process.
- Areas frequently cited were: student annual reviews (68% vs. 72% in 2013), data collection tools, methods, or measures (64% vs. 70%), student learning outcomes (46%), and rubrics for preliminary or final exams (40%).
- *The Graduate School expectation is for all programs to use assessment to inform academic and learning-support planning and practices that lead to the enhancement of student learning achievements, and the results of student learning assessments will be shared with appropriate constituencies in a timely manner. (See NWCCU Standard 4.B.2)*

## RECOMMENDATIONS FOR ALL GRADUATE AND PROFESSIONAL PROGRAMS AT WSU

The Graduate School recommends the following actions to support graduate and professional program assessment at WSU (applies to all programs):

1. **Student Learning Outcomes:** All graduate and professional programs should publish expected program-level and/or degree-level student learning outcomes in their student handbook and/or on their program website. *The Graduate School will follow-up with program directors and graduate chairs to ensure that all programs meet the regional accreditation requirement by June 1, 2016.*
2. **Assessment of Online Learning:** Graduate and professional programs should include online courses, degree programs, student experience, and teaching faculty in the assessment process. Programs should use aggregate and disaggregate data to improve student learning outcomes and support the development of online courses, degree programs, and teaching methodologies. *The Graduate School will continue to support program faculty and staff in their assessment process and will work with university stakeholders to identify good practices for assessing online graduate courses and programs.*

3. **Faculty Engagement:** Graduate and professional programs should continue to engage and include all program faculty in their assessment process wherever the program is offered including face-to-face, online, and multi-campus locations. *The Graduate School will continue to broadly encourage faculty participation through one-on-one consultations, graduate program review and assessment, and meetings with program, college, and university leadership.*
4. **Using Assessment Results:** Graduate and professional programs should collect and review assessment data with program faculty annually and use the results to improve student learning outcomes and student experience in the program. *The Graduate School will continue to support program assessment in high impact/high value areas such as placement data/alumni tracking; templates, forms, and guidelines for collecting data; and institution-wide initiatives (graduate student survey, graduate program profiles).*
5. **Documentation and Reporting:** Graduate and professional programs should develop sustainable systems and practices to collect, analyze, organize, and share assessment results in a timely and efficient manner. Programs should submit assessment reports and/or self-study reports for professional accreditation to the Graduate School annually. *The Graduate School will continue to provide assessment resources, feedback, and summary reports to assist program, college, and university leadership.*

# 2015 GRADUATE AND PROFESSIONAL PROGRAM ASSESSMENT UPDATE RESULTS

## 1. Overview

### Q1-7: Program Details

**Graduate and Professional Programs Reporting:** 79 Graduate and Professional Program Assessment Update forms were received for 156 masters, doctoral, and professional degree programs representing 13 colleges and interdisciplinary schools on five campuses plus other locations (100% response rate).<sup>1</sup>

**WSU Colleges and Intercollegiate Schools Represented:**

- Agricultural, Human, and Natural Resource Sciences (11 reports)
- Arts and Sciences (18 reports)
- Business (3 reports)
- Communication (2 reports)
- Education (13 reports)
- Engineering and Architecture (9 reports)
- Graduate School (3 reports)
- Medical Sciences (2 reports)
- Nursing (3 reports)
- Pharmacy (3 reports)
- School of Design and Construction (3 reports)
- School of the Environment (4 reports)
- Veterinary Medicine (5 reports)

**WSU Campuses Represented:** (includes multi-campus programs)

- Pullman (64 reports)
- Spokane (17 reports)
- Tri-Cities (21 reports)
- Vancouver (23 reports)
- Global Campus (10 reports)
- Other locations<sup>2</sup> (7 reports)

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<sup>1</sup> See [Appendix C](#) for a list of graduate and professional programs and locations covered in their assessment plans. The PhD in Nutrition and Exercise Physiology did not submit an assessment update due to program transition.

<sup>2</sup> Non-campus locations covered in graduate and professional assessment reports include: Research and Extension Centers in Mt Vernon, Prosser, Puyallup, and Wenatchee (College of Agricultural, Human, and Natural Resource Sciences); Yakima (Doctor of Pharmacy); and Montana State University and Utah State University (Doctor of Veterinary Medicine).

## 2. Assessment Plans/Student Learning Outcomes

**Q8:** Did your program revise or make changes to its assessment plan during the last academic year, AY2014-15?

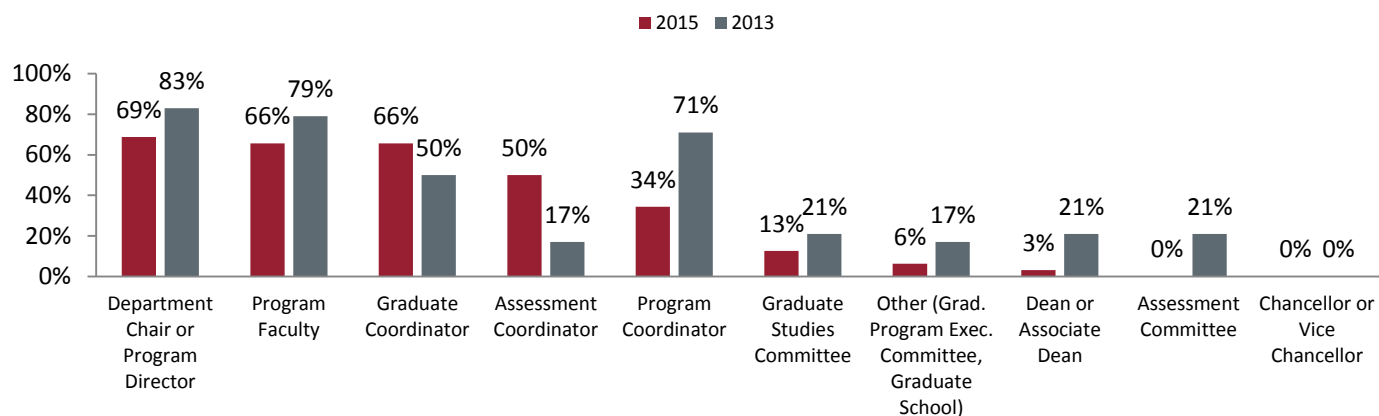
**ACCREDITATION GOAL:** Assessment plans should be reviewed and updated on a regular basis with input from program faculty, the dean/associate deans of the college, and other stakeholders.

**GRADUATE SCHOOL COMMENTS:** More programs (41% vs. 35% in 2013) reported that they revised their assessment plan during the last academic year. The plans were frequently reviewed by a faculty member such as the graduate coordinator (66% vs. 50%) or an assessment coordinator (50% vs. 21%) and were less likely to be reviewed by program staff (34% vs. 71%). The majority of changes involved data sources (75% vs. 54%) as opposed to student learning outcomes (22% vs. 38%), data collection schedules (16% vs. 46%), program objectives (9% vs. 33%), or mission statements (0% vs. 25%). The shift suggests that most programs have established the core elements of an assessment plan and are refining their data collection to provide better information for program planning and decision-making.

**41%**

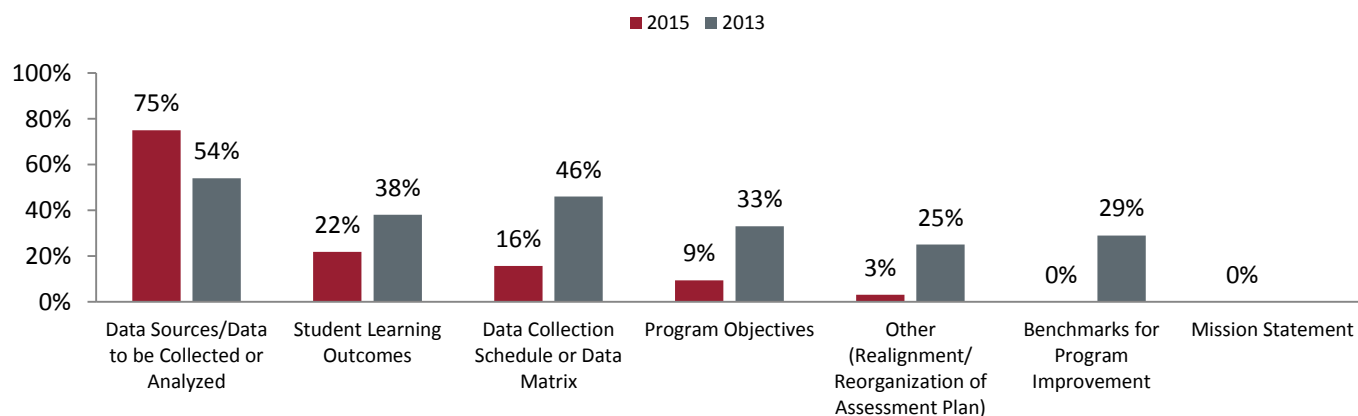
of graduate and professional programs revised or made changes to their assessment plan in 2015, up from 35% in 2013.

**Q9a:** If **yes**, was the revised plan reviewed by any of the following groups or individuals?\* (check all that apply)



**OTHER:** Graduate program executive committee, Graduate School program review committee.

**Q9b:** (If your assessment plan was revised in the last academic year), what changes were made. (check all that apply)



**OTHER:** Reorganization of assessment plan including the assessment process, alignment of student learning outcomes with program goals, student annual review form, minor changes to key assignments/assessments, and a new faculty rotation for reviewing the key assignments/assessments. (*Special Education*).

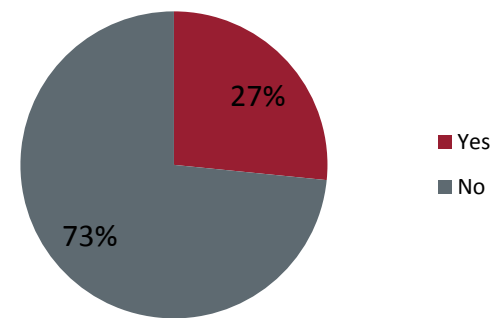
## 2. Assessment Plans/Student Learning Outcomes, continued

### Q10: Is your graduate program, degree(s), or college professionally accredited and/or state-reviewed?

**ACCREDITATION GOAL:** Accredited graduate and professional programs, degrees, and colleges should meet the standards and expectations required for continued professional accreditation in addition to the NWCCU accreditation standards for the university.

**GRADUATE SCHOOL COMMENTS:** All graduate and professional programs are required to submit assessment reports to the Graduate School annually. Professionally accredited programs may submit a recent self-study report in place of the Graduate School's Assessment Review Report if one was completed within the last two years. All programs must submit an Assessment Update form when it is due to enable uniform reporting on graduate and professional program assessment across the university.

