

WASHINGTON STATE UNIVERSITY

GRADUATE SCHOOL

**2016 GRADUATE AND PROFESSIONAL PROGRAM
ASSESSMENT SUMMARY REPORT**

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Executive Summary

The *2016 Graduate and Professional Program Assessment Summary Report* is the Graduate School's summary of the graduate and professional program assessment reports and assessment plans that were submitted to the Graduate School in Spring 2016. The assessment reports are collected to support WSU's commitment to continuous improvement and meet Northwest Commission on Colleges and Universities (NWCCU) accreditation requirements for program assessment.

This Summary Report includes all WSU graduate and professional programs at all campuses including online degree options and presents the following findings about the status of graduate and professional program assessment:

- 100% of graduate and professional programs submitted an assessment report to the Graduate School. (See Appendix A for a list of programs that submitted assessment reports for AY2015-2016.)
- 100% of the programs have an assessment plan in place that includes student learning outcomes, direct and indirect measures, and methods for assessing student learning and achievement at the program level.
- 97% of the programs reported that they used assessment data for program planning and decision making compared to 85% of programs in 2015 and 61% of programs in 2012.
- Of the 73 programs that submitted program assessment reports,
 - 72% of the programs (53) met Graduate School expectations for collecting and using assessment data for meaningful program assessment,
 - 11% of the programs (8) met Graduate School expectations and submitted exemplary reports,
 - 14% of the programs (10) met Graduate School expectations but received additional recommendations to improve their assessment process and/or use of assessment data, and
 - 3% of the programs (2) collected assessment data but did not meet Graduate School expectations for meaningful program assessment.

The Graduate School reviewed all of the assessment reports and sent response letters to each program director and chair acknowledging the assessment activities and results that faculty accomplished in AY2015-2016. The letters included written feedback on their assessment plan, their assessment of student learning outcomes, and their use of assessment data for program improvement as well as recommendations for further improvement. Copies of the assessment reports and feedback letters were sent to each college dean, associate dean, and the Dean of the Graduate School. The Graduate School will continue to support graduate programs in their assessment activities and has developed an action plan to improve the collection, review, and use of assessment data at the program, college, and institution level.

Introduction

All WSU graduate and professional programs are required to submit an annual assessment report and a current copy of their assessment plan to the Graduate School each spring.¹ The assessment reports document the regular and ongoing assessment of student learning outcomes by teaching faculty in graduate and professional programs across the university.²

To encourage consistent reporting, the Graduate School distributed an assessment report template (with and without form controls) to program directors and chairs in March 2016. All graduate and professional programs, including professionally accredited programs, were asked to use the template. The template was revised from the previous format to focus on the assessment of individual student learning outcomes and the use of assessment data for program improvement.

The Graduate School organized conference calls, provided technical assistance, and sent email reminders to help graduate and professional programs prepare their assessment reports by the June 1st due date. Faculty and staff were encouraged to use the Graduate School's SharePoint site and Assessment Archive with program assessment reports, assessment plans, and best practices and examples identified by the Graduate School's assessment team.³ Graduate and professional programs submitted their assessment reports and a current version of their assessment plan to their college so academic leadership could provide feedback on their assessment results before the assessment reports and plans were submitted to the Graduate School.

This 2016 Graduate and Professional Program Assessment Summary Report discusses the major themes and findings from the program reports and plans and offers recommendations to support graduate and professional program assessment at the program, college, and institution level. The Graduate School's Director of Graduate Assessment reviewed all of the program reports and plans and provided written feedback and recommendations to program and college leadership to improve their assessment practice and use of assessment data in the next academic year.