All Graduate Programs (2015)



### Q10a: Accredited and/or State-Reviewed Graduate and Professional Programs

College	Program	Accrediting Bodies	Length of Cycle	Last Review	Next Review
Arts and Sciences	Psychology – Clinical (PhD)	American Psychological Association (APA): Commission on Accreditation	7 years	Fall 2012	Fall 2019
	Music (MA)	National Association of Schools of Music (NASM)	10 years	Spring 2012	Spring 2022
Business	Accounting (MAcc)	Association to Advance Collegiate Schools of Business (AACSB)	5 years	Spring 2014	Spring 2019
	Business Administration (MBA)				
	Business Administration (PhD)				
Education	Counseling Psychology (PhD)	American Psychological Association (APA): Commission on Accreditation	3 years	Fall 2014	Deferred/TBD
	Educational Leadership (EdD/PhD)	University Council for Educational Administration (UCEA)	5 years	2004	TBD
	Elementary and Secondary Education (MIT)	Washington State Office of the Superintendent of Public Instruction (OSPI): Professional Education Standards Board (PESB)	5 years	Fall 2014	Spring 2020
	Elementary and Secondary Education – Vancouver (MIT)				
	Special Education (EdM)	Washington State Office of the Superintendent of Public Instruction (OSPI): Professional Education Standards Board (PESB)	7 years	Fall 2014	Spring 2020
Medical Sciences	Health Policy and Administration	Commission on the Accreditation of Healthcare Management (CAHME)	7 years	Fall 2011	Fall 2018
	Speech and Hearing Sciences	American Speech-Language Hearing Association (ASHA): Council on Academic Accreditation in Audiology and Speech-Language Pathology	8 years	Fall 2011	Fall 2019
Nursing	Doctor of Nursing Practice (DNP)	Commission on Collegiate Nursing Education (CCNE); Washington State Department of Health: Nursing Care Quality Assurance Commission (NCQAC)	5 years	Spring 2014	Spring 2019
	Masters of Nursing (MN) and Post-MN Certificates		10 years	Spring 2014	Spring 2024
	Nursing (PhD)	Washington State Department of Health: Nursing Care Quality Assurance Commission (NCQAC)	10 years	Spring 2014	Spring 2024
Pharmacy	Coordinated Program in Dietetics, Nutrition, and Exercise Physiology (CPDNEP)	Accreditation Counsel in Education for Nutrition and Dietetics (ACEND)	5 years	Spring 2015	Spring 2020
	Doctor of Pharmacy (PharmD)	Accreditation Council for Pharmacy Education (ACPE)	8 years	Fall 2014	Fall 2022
	Pharmaceutical Sciences	Accreditation Council for Pharmacy Education (ACPE)	8 years	Fall 2014	Fall 2022
School of Design and Construction	Architecture	National Architectural Accreditation Board (NAAB)	8 years	Spring 2014	Spring 2022
Veterinary Medicine	Doctor of Veterinary Medicine (DVM)	American Veterinary Medical Association (AVMA): Council on Education	7 years	Fall 2010	Fall 2017
	Molecular Biosciences (PSM)	National Professional Science Masters Association (NPSMA)	5 years	Spring 2011	Spring 2016

**OTHER:** The Masters in Public Affairs program was accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) in Fall 2015.

## 2. Assessment Plans/Student Learning Outcomes, continued

**Q11:** Are program-level student learning outcomes provided in writing to students?

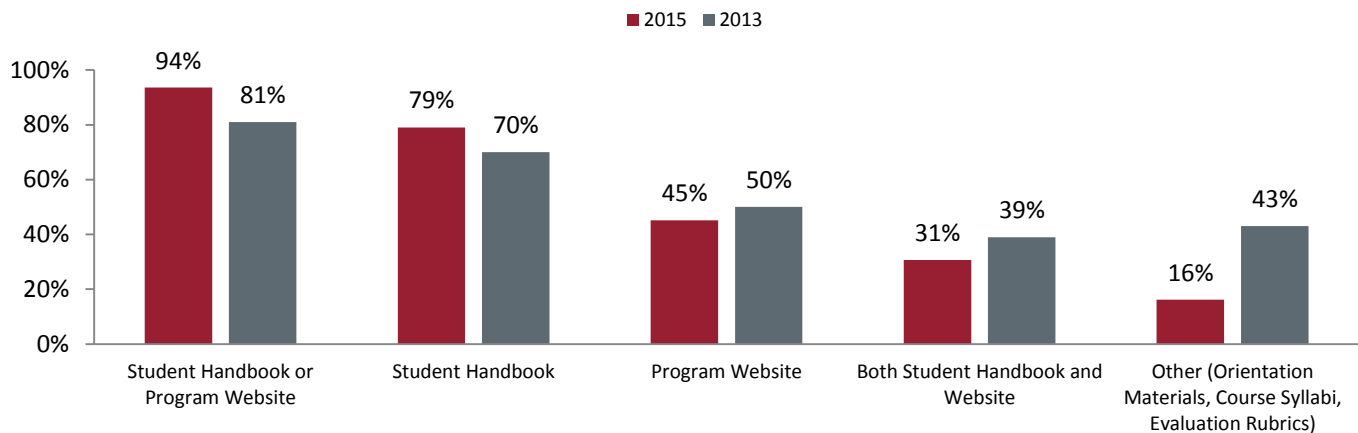
**ACCREDITATION GOAL:** All graduate and professional programs are required to publish expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, should be provided in written form to enrolled students. (Standard 2.C.5)

**GRADUATE SCHOOL COMMENTS:** The majority of programs (78% vs. 79% in 2013) publish program-level student learning outcomes in writing to students. The percentage is less than the NWCCU accreditation requirement of 100%. Program-level student learning outcomes should be published in the student handbook, on the program website, and/or in related materials. Multi-campus programs should coordinate their student learning outcomes and publish them on the program websites wherever the degree is offered. The Graduate School will work with graduate and professional programs to ensure that they meet this requirement for regional accreditation.

**78%**

of graduate and professional programs provided program-level student learning outcomes in writing to students vs. 79% in 2013.

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



**OTHER:** Orientation materials, course syllabi, evaluation rubrics.



### 3. Data Collection and Analysis

**Q12:** Did faculty in your graduate program conduct specific program-level assessment activities since June 1, 2014?

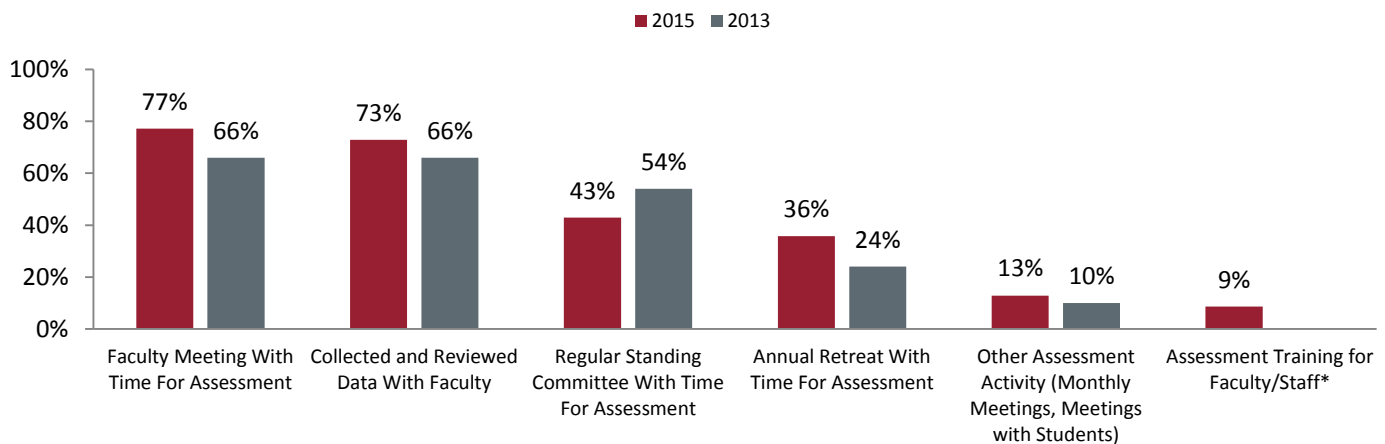
**ACCREDITATION GOAL:** The assessment process should be led by faculty in the program and include the systematic review of assessment data.

**GRADUATE SCHOOL COMMENTS:** The majority of programs that conducted assessment activities organized faculty meetings with time for assessment (77% vs. 66% in 2013), collected and reviewed data with faculty (73% vs. 66%), and/or held an annual retreat with time for assessment (36% vs. 24%). Fewer programs used regular standing committees with time for assessment (43% vs. 54%). These data suggest that faculty are engaged in the assessment process. Programs should continue to support program-level assessment with faculty meetings, standing committees, annual retreats, and other forums that are broadly inclusive of faculty, staff, and program leadership.

**89%**

of graduate and professional programs conducted at least one program-level assessment activity in 2015 vs. 87% in 2013.

**Q12a:** If **yes**, which of these assessment activities occurred since June 1, 2014? (check all that apply)



\*Selection added in 2015.

**OTHER ASSESSMENT ACTIVITIES:** Monthly meetings with faculty, meetings with students or student representatives, annual retreats, professional accreditation activities, and college-level strategic planning exercises.

### 3. Data Collection and Analysis, continued

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

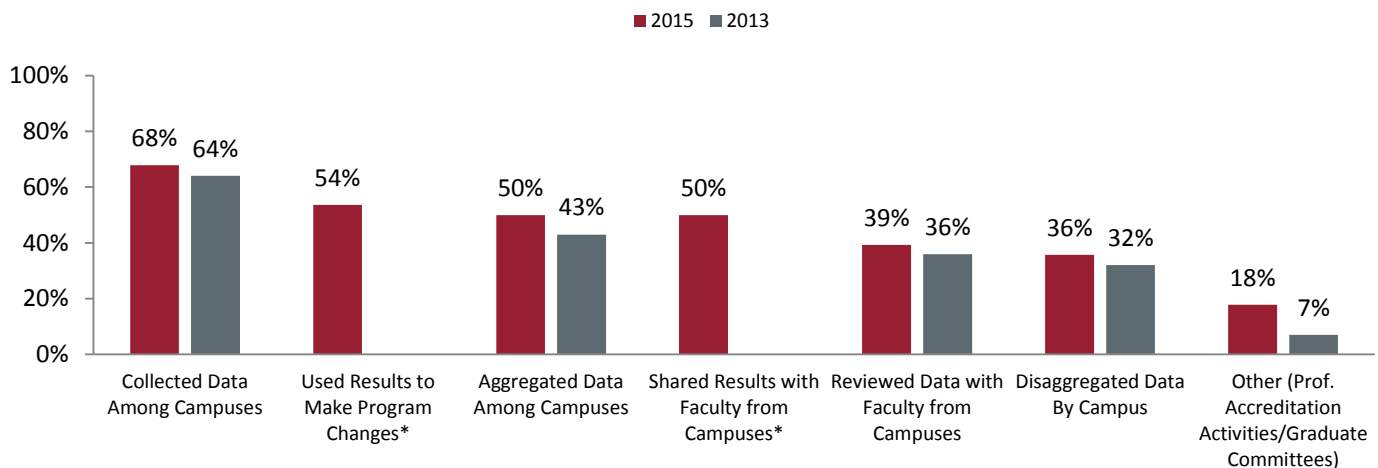
**ACCREDITATION GOAL:** The assessment process should include all students and all locations where the degree is offered. Data should be collected, aggregated, and disaggregated to facilitate the interpretation and use of assessment results.

**GRADUATE SCHOOL COMMENTS:** Twenty-eight graduate and professional programs (35%) indicated that they enrolled students on more than one campus or location in 2015. Two-thirds of the programs (68% vs. 64% in 2013) collected data among campuses, and more than half of the programs (54% - question added in 2015) said they used assessment results to make changes to their program. Programs showed improvement aggregating data among campuses (50% vs. 43%), reviewing data with faculty from campuses (39% vs. 36%), and disaggregating data by campus (36% vs. 32%). Half of the programs shared assessment results with faculty from campuses (50% - question added in 2015). Graduate and professional programs should continue to conduct multi-campus assessments and include all students and faculty in the assessment process wherever the program is offered.

89%

of graduate and professional programs that enroll students on more than one campus conducted at least one multi-campus assessment activity in 2015, up from 82% in 2013.

**Q13a:** If **yes**, which of these assessment activities occurred since June 1, 2014? (check all that apply or leave blank if none)



\*Selection added in 2015.

### 3. Data Collection and Analysis, continued

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

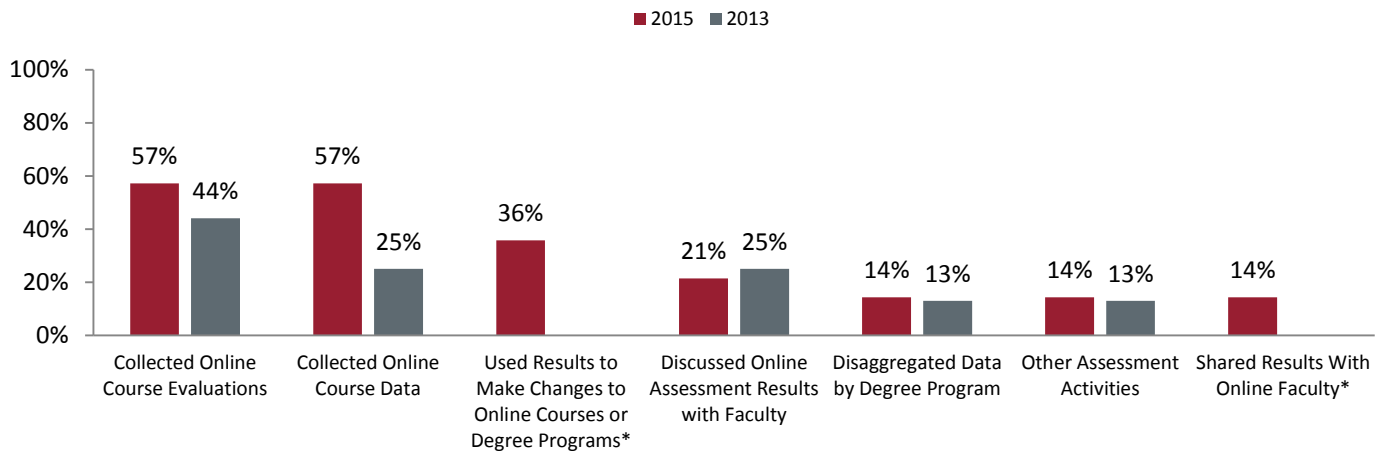
**ACCREDITATION GOAL:** The assessment process should include online courses and degree options.

**GRADUATE SCHOOL COMMENTS:** The assessment of online graduate courses and degree programs has substantially improved since 2013. Fourteen programs indicated that they offer online graduate courses and/or degree programs. The programs frequently collected online course data (57%, up from 44% in 2013) or discussed assessment results with faculty (57%, up from 25% in 2013). More than one-third of programs (36%) said they used assessment results to make changes to online courses or degree programs; however, only two programs (14%) shared assessment results with online faculty. Graduate programs should continue to develop their assessment practice and include online teaching faculty in the collection, review, and use of assessment data.

# 100%

of online graduate and professional programs conducted at least one online assessment activity in 2015, up from 75% in 2013.

#### Q14a: If yes, which of these assessment activities occurred since June 1, 2014? (check all that apply)



\*Selection added in 2015.

#### GRADUATE PROGRAM COMMENTS:

- The MS in AG program is an interdisciplinary program and we rely on other programs coursework and thus the data/evaluations are assessed by the respective departments. We access transcripts, and rely on grades and other feedback we receive - largely from the students, with regard to course problems or successes. We freely provide this feedback to the Program Director, who also happens to be the Associate Dean of CAHNRS Academic Programs, who in that role has insight into much of the coursework our students take, as well as faculty performance. We regularly adjust program needs/delivery based on the feedback we receive. We are happy with how the program is developing and look forward to refining our assessment procedures and tools as we evolve. (*MS in Agriculture*)
- The EdM online in Special Education is included in all of our assessment activities, and includes all faculty. The EdM online in Special Education is assessed exactly as we assess our campus based EdM degree program. (*EdM in Special Education*)
- Like the on campus program, the online program employs the same assessment instruments. Per our previous report, the program has identified four core courses for assessment purposes. Student evaluations for both are collected at the end of the semester. As the same individual faculty teaches both online and on campus course in his expert area, these faculty are asked to evaluate the course relative to the course's learning outcomes. (*MA in Sport Management*)
- The PhD program is a hybrid program that includes online delivery for a portion of each course. The assessment and evaluation of all courses is consistent across courses. (*PhD in Nursing*)
- We reviewed online course grades for each student as part of their program of study. In addition based on student evaluation of courses during annual reviews, we have made changes to degree program elective courses. (*PSM in Molecular Biosciences*)

### 3. Data Collection and Analysis, continued

**Q15:** Did your program collect data to assess student learning outcomes during the last academic year, AY2014-15?

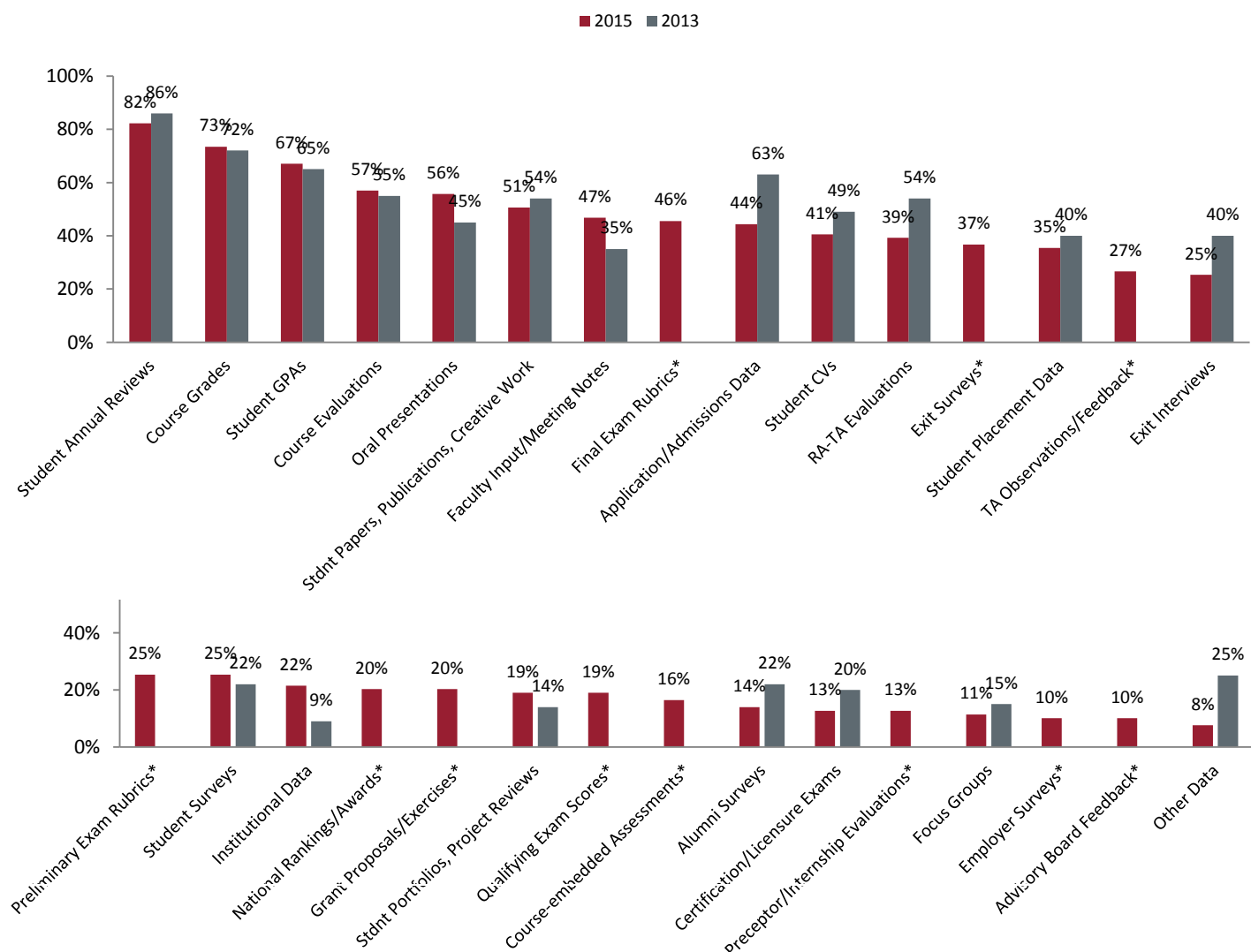
**ACCREDITATION GOAL:** The assessment process should include multiple measures related to student learning outcomes and student achievement.

**GRADUATE SCHOOL COMMENTS:** Graduate and professional programs collected data from an average of ten or more sources, including direct and indirect measures. Frequently collected data sources include: student annual reviews (82% vs. 86% in 2013), course grades (73% vs. 72%), grade point averages (67% vs. 65%), course evaluations (57% vs. 55%), and oral presentations (56% vs. 45%). Programs with limited data should consider adding sources to evaluate high-impact educational practices and/or outcomes. Similarly, programs should periodically review their data sources and collection methods to ensure that meaningful data is being collected and to eliminate data sources and measures that are not useful.

# 100%

of graduate and professional programs collected data to assess student learning outcomes in 2015 vs. 96% in 2013.

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



\*Selection added in 2015.