Graduate and Professional Program Assessment

Graduate and professional programs have steadily improved their collection and use of assessment data since 2012. In 2016, 97% of graduate and professional programs used assessment data to support program planning or decision-making compared to 85% of programs in 2015 and 61% of programs in 2012. These figures include programs that used assessment data to make program changes or decisions, revised their student learning outcomes or assessment plans, or monitored program-level student learning outcomes but did not make substantive changes to the program or its curriculum. This metric is reported in the WSU Strategic Plan with the goal that substantially all (>90%) graduate and professional programs will meet the Graduate School's expectations for meaningful assessment in any given year.⁴

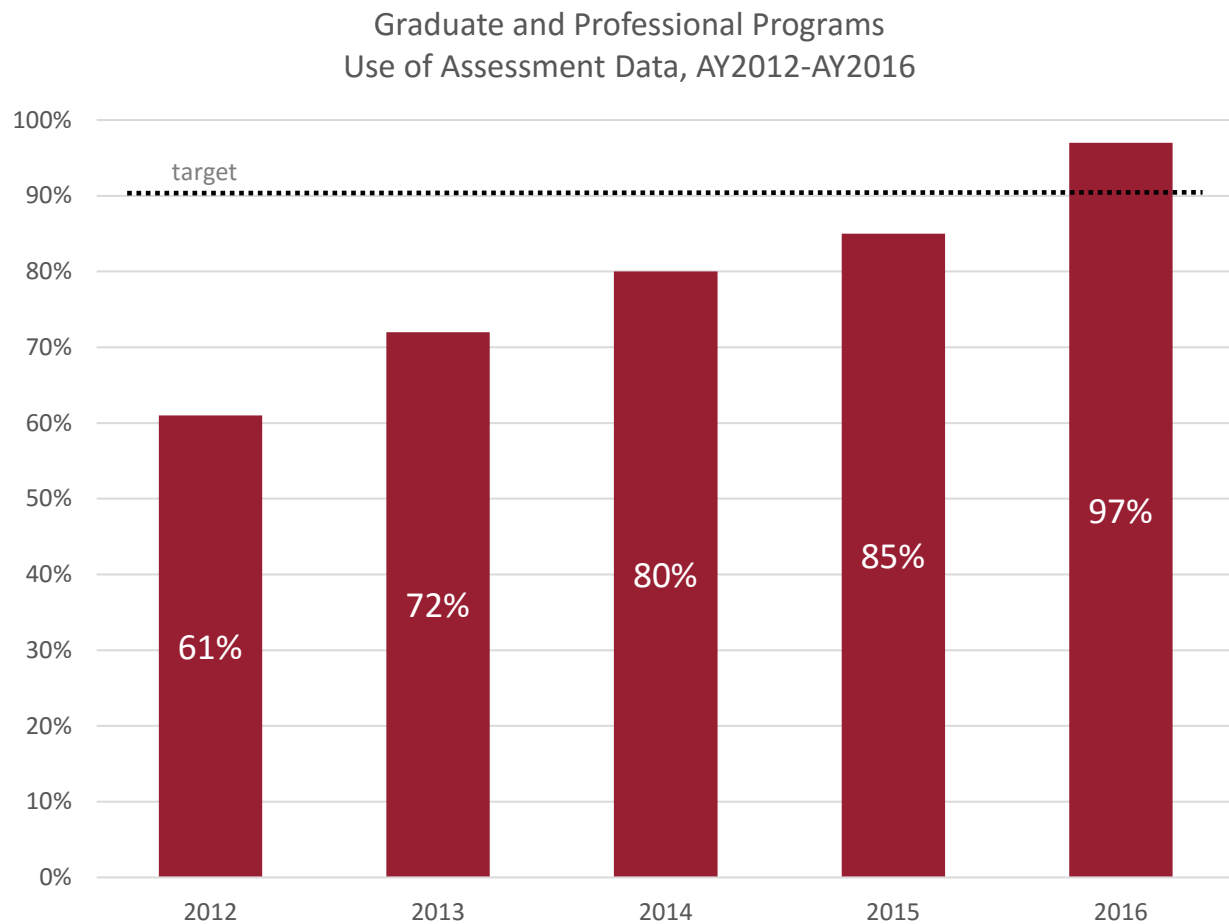
¹ WSU Executive Policy on the Assessment of Student Learning in Degree Programs (updated 3/31/16)
<https://facsen.wsu.edu/eppm/EPPM Policy.2016. Assessment of Student Learning in Degree Programs.pdf>

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

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

⁴ Graduate and professional programs that have a moratorium on admissions and enroll fewer than 5 students are not included in the results for this metric.