**OTHER DATA COLLECTED:** Juried exams, discipline-specific learning outcomes, professional accreditation outcomes.

## 4. Communication

**Q16:** Did your program share or distribute formal assessment reports from your program during the last academic year, AY2014-15?\*

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

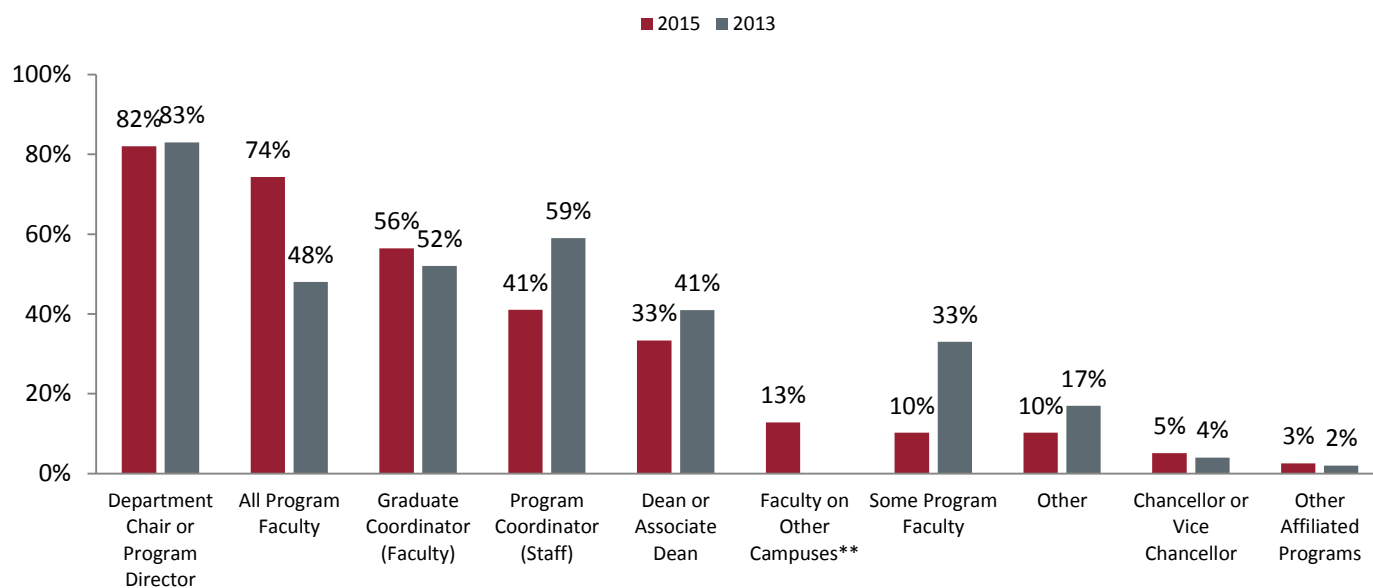
**GRADUATE SCHOOL COMMENTS:** Nearly half of the programs (49%, down from 68% in 2013) reported that they had shared formal assessment reports during the last academic year. The assessment reports were frequently shared with department chair or program director (82% vs. 83%) and all program faculty (74%, up from 48%) and were less likely to be shared with the program coordinator (41% vs. 59%) or college leadership (33% vs. 41%). The Graduate School recommends that programs distribute formal assessment reports to all program faculty where the degree is offered, program staff, and college leadership.

\*Does not include required program assessment reporting, which every graduate and professional program submits annually to the Graduate School. Program reports are archived on the Graduate School's SharePoint site at: <https://sharepoint.oqrd.wsu.edu/ProgramAssessment/SitePages/Home.aspx>

49%

of graduate and professional programs shared or distributed formal assessment reports from the program in 2015, down from 68% in 2013.

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



\*\*Selection added in 2015.

**Other Individuals or Groups Who Received Assessment Reports:** Curriculum committee, accreditation committee, outcomes committee, accrediting body.

## 5. Using Assessment Results

**Q17:** Did your program implement, improve, or refine any aspects of your assessment process since June 1, 2014?

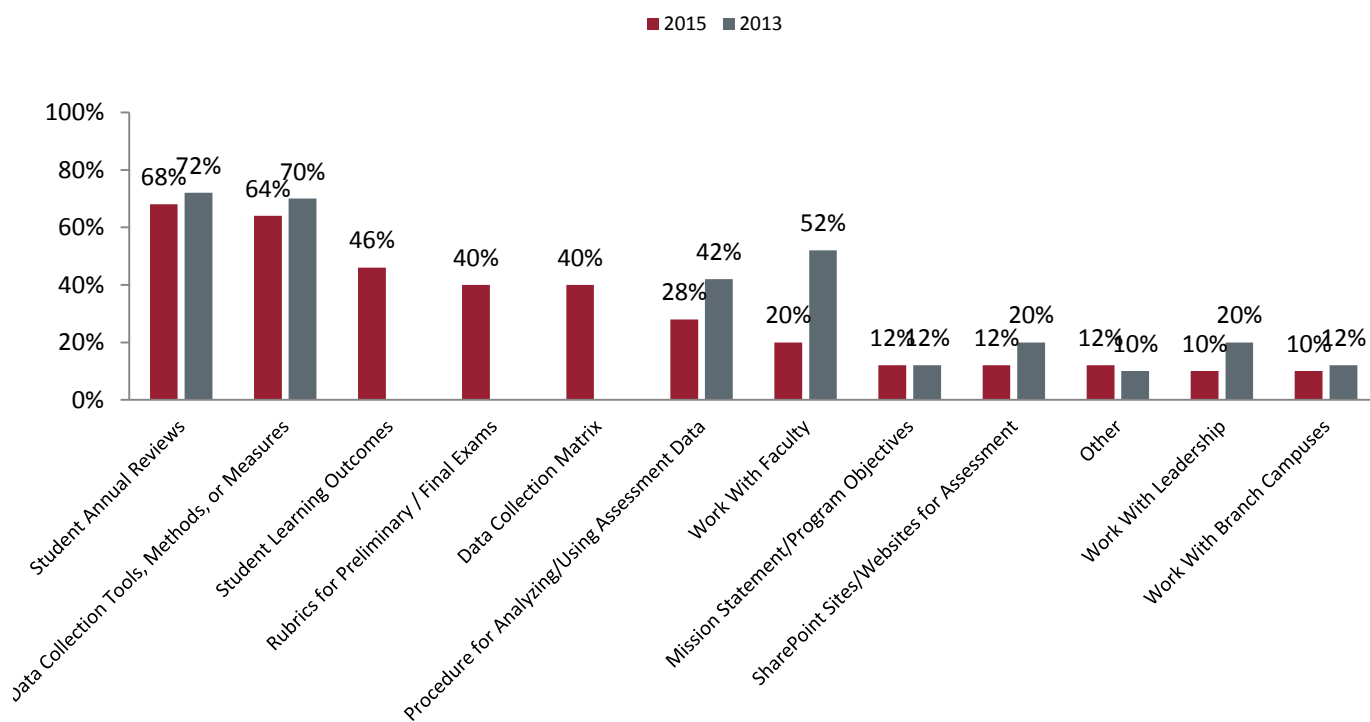
**ACCREDITATION GOAL:** Faculty use data to improve various aspects of the assessment process.

**GRADUATE SCHOOL COMMENTS:** More than half of the changes involved student annual reviews (68%, down from 72% in 2013), data collection tools, methods, or rubrics (64%, down from 70%), and student learning outcomes (46%). The results suggest that most programs have established a meaningful assessment framework and are continuing to refine specific components as they gain experience using assessment data. Programs should periodically review their assessment process to ensure that the student learning outcomes are still relevant, faculty are engaged in the process, and meaningful data is being collected and used for program improvement.

**63%**

of graduate and professional programs refined or made changes to their assessment process in 2015 vs. 68% in 2013.

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



**Other:** Addressed compliance issues, improved consistency, shared results with graduate faculty, reviewed procedure for evaluating qualifying exams, published student learning outcomes, improved documentation, updated program website.

## 5. Using Assessment Results, continued

**Q18:** Did you make any documentable changes or improvements to your program after reviewing your assessment data since June 1, 2014?

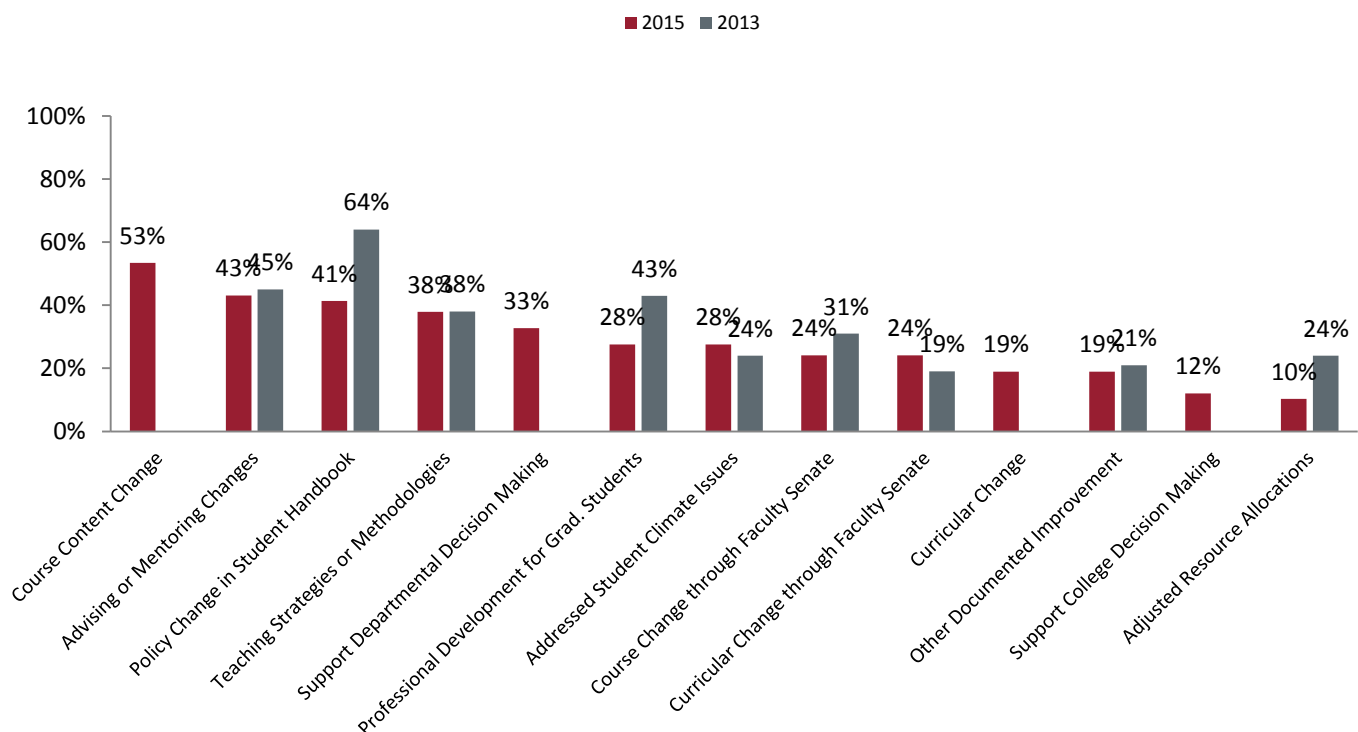
**ACCREDITATION GOAL:** Assessment data is used to improve various aspects of the program on a regular basis.

**GRADUATE SCHOOL COMMENTS:** The majority of graduate and professional programs used assessment data to make changes or improvements to their program. The changes varied by program but frequently involved course content changes (53%, question added in 2015), advising and mentoring changes (43% vs. 45% in 2013), policy changes in the student handbook (41% vs. 64%), and improvements to teaching strategies or methodologies (38% vs. 38%). The Graduate School recommends that programs continue to document their use of assessment data through: (1) formal assessment reports to faculty and academic leadership, (2) self-study reports for professional accreditation, and (3) informal methods such as meeting notes, annual retreat documents, departmental communications, and assessment archives such as shared folders, internal websites, and SharePoint sites.

# 73%

of graduate and professional programs used assessment data to make documentable changes or improvements to their program in 2015, up from 62% in 2013.

**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.

## 5. Using Assessment Results, continued

Q18b: If **yes**, briefly describe the rationale for the program changes?

### RATIONALE FOR PROGRAM CHANGES (55)

#### College of Agricultural, Human, and Natural Resource Sciences (10)

- **Agriculture:** Minor adjustments to the advising curriculum/schedules for the options (FSM, PHM), as additional online coursework becomes available. Conduct exit interviews with the Program Director; respond to feedback.
- **Animal Sciences:** Changes were made to meet opportunities identified through our Graduate Program Review and through departmental strategic planning.
- **Apparel, Merchandising, and Textiles:** With the refined program objectives and student learning outcomes and newly hired faculty, the curriculum has undergone some significant changes in Academic Year 2014/15. The minor revision in AMDT 508 has gone through Faculty Senate process. The revised AMDT508 is more focused on environmental and social issues in the apparel industry. The course assignments and projects became more industry focused with application of relevant theories. AMDT 520 has been completely redesigned to become a apparel functional design class that is based on analysis of customer needs. The instructor is currently working on the new course proposal for approval. In addition, AMDT 515 Textile Product Development and Innovation is a new class that has been approved by Faculty Senate. AMDT 598 Apparel Technical Design is another new class being developed for apparel design graduate students. The new curriculum will better help students achieve the learning outcomes.
- **Crop and Soil Sciences:** *Crops Program* - New faculty with new teaching capabilities were integrated into curriculum. Meetings were held for curriculum mapping. A meeting was held among crops teaching faculty to discuss Rubrics curriculum, and preliminary exam procedures. The Johnson Hall graduate center developed streamlined Graduate recruitment strategies so that the best students could be identified. Changes will be implemented in for 2015/2016. *Soils Program:* To make the preliminary exams more uniform and consistent among students, we modified the form of the prelim exams. The prelim exam now consists of a research proposal to be written by the candidate, followed by a seminar presented by the candidate and an oral examination. In addition, and before the prelim can be taken, the candidate has to pass a comprehensive soil science qualifying exam, which tests the candidates knowledge of the different disciplines of soil science.
- **Economic Sciences:** We will offer a new MS-level course in Macroeconomics. Changes in recruiting. Discussions with Finance and Math for leveraging our course offerings at the MS level.
- **Entomology:** Change from 34 to 15 graded credit hours - to improve potential for > 1/2 of our faculty at research and extension centers to have their graduate students to cycle through coursework at WSU Pullman in a reasonable period of time removed insect ecology as a core course, established ecology as a core area of knowledge dept provided support for students to attend professional meetings to clarify changes made in student handbook.
- **Food Science:** Upgraded three courses.
- **Horticulture:** To improve delivery of the graduate program to Horticulture graduate students, and their achievement of the program's learning outcomes and successful competitiveness in the job market.
- **Plant Pathology:** To serve the needs of the students, course content is continuously updated to include state-of-the-art of the subject matter. The department is considering major curriculum changes to accommodate reductions in the faculty FTE. Students are offered multiple professional development opportunities. Student climate issues are being addressed. A major one is to have the courses delivered by AMS to research and extension centers.
- **Prevention Science:** All were minor changes based on student feedback during annual reviews, mentoring meetings, class evaluations, or exit interviews.

#### College of Arts and Sciences (8)

- **Biological Sciences:** We generally wished to improve data collection and assessment tools. We created a new annual review form that better tracks student progress. This led to changes in the departmental fellowship distribution process as well as improved our ability to choose nominees for campus-wide awards (e.g., Graduate School Fellowships). We also wanted better means to assess student performance during general presentations and qualifying exams and defenses. We created new rubrics to accomplish this goal.
- **English:** The Graduate Studies Committee in the English Department held an extensive discussion of grading policies within graduate seminars so as to address concerns about grade inflation. This meeting occurred in October 2014. I provided data regarding seminar grades for the past three years and urged that stricter standards be adopted for the awarding of grades at the graduate level. Nothing formal was resolved, but the Department Chair noted that he would



bring this issue to the entire departmental faculty either at the next retreat (August 2015) or during faculty meetings in the Fall Semester of 2015.

- **Fine Arts:** While maintaining our tutorial based system we experimentally shifted allocation of credits to include a higher number of credits assigned to a critical practices dialogue with a consistent cohort of faculty. Two different faculty each semester meeting twice per week with all graduate students. We also created a more inclusive environment for Grads in serving on our gallery committees in planning future exhibitions. We also have begun to utilize branch campus faculty within dialogues with grads through both tutorials and thesis work. Each of these decisions has raised the rigor of their conceptual and practical production within a practicing professional Fine Arts world.
- **Foreign Languages and Cultures:** We decided to change our program description and name (from MA in Foreign Languages and Cultures to MA in Hispanic Studies) to truly reflect what our program is about. Both description and names were very misleading. We agreed in the new description (it will be available at our department website as soon as the site update is finished; it was sent to Graduate School). We have initiated the official change of the program name (I contacted Dr. Patricia Sturko who instructed me to contact Mary Wack). Graduate faculty met several times in order to propose some changes in our course contents. We proposed to reduce literature courses in order to make room for film and culture courses. We are now seeing how to implement certain changes proposed at those meetings. Nevertheless, it is difficult particularly in those courses dealing with contemporary literature since it is a field in permanent expansion. We will continue working on this plan. We need to be open to make the necessary adjustments.
- **Music:** At this point we have topics to discuss for which we may make changes in the School of Music including the creation of a "Guide to Formatting" for final projects, greater encouragement for those few faculty who did not submit evaluations to be more involved and to provide more written feedback of graduate students, and to address the issue that some students in the Jazz Studies area are weak in the area of jazz history and possible strategies for addressing this issue. There is more about all of this in our assessment report.
- **Psychology - Clinical:** We are changing the clinical practicum class to place a greater emphasis on case supervision and less on didactics. We are also providing 1st year students with more opportunity to practice clinical skills.
- **Psychology - Experimental:** Based on Graduate School Survey, our students had mentioned that they would like more useful and detailed feedback in terms of how they are progressing in the program. Also, assessment review of our program by the graduate school recommended we make clearer in our scales areas that need improvement and areas we are doing well. We changed our annual review form to provide detailed assessment for the student in terms of his/her progress. The new annual review form should allow the faculty to better identify what our students are doing well and identify what areas our students need to improve for successful completion of the program and to be competitive on the job market. The new form was designed based on both graduate student and program faculty feedback. We also streamlined our assessment procedures to better assess how our students are doing and how the department is doing in terms preparing our students for successful careers.
- **Sociology:** Program Changes were made primarily to address goals 2 & 3 identified in the Department's 2014 Assessment Review Report. *Goal #2:* Improve grant and other funded research opportunities for graduate students (*and*) *Goal #3:* Improve goal-setting and achieving skills of students. -- Implemented Professional Development Opportunities, such as including grant-seeking as a topic in the first-year Professionalization seminar; Encouraged and supported grant workshop attendance for current grad students; and Held an academic job market panel within the dept, the first in a series of advanced professionalization workshops (to be held over Fall 2015/Spring 2016); -- Annual review of graduate students: Students must now submit a CV, reflecting their past achievements and indicating direction of future academic efforts; -- Graduate Faculty are encouraged to discuss goal-setting and achievement twice per year with advisees, in the context of evaluating Research Credits (700-credits); -- Graduate Student Handbook updated to reflect the dept's new preliminary exam procedures/policies and other minor revisions to assist in goal-setting/achievement.

#### College of Communication (2)

- **Communication:** We are responding to student feedback asking for more time with faculty. We have been working with faculty to ensure graduate students are getting more time with faculty. We are also pairing new graduate students with an advisor before orientation to help them acclimate and start their research programs sooner. Our graduate handbook is under substantial revision.
- **Strategic Communication:** We incorporated our SLO's into the syllabi for all of our online courses. We also put students on a program plan and identified their advisor. We have also changed the class size from 40 back to 25 to ensure the faculty and students have a positive experience.

#### School of Design and Construction (1)

- **Architecture:** Using student, faculty, and alumni focus groups, it was determined that we could better serve our undergraduate architecture students (who were interested in continuing at WSU to earn an accredited Master of Architecture degree) by streamlining the program to provide the option of graduation the summer of their 5th year. The

original graduate program required that our undergraduate students enter the program in the fall semester and complete the program at the end of the fall semester of the next year (essentially 1.5 years post B.S. degree). This added another full academic semester to their program and delayed their entry into the work place 7 months from our new program organization. Called the "Accelerated Program Option," it allows students of good academic standing to begin taking and reserving graduate coursework in their senior year, complete a graduate studio in the summer, and graduate studios/coursework in the fall and spring semesters, with their internship requirement completed the following summer. This streamlined approach did not change curriculum but condensed the time to degree. The large increase in graduate program numbers in 2015 testifies to the success of this change.

#### College of Education (11)

- **Counseling/Counseling Psychology:** As generated from our last comprehensive report, the faculty has implemented several changes in the program. These changes included organizing social events to improve climate issues, conducting workshops for students on professionalism, and improving mentoring/advising relationship. The faculty also implemented new deadlines for the preliminary exam and dissertation proposal, which led to significant improvement in students' timeline in completing research requirements. The faculty also sought and obtained external fundings to support faculty and students' research.
- **Cultural Studies and Social Thought in Education:** During the 2014 school year, CSSTE faculty focused on improving writing skills for CSSTE students. We included conference proposal writing skills in our one hour Reading/Writing seminar and helped students with their proposals. We also will begin implementing a writing curriculum that will be spread across all four required core CSSTE courses so that each semester of the two years of coursework, students will be required to complete a particular type of scholarly writing: autobiography; literature review; book review/analysis; and manuscript ready journal article. CSSTE faculty are still collecting research articles on how best to facilitate writing for marginalized students who come into our program.
- **Curriculum and Instruction:** See notes at the end of this report. (Notes) Over the past several years, the C&I degree program has served as a catch-all program, with many different curricula offered across the four campuses. After comparing the four campus curricula/requirements, etc., it seemed that the Pullman/Spokane C&I was the most coherent program, but it was not the same curriculum/program that was being offered on the other three campuses. So this past year the faculty across the four campuses have worked hard to coalesce these various disparities into a coherent and consistent program across campuses. As a result, the assessment plan is still coming together as some of the initial developments fall into line. Here is description of some of what was done with and for the C&I degree program during the 14-15 year, and what our goals for next year are. Faculty across the four campuses met several times during the fall and spring semesters to discuss/review: -the current C&I curriculum (it is different across the four campuses right now) -student learning outcomes and an assessment plan aligned with all four campuses; -a new program philosophy, mission, and vision; -new core requirements; -an action plan for next year that includes: formalizing the program mission/philosophy/core curriculum, developing student learning outcomes that will be the same on all four campuses, updating the bylaws, developing a student annual review process, and writing a new assessment plan to reflect the new curriculum/philosophy of the program. This action plan will be implemented in the 2015-16 year.
- **Educational Leadership:** Faculty met as a body and discussed the results of the Student Annual Review data, institutional data including grades, as well as specific students that faculty noted as evidencing concerns. Advisors were directed to meet with identified students for support and possessed information from students, institution, and colleagues to assist in developing a plan of action to address concerns. The Student Annual Review data were also used to determine student course need for closing down the teaching of higher education courses.
- **Elementary and Secondary Education:** New standards for teacher preparation were developed and approved in 2014 by the PESB. All courses needed to be aligned to those new standards during the program accreditation process. We were required to provide two years of prior program data (and student work evidence) to support our report. The changes, then, were to update selected courses in content and the listed competencies of the standards that were being met. We also reviewed results from our students' certification exam (edTPA portfolio) that is completed during student teaching internships (TCH LRN 595). Those data provided us with needed actionable changes to how we prepared students within the program. Thus, all course syllabi have been modified to include the new standards and competencies and certain courses modified what was done in them to include modified content and strategies.
- **Elementary and Secondary Education - Vancouver:** All teacher preparation programs need to undergo constant, on-going change. We made a number of changes to the MIT Secondary program on the Vancouver campus in response to 1) changing student assessment (e.g., the EdTPA), 2) the changing nature of public education and the schools we work with, leading us to create more partnerships in order to better connect to these schools, 3) the changing nature of school reform, and 4) the changing nature of our students, who are much more technology savvy and in-tune to school reform than past student cohorts.
- **English Language Learners/Bilingual Education:** Because our program is conducted across three campuses, we want to

make sure that we are meeting all the standards/requirements and that we have appropriate deliverables for each course. Also, because the core classes are on AMS, we needed to ensure that students would be engaged.

- **Language, Literacy, and Technology:** Based on feedback from the Graduate School, we created and implemented student annual review surveys. The completed surveys of each student were reviewed by his/her advisor.

#### **College of Engineering and Architecture (5)**

- **Civil and Environmental Engineering:** Standardized evaluation and assessment between the Pullman and Tri-Cities campuses. Put procedures in place to ensure annual student evaluations, student exit interviews, and gather assessment data.
- **Computer Science - Vancouver:** We updated the bylaws for the MSCS program for the Faculty Senate, detailing the description of rules and regulations for the Graduate Studies committee and clarifying faculty roles following suggestions made by the Graduate School.
- **Electrical Engineering and Computer Science:** We have made revisions on some procedures in order to help collect data for future assessment periods.
- **Engineering and Technology Management:** Information from the 2014 graduate program assessment led to the recruitment of new faculty; the restructuring of staff assignments and duties and the identification of a need for a lead faculty member to coordinate long term schedules, policies and procedures aimed at maintaining and improving the quality of the program and the student experience in the program.
- **Mechanical Engineering - Vancouver:** We updated the bylaws for the MSME program for the Faculty Senate, detailing the description of rules and regulations for the Graduate Studies committee and clarifying faculty roles.

#### **School of the Environment (4)**

- Please see the comments to Question 19. (Comments) The graduate programs in the School of the Environment will change dramatically in the coming year. The PhD degrees, currently in Geology and in Environmental and Natural Resource Sciences, will be combined to single PhD. The MS degrees in Environmental Sciences and Natural Resource Sciences will be combined to a single MS. We intend to embed program assessment in the structure of the new degree proposals. Please know that defining learning outcomes and objectives and their assessment have been serious issues at the forefront of our discussions about proposing and implementing the new graduate degree programs. These assessment criteria will be central to the new programs.

#### **Graduate School (1)**

- **Materials Science and Engineering:** A graduate studies committee was formed to enable comprehensive and systematic annual review letters to be sent to all students and to provide feedback on changes to the Student Handbook. A survey of the students revealed that they wanted meaningful feedback in their annual reviews and we believe these changes will enable that. When I began as Director I also interviewed all program faculty and many commiserated that their students did not feel part of a larger cohort of students - to help address these climate issues we have done the following: 1) Held first annual Materials Science and Engineering Research Exposition (where junior students gave posters and older students gave presentations - this provided all students and faculty a venue for experiencing the breadth research done in the program and to explore collaborative efforts); 2) Instituted annual awards for students both in the middle of their PhD as well as at the end of their degree.

#### **College of Medical Sciences (2)**

- **Health Policy and Administration:** Reorganized course schedule, added new statistics lab in FA14, developed new online electives courses for FA15 and SP16, revised and updated internship program reporting requirements, discontinued online certificate programs.
- **Speech and Hearing Sciences:** Reconfirmed for students that Autism (SHS 545) is a required, not elective, course. Established a development sub-account to support graduate student 'enrichment' opportunities.

#### **College of Nursing (3)**

- **Doctor of Nursing Practice (DNP):** Program Faculty implemented changes in the course curriculum in an effort to map the DNP curriculum to AACN Essentials for DNP Education and, for NP programs, to the National Task Force on Nurse Practitioner Education and to the National Organization of Nurse Practitioner Faculties Population-Focused Competencies.
- **MN & Post MN Certificates:** One criticism from our 2014 Graduate School review was the high number of credits required in the MN-Advanced Population Health specialty track. In response to this and to make our APH program more competitive in the market place, the program faculty revised curriculum to optimize course offerings within a streamlined credit structure. A new curricular plan was submitted to the Graduate School along with new syllabi and Student Learning Outcomes. These are currently progressing through review in Pullman and will hopefully be approved

in Fall 2015 by the Senate. Also submitted to Graduate School was a request to change the name of the program from Advanced Population Health to Population Health (PH). Three specialty tracks are designated for the new PH program: Individualized Study Option (credits reduced from 41-50 to 32-39), Nursing Leadership (credits reduced from 47-56 to 32-39), and Nursing Education (credits reduced from 47-56 to 32-39) Our post-master's certificates remain at 14 credits for Nursing Education and 8 credits for Nursing Leadership. All program courses were cross-walked by faculty to identify overlaps and gaps in course assignments.

- **Nursing (PhD):** Curricular, recruitment and funding changes have been part of assessment practices past few years, with each year building on goals from the previous year. This past year curricular changes, in the form of a major revision, were shepherded through the Faculty Senate process. Refinements in recruitment and funding for PhD students accompanied this process.

### College of Pharmacy (3)

- **Coordinated Program in Dietetics, Nutrition, and Exercise Physiology:** Curriculum content reviewed by IORs of the CPD courses based upon student, preceptor, and alumni feedback from surveys regarding program.
- **Doctor of Pharmacy (PharmD):** Identification of curricular content areas that were not covered in the appropriate depth/breadth and those that were covered in too much detail allowed the program to make modifications to course content, course sequence and the addition of courses (if needed). A specific example is that it was discovered that medicinal chemistry was not being covered adequately. This topic area was intentionally integrated into the pharmacology course series. A new course was added to address an emerging area in pharmacy and medicine - pharmacogenomics. With the launch of the Yakima PharmD extension, the curricular delivery model needed to be modified to insure an equitable experience for students on both campuses. We used data from our bi-annual Teaching and Learning Report which indicated a predominance of courses being taught exclusively in a lecture format with limited student active learning within the classroom. Faculty are embarking on a programmatic revision of our teaching and learning pedagogy - to "flip" the classroom with the focus on increasing student engagement and active learning within class time and increasing the student preparation prior to class. Longitudinal results from the PharmD Graduating Student Survey administered annually generates items of concern that are forwarded on to the responsible units within the COP. These units take action. This year (2015), survey results indicated that 4 previous items of concern (related to experiential education and to academic and professional dishonesty) dropped off the longitudinal monitoring list. This is one indication that the actions taken by the College to address these student concerns are improving.
- **Pharmaceutical Sciences:** 1. Course content changes: These were largely routine upgrades of courses, some of which had not been offered in the 2013-14 academic year when the college was in the process of consolidating in Spokane. 2. Course changes through Faculty Senate: One new course was approved; this course will be offered in Spring 2016. Other courses are in the process of being revived, revised, or constructed. 3. Changes in mentoring or advising of graduate students: We have been trying out some flexible approaches to advising. The Director does the formal advising for students who have not yet selected a mentor. Students sometimes come directly to the Associate Dean for advising on specific issues. In either case, major issues are brought forward to the other individual (Director or Associate Dean), and sometimes the department Chair or Dean, so that everyone on the team is informed. 4. Professional development opportunities: The Associate Dean advised two PhD students with respect to founding an AWIS chapter at WSU, which was accomplished with the help of financial support from the Dean and from other WSU deans. This new group has already provided networking and career advice to all interested graduate students on the Spokane campus. The Associate Dean proposed an institutional program for industry internships for pharmacology PhD students at the national level (ASPET), which was approved for funding at the national level. The Associate Dean is in the process of organizing the implementation of this program for ASPET, and has spoken to local biotech leaders about the possibilities of applying for one of these grants once they are implemented. The Associate Dean has been inviting approximately one industrial scientist to campus each year to deliver a seminar and spend time talking to the PhD students about industrial careers. 5. Handbook changes: We are in the process of updating the handbook, with both minor and substantive changes. Substantive changes include an expanded form establishing the assignment of a student to a mentor, a section describing what is expected in the written dissertation, and a revision of the policy concerning students working with mentors from another college. 6. Departmental decision-making: Graduate policies have increasingly become a subject of discussion at departmental faculty meetings. The Dean is creating a new advisory committee for graduate education that will include members of both academic units in the basic sciences, encouraging further faculty participation in governance of the program. 7. College-level decision-making: A special half-day section of the annual college retreat has been devoted to the graduate program for the last three years. The Associate Dean also convenes the graduate faculty at least once a year to discuss policies and edits to the handbook and by-laws. The new advisory committee, discussed above, will be a college-level committee.

### College of Veterinary Medicine (5)

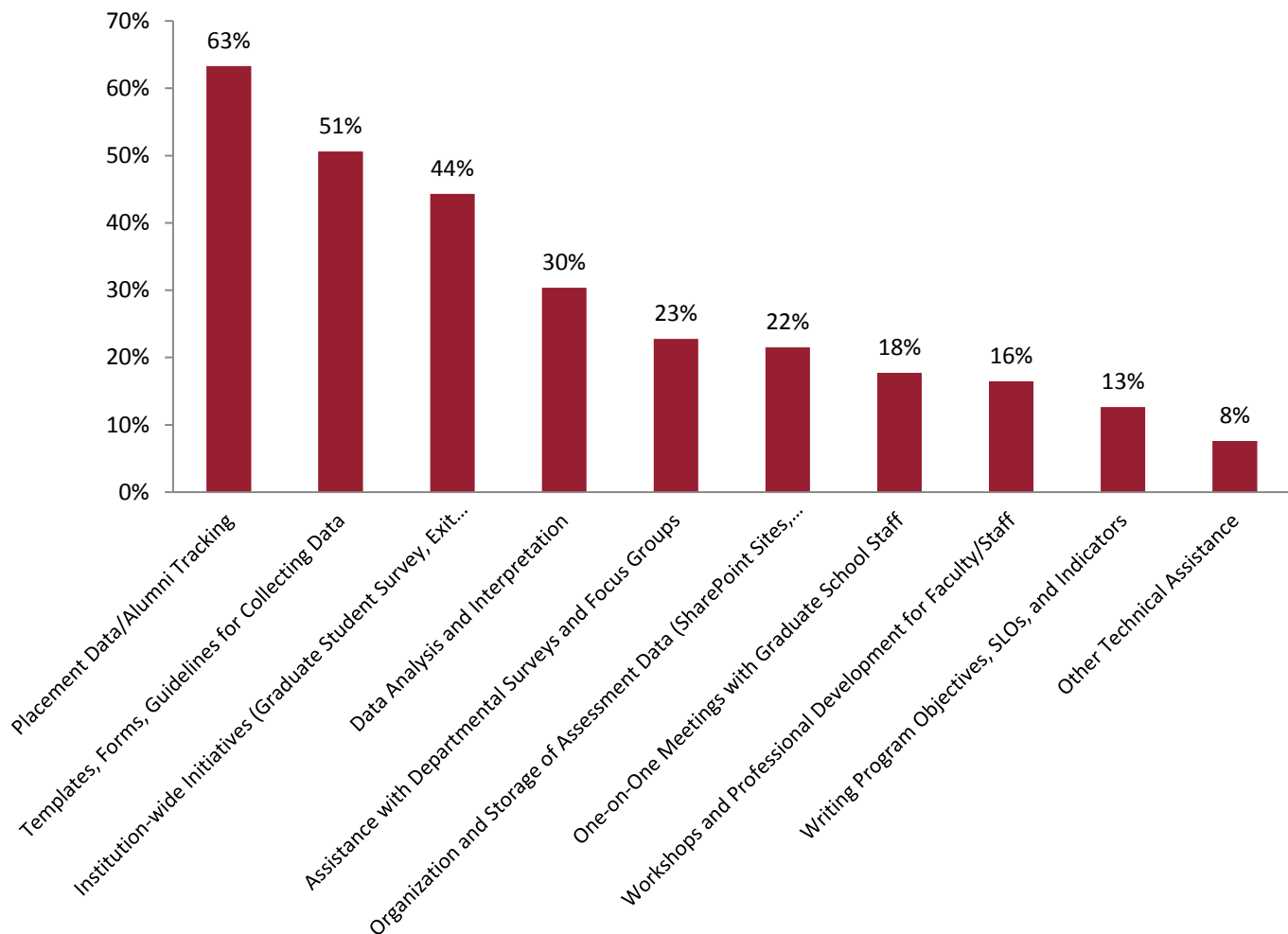
- **Doctor of Veterinary Medicine (DVM):** Review by our accrediting body identified minor deficiencies in our program. We responded by developing and implementing a plan to correct those deficiencies.
- **Molecular Biosciences (PhD):** Molecular Biosciences program is a part of the Integrated Program in Biomedical Sciences (iPBS) umbrella in the College of Veterinary Medicine. Core courses and other courses were changed (some courses were added and some courses were dropped); modular, variable credit courses were designed for Genetics (MBioS 525) and Cell Biology (MBioS 529) and approved by the faculty and are now in queue for approval at the catalog subcommittee; Professional development opportunities are expanded through iPBS; The first year students are supported by RA in their first year (fall and spring); The first year students have opportunities to start the lab rotation early in the summer (July). Discussions and recommendations from the GSC with MBGSA representative. Discussions at faculty meetings, by email, and faculty vote on various graduate program issues.
- **Molecular Biosciences (PSM):** First year PSM students have automatic free one year memberships in the NPSMA, and through that association, students have access to various professional meetings and workshops. We made some minor changes in policy which included: 1. We encourage students to begin populating their committees in the first semester. 2. We recommend that students meet every semester with their committee members either remotely or in person. 3. The PSM curriculum committee approved some changes to the PSM course electives and approved the development of a new course.
- **Neuroscience/Integrative Physiology and Neuroscience:** Developed micro-course concept to make program more responsive to new developments and more customizable for students. Also joined several other graduate programs primarily based in the CVM to develop a common curriculum that address issues of common interest, specifically the process of science and professional development.
- **Veterinary Sciences:** Course content changes included recommending the new iPBS course offering; Deconstructing Research, and revising the list of 'recommended courses for IID graduate students. Mentoring/advising changes included a plan for 2015 to assign each new entering PhD student one of the members of the IID graduate program executive committee as a temporary academic advisor. Policy/procedure changes included a start at generating a graduate student handbook (not previously revised since prior to 2000) and a document describing 'requirements for graduation' for IID PhD candidates. Both the recommended course lists and the requirements for graduation documents will be discussed at the general IID graduate faculty meeting to be held this summer.

## 6. Technical Assistance Needs

**Q19:** Which of the following technical assistance from the Graduate School would be helpful for your assessment process in the next academic year, AY2015-16? (check all that apply)

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

**GRADUATE SCHOOL COMMENTS:** The top technical assistance areas requested by graduate and professional programs were: placement data/alumni tracking (63%), templates, forms, and guidelines for collecting assessment data (51%), and institution-wide initiatives such as graduate student surveys, exit surveys, and program profiles (44%). The Graduate School will continue to provide technical assistance that meets the needs of faculty, staff, and administrators and supports institutional goals for program assessment and accreditation. Graduate and professional programs are encouraged to use assessment on a regular basis and build faculty and staff capacity to collect, analyze, share, and use assessment data for meaningful program improvement.



### OTHER TECHNICAL ASSISTANCE:

- Development of better exit survey and mechanism for providing it would be useful (electronic).
- Professional development in helping students write in a scholarly manner would be helpful. We found the meeting with [the Graduate School] to be extremely helpful; it was the first time that we had an "outsider" affirm some of the things that we are doing as well as offer suggestions for improvement.
- Our assessment process is under new development; future assistance by Grad School, perhaps in above areas (focus groups, data analysis, placement data/alumni tracking) could be useful.
- It might be helpful for faculty in different departments to compare how they analyze assessment data.
- We appreciate your input and feedback to help us conduct an effective program assessment.
- Graduate Student Tracking software for intra-departmental use (software tracks milestones, paperwork, etc)

## APPENDIX A: WSU EXECUTIVE POLICY ON THE ASSESSMENT OF STUDENT LEARNING

### Assessment of Student Learning in Degree Programs

*(Faculty Senate 10/11/90; updated 3/27/14)*

**Introduction.** The following policy governs the system for regular and ongoing assessment of student learning in WSU undergraduate, professional and graduate degree programs.

**Definition.** For the purposes of this policy, assessment refers to assessment at the program level, focusing on student learning in the program of study for a degree. Program assessment is an ongoing process to support educational quality and student achievement.

**Purpose.** The purpose for program assessment of student learning is to provide an accurate and honest appraisal of where students fully meet expected program-level learning outcomes, where there is room for improvement, and what strategies faculty, departments, colleges, and WSU are using to support and improve student learning. Assessment results can provide valuable information to faculty and program leadership to assist them in making informed decisions regarding their programs. WSU seeks to ensure that assessment occurs consistently and systematically and that its results contribute to university-wide planning that supports quality education.

**Essential Elements.** Every degree must publish student learning outcomes and implement a faculty-developed plan to assess student learning, including measure(s) near the end of the program of study. The Office of the Provost, with input from the Office of Assessment of Teaching and Learning, the Graduate School, and their respective advisory councils, may specify other requirements to support useful assessment and meet standards for WSU's accreditation (see policies of interest, appended).

**Responsibilities and Process.** Roles and responsibilities for program assessment are outlined below. These may be adapted as needed by undergraduate, professional and graduate programs or by programs or colleges with specialized accreditation or highly individualized programs of study; the program's assessment plan should specify any alternative distribution of responsibilities and processes. The purpose of designating roles and responsibilities is to efficiently provide useful assessment in each program's context, meet requirements for specialized accreditation or licensure, contribute data to the institution, and support WSU's accreditation.

**Faculty.** For each degree, faculty with teaching responsibilities have a primary role in assessing student achievement of clearly identified, program-level student learning outcomes. Learning outcomes should guide the curriculum and be widely-publicized (e.g. department website, student handbook) and periodically reviewed for currency and utility, with input from appropriate stakeholders. Methods of assessment should include both direct and indirect measures, may vary from program to program, may rely on sampling, and may include external measures, e.g. licensure examinations. Ideally, all faculty within a program, particularly those with teaching responsibilities, regularly review, discuss, and decide how to act on assessment data.

**Department/School** The chair/school/program director is responsible for working with faculty to a) ensure each degree program has learning outcomes and an assessment plan that involves all campuses offering the degree, including online degrees, b) implement the program's assessment plan, c) share results with faculty on all campuses offering the degree, and d) manage implementation of program improvements based on assessment results. With coordinating assistance from the Office of the Assessment of Teaching and Learning, the chair/director reports on assessment annually to the dean, urban campus leadership for multicampus programs, and the provost. Graduate and professional program chairs/directors report to the Graduate School on an annual basis. Reports include information adequate for interpretation of the data, including the role of faculty in assessment, and use of assessment data in decisions, improvements, or planning. Results and improvements should be coordinated and discussed with the dean and campus leadership, as appropriate.

Leaders of degree programs outside a department or school structure have the same assessment responsibilities as a chair or school director.

**College Dean/Campus Leadership.** The dean is responsible for implementing effective assessment of student learning college-wide; establishing appropriate procedures and resources in the college; ensuring data flow and availability to appropriate constituencies on all campuses ; monitoring aggregate and disaggregate results; using results of assessment of student learning to inform strategic planning and academic or learning support planning and practices designed to enhance student achievement. The dean is responsible for appropriately involving other campus leadership, such as vice chancellors, academic directors, or other designees who are responsible for implementing program assessment on their campuses.

## **Institutional leadership.**

Provost. Annually, the Provost reviews and shares the status of assessment with leadership and appropriate university constituencies in a timely manner.

Dean of Graduate School. The Graduate School assists, coordinates and reviews graduate and professional program assessment. Annually, the Dean of the Graduate School reviews and shares the status of graduate and professional program assessment with leadership and appropriate university constituencies in a timely manner.

Office of Assessment of Teaching and Learning: The Office of Assessment of Teaching and Learning assists, coordinates and reviews undergraduate program assessment. Annually, the director of the OATL reviews and shares the status of undergraduate program assessment with leadership and appropriate university constituencies in a timely manner.

## **Participation in Assessment.**

Annual Review. The Provost, Deans, and department/school heads are expected to recognize and acknowledge faculty and staff participation in assessment activities through the annual review process at all levels.

Academic Freedom. Faculty Senate affirms that assessment requirements do not violate academic freedom, and that responsibilities for assessment are addressed by the Association of American Colleges and Universities Statement on Academic Freedom and Educational Responsibilities (2006):

Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students' achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators. Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses but so they can enable students- through whole programs of study- to acquire the learning they need to contribute to society.

Resources and Good Practices. Good practices and resources are available through the Provost Office, the Office of Assessment of Teaching and Learning, and the Graduate School to support faculty, programs, and leadership in assessment, and help coordinate efforts.

University Accreditation. Program assessment activities and use of results are essential to maintaining WSU's accreditation by the Northwest Commission on Colleges and Universities (see related policies of interest below).

Periodic Review. The process of program assessment will be reviewed periodically by the Provost, Graduate School and college and campus leadership, and Faculty Senate, and necessary adjustments made so that assessment efforts provide useful data based on sustainable practices, and support continuing institutional accreditation. Periodic input will also be sought from colleges, campuses, and departments.

## **Related policies of interest**

Northwest Commission on Colleges and Universities (NWCCU). <http://nwccu.org/index.htm>

NWCCU is our regional accreditor. Standards for maintaining the university's accreditation include the following:

Eligibility Requirement 22. Student Achievement: 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.

Standard 4.A.3. 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.6. The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.



Standard 4.B.2. 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.

**Washington Student Achievement Council (WSAC).** <http://www.wsac.wa.gov/>

Established as a new cabinet-level state agency on July 1, 2012, the Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington. WSAC publishes data on student achievement and makes recommendations to the legislature.

**WSU Executive Policy #29 (5/5/2009).** <http://www.wsu.edu/forms2/ALTPDF/EPM/EP29.pdf>

This policy identifies responsibilities for multi-campus program assessment, including Student Outcomes Assessment as follows: Department and schools are responsible for overseeing student outcome assessment on all campuses contributing to/participating in the program. Campus academic directors are responsible for implementing departmental/school student outcomes assessment processes on their campuses.

**WSU Faculty Manual (2010) Section I:A, p.7.**

Pursuant to the mission of the University (Faculty Manual (2010), p.2-3), WSU is mandated to provide specific educational outcomes to its undergraduate and graduate students. In fulfillment of this mission, academic responsibility for a given academic unit is from the academic faculty through the chair or director, through the academic dean and to the Provost.

## APPENDIX B: RELATED NWCCU ACCREDITATION STANDARDS

### Standard Four: Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

#### 4.A – Assessment

- 4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.
- 4.A.2 The institution engages 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. Faculty have a primary role in the evaluation of educational programs and services.
- 4.A.3 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.
- 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.
- 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.
- 4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

#### 4.B – Improvement

- 4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.
- 4.B.2 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 Five: Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

#### 5.A – Mission Fulfillment

- 5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

- 5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

## **5.B – Adaptation and Sustainability**

- 5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.
- 5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.
- 5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

## APPENDIX C: 2015 GRADUATE AND PROFESSIONAL PROGRAM REPORTS

College or School/Graduate or Professional Program	# of Programs	Locations Covered By Assessment Plans					
		Pullman	Spokane	Tri-Cities	Vancouver	Global Campus	Other Location
<b>Agricultural, Human, and Natural Resource Sciences</b>	<b>11</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>5</b>
Agriculture	1	1				1	
Animal Sciences	1	1					
Apparel, Merchandising, and Textiles	1	1					
Biological Systems Engineering	1	1		1			1
Crop and Soil Sciences	1	1				1	1
Economics, Agricultural Economics, and Applied Economics	1	1					
Entomology	1	1		1			1
Food Science	1	1		1			
Horticulture	1	1		1			1
Plant Pathology	1	1					1
Prevention Science	1	1	1		1		
<b>Arts and Sciences</b>	<b>17</b>	<b>17</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>1</b>	
American Studies	1	1					
Anthropology	1	1			1		
Biological Sciences	1	1		1	1		
Chemistry	1	1		1			
Criminal Justice and Criminology	1	1	1			1	
English	1	1		1	1		
Fine Arts	1	1					
Foreign Languages and Cultures	1	1					
History	1	1					
Mathematics	1	1		1	1		
Music	1	1					
Physics	1	1					
Political Science	1	1					
Psychology - Clinical	1	1					
Psychology - Experimental	1	1	1		1		
Public Affairs (MPA)	1				1		
Sociology	1	1					
Statistics	1	1			1		
<b>Business</b>	<b>3</b>	<b>3</b>		<b>1</b>	<b>1</b>	<b>1</b>	
Accounting (MAcc,)	1	1					
Business Administration (MBA)	1	1		1	1	1	
Business Administration (PhD)	1	1					
<b>Communication</b>	<b>2</b>	<b>1</b>				<b>1</b>	
Communication	1	1					
Strategic Communication	1					1	
<b>School of Design and Construction</b>	<b>3</b>	<b>3</b>		<b>1</b>	<b>1</b>		
Architecture	1	1					
Interior Design	1	1		1	1		
Landscape Architecture	1	1					
<b>Education</b>	<b>13</b>	<b>12</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>2</b>	
Counseling/Counseling Psychology	1	1					
Cultural Studies and Social Thought in Education	1	1					
Curriculum and Instruction	1	1	1	1	1		
Educational Leadership	1	1	1	1	1		
Educational Psychology	1	1					
Elementary and Secondary Education	1	1	1		1		
Elementary and Secondary Education - Vancouver	1				1		
English Language Learners/Bilingual Education	1	1		1	1		
Language, Literacy, and Technology	1	1					
Literacy Education	1	1		1	1		
Mathematics and Science Education	1	1	1	1	1		

## APPENDIX C: GRADUATE AND PROFESSIONAL PROGRAMS REPORTING IN 2015

College or School/Graduate or Professional Program, cont'd	# of Programs	Locations Covered By Assessment Plans					
		Pullman	Spokane	Tri-Cities	Vancouver	Global Campus	Other Location
Special Education	1	1	1		1	1	
Sport Management	1	1				1	
Engineering and Architecture	10	5		5	1	2	
Chemical and Bioengineering	1	1		1			
Civil and Environmental Engineering	1	1		1			
Computer Science - Vancouver	1				1		
Electrical Engineering and Computer Science	1	1		1			
Electrical Power Engineering (PSM)	1					1	
Engineering and Technology Management (METM)	1					1	
Engineering Science	1	1		1			
Mechanical and Materials Engineering	1	1		1			
Mechanical Engineering - Vancouver	1				1		
School of the Environment	4	4	1		1	1	1
Environmental and Natural Resource Sciences	1	1					1
Environmental Science	1	1					
Geology	1	1				1	
Natural Resource Sciences	1	1	1		1		
Graduate School	3	3					
Individual Interdisciplinary Doctoral Program	1	1					
Materials Science and Engineering	1	1					
Molecular Plant Sciences	1	1					
Medical Sciences	2		2				
Health Policy and Administration (MHPA)***	1		1				
Speech and Hearing Sciences	1		1				
Nursing	3		3	1	2		
Doctor of Nursing Practice (DNP)	1		1		1		
MN & Post MN Certificates	1		1	1	1		
Nursing (PhD)	1		1				
Pharmacy	4		3				1
Coordinated Program in Dietetics, Nutrition, and Exercise Physiology (CPDNEP)	1		1				
Doctor of Pharmacy (PharmD)*	1		1				1
Nutrition and Exercise Physiology**	1		1				
Pharmaceutical Sciences	1		1				
Veterinary Medicine	5	5	1		1	1	1
Doctor of Veterinary Medicine (DVM)*	1	1					1
Molecular Biosciences (PhD)	1	1					
Molecular Biosciences (PSM)	1	1				1	
Neuroscience/Integrative Physiology and Neuroscience	1	1	1		1		
Veterinary Sciences	1	1					
<b>Grand Total</b>	<b>79</b>	<b>63</b>	<b>17</b>	<b>21</b>	<b>23</b>	<b>10</b>	<b>7</b>

\*The Doctor of Pharmacy (PharmD) and Doctor of Veterinary Medicine (DVM) are classified as professional programs; all of the remaining programs are in the graduate career track.

\*\*The PhD in Nutrition and Exercise Physiology (NEP) program did not submit an assessment update report due to program transition.

\*\*\*The Masters in Health Policy and Administration (MHPA) program was reorganized to the College of Pharmacy, effective July 1, 2015.

## APPENDIX D: PUBLISHING STUDENT LEARNING OUTCOMES ON PROGRAM WEBSITES

Graduate and professional programs are required to publish expected course, program, and degree learning outcomes to meet NWCCU accreditation standards. (Standard 2.C.5) The Graduate School recommends that programs publish student learning outcomes in the student handbook or on the program website. The following example shows one approach for publishing student learning outcomes can appear on a program webpage.

### Doctor of Nursing Practice (DNP)

<http://nursing.wsu.edu/Academic-Programs/DNP/Program-Outcomes.html>

URL

Title

Learning Outcomes

Navigation Link

Contact Information

Professional Accreditation Badge

The screenshot shows the 'DNP Program Outcomes' page for Washington State University's College of Nursing. The page features a red header with the title 'DNP Program Outcomes' and navigation links for Outlook Web Access, ANGEL, Blackboard Learn, and CoughNurse Net. A left sidebar contains a navigation menu with links such as 'Prospective Students', 'Admitted Students', 'Current Students', 'The Student Experience', 'Faculty & Staff', 'Alumni', 'Request Info', 'Home', 'About Us', 'Academic Programs', 'BSN', 'RN-BSN', 'RN-MN', 'MN', 'Post-Master's Certificates', 'DNP', 'FNP', 'PMHNP', 'Population Health', 'Post-Master's DNP', 'Application & Admission', 'Program Outcomes' (highlighted with a blue oval and a 'Navigation Link' annotation), 'FAQs', 'Job Postings', 'Post-Baccalaureate to PhD', 'PhD', 'Graduate Program Options', 'International Programs', 'Native American Health Sciences Program', 'Campus Sites', 'Simulation (PECPS)', 'Tuition, Scholarships & Aid', 'Research', 'Support the College', and 'News & Media'. The main content area, titled 'At the conclusion of the program, the DNP graduate will be able to:', lists nine learning outcomes. A right sidebar includes an 'Apply Online >>' button, a list of links (Graduate Success Stories, Application Deadlines, FAQs, Funding Opportunities, Post-Master's Certificates, Scholarships, Tuition and Fees), a 'Questions?' section with a link to FAQs, a photo of Tami Kelley (Program Coordinator, Graduate Program, tamara.kelley@wsu.edu, 509-324-7334) with a 'Contact Information' annotation, and a 'CCNE ACCREDITED' badge with a 'Professional Accreditation Badge' annotation.

Washington State University

College of Nursing | Washington State University

**DNP Program Outcomes**

Outlook Web Access ANGEL Blackboard Learn CoughNurse Net

Prospective Students  
Admitted Students  
Current Students  
The Student Experience  
Faculty & Staff  
Alumni  
Request Info

Home  
About Us  
Academic Programs  
BSN  
RN-BSN  
RN-MN  
MN  
Post-Master's Certificates  
DNP  
FNP  
PMHNP  
Population Health  
Post-Master's DNP  
Application & Admission  
**Program Outcomes**  
FAQs  
Job Postings  
Post-Baccalaureate to PhD  
PhD  
Graduate Program Options  
International Programs  
Native American Health Sciences Program  
Campus Sites  
Simulation (PECPS)  
Tuition, Scholarships & Aid  
Research  
Support the College  
News & Media

**At the conclusion of the program, the DNP graduate will be able to:**


1. Develop, evaluate, and apply scientific theories of health, illness, and human behavior to strategies and interventions.
2. Lead in the vision, development, implementation, and evaluation of care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety.
3. Translate evidence-based research into practice.
4. Integrate, evaluate, and apply new knowledge and technology in advanced practice, administration, and education.
5. Serve as a leader in the development, implementation, and evaluation of health care policy to advance the nursing profession and to advocate for social justice, equity and ethical policies in all aspects of healthcare.
6. Provide leadership in collaborative efforts among health professionals and with clients and community partners.
7. Analyze and translate scientific information related to the health of diverse populations to reduce health disparities in urban, rural, and global settings and to transform care delivery systems to prevent illness and optimize health.
8. Apply advanced clinical judgment and accountability in the design, delivery, and evaluation of evidence based care to individuals, families and populations.
9. Demonstrate mastery of professional competencies leading to certification within a practice specialty.

**Apply Online >>**

- > Graduate Success Stories
- > Application Deadlines
- > FAQs
- > Funding Opportunities
- > Post-Master's Certificates
- > Scholarships
- > Tuition and Fees

**Questions?**

Visit our FAQs page or contact:

  
**Tami Kelley**  
Program Coordinator  
Graduate Program  
tamara.kelley@wsu.edu  
509-324-7334

**CCNE ACCREDITED**

## APPENDIX E: RELATED DOCUMENTS AND WEBSITES

1. [2015 WSU Graduate and Professional Program Assessment Update Summary Report](#)
2. [2015 WSU 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)
5. [NWCCU Accreditation Standards](#)