Figure 1: Using Assessment Data



Student Learning Outcomes: All graduate and professional programs are required to publish their student learning outcomes per Northwest Commission on Colleges and Universities (NWCCU) accreditation standards (2.C.2). In AY2015-2016,

- 100% of graduate and professional programs identified student learning outcomes and published them in their assessment plans; however,
- Only 86% of programs published their student learning outcomes on their program website or in their student handbook.

The NWCCU recommends that institutions publish program-level student learning outcomes in multiple locations so students and faculty can easily access them. To meet this expectation, the Graduate School will follow-up with graduate and professional programs to ensure that their SLOs are published on the program website, in the student handbook, and in the assessment plan. The Graduate School is compiling a list of SLOs for NWCCU accreditation and will post the SLOs on the Graduate School website this fall.⁵

SLOs for graduate and professional programs should describe the intended skills, knowledge, attitudes, or

⁵ <https://gradschool.wsu.edu/degrees/>

values that graduate and professional students will learn or be able to do when they successfully complete the program. The majority of SLOs submitted by programs are appropriate and well-written; however, a small number are ambiguous, do not use concrete action verbs, or do not describe actual student learning outcomes. For example, some SLOs simply restate program objectives or outcomes. The Graduate School has identified resources for writing effective SLOs and will follow up with graduate programs to help them develop SLOs that are measurable, attainable, and specific.

Graduate Assessment Plans: All graduate and professional programs must implement a faculty-developed plan to assess student learning in the program per WSU Executive Policy. In AY2015-2016,

- 100% of graduate and professional programs currently have an assessment plan in place that includes student learning outcomes, direct and indirect measures, and a process for collecting, reviewing and using assessment data.
- Approximately half of the programs (53%) indicated that they made changes to their student learning outcomes, assessment plan, rubrics, or assessment instruments.

Assessment plans for graduate and professional programs vary depending on the discipline, size and structure of the program, faculty experience using assessment, and professional accreditation requirements, if applicable. Some programs have very detailed plans that include all of the essential elements for program assessment plus additional information, and other programs use a simple framework that is sometimes missing one or more elements. The Graduate School is developing formal “Guidelines for Writing a Graduate Assessment Plan” and will offer one-on-one technical assistance to programs to help them improve the consistency and quality of their assessment plans during the next academic year.⁶

Some programs also use a data collection matrix to align their data collection with their assessment of student learning outcomes. The data collection matrix lists each SLO and the data sources, assessment methods, collection schedules, and faculty expectations for the outcome. The Graduate School recommends that all graduate programs include a data collection matrix in their assessment plan to ensure that each SLO is assessed and assessment activities occur on a regular basis.

Faculty Involvement: The majority of programs have identified a faculty or staff member who is responsible for coordinating and reporting assessment activities, and some programs have taken the additional step of assigning assessment responsibilities to the graduate studies committee or an assessment committee, which can help distribute the workload within the program and sustain assessment efforts through periods of program or faculty transition. Nearly all of the programs share assessment data and results with some or all of their faculty on a regular basis – via annual reports, shared folders, assessment archives, email communications, conference calls, graduate studies committee meetings, or faculty retreats. These efforts compliment ongoing departmental practices such as student annual reviews, curriculum development, strategic planning, faculty and staff professional development, and program administration. The Graduate School recommends that programs continue to include and involve faculty who teach and advise graduate and professional students so they understand their role in the assessment process and can participate in the

⁶ The Graduate School’s “Guidelines for Writing a Graduate Assessment Plan” are adapted from the Council of Graduate Schools’ best practices and assessment references such as “Assessing Student Learning, A Common Sense Guide” by Linda Suskie (2009), “Building a Scholarship of Assessment” by Trudy W. Banta and Associates (2002), and “Utilization-Focused Evaluation” by Michael Quinn Patton (2008).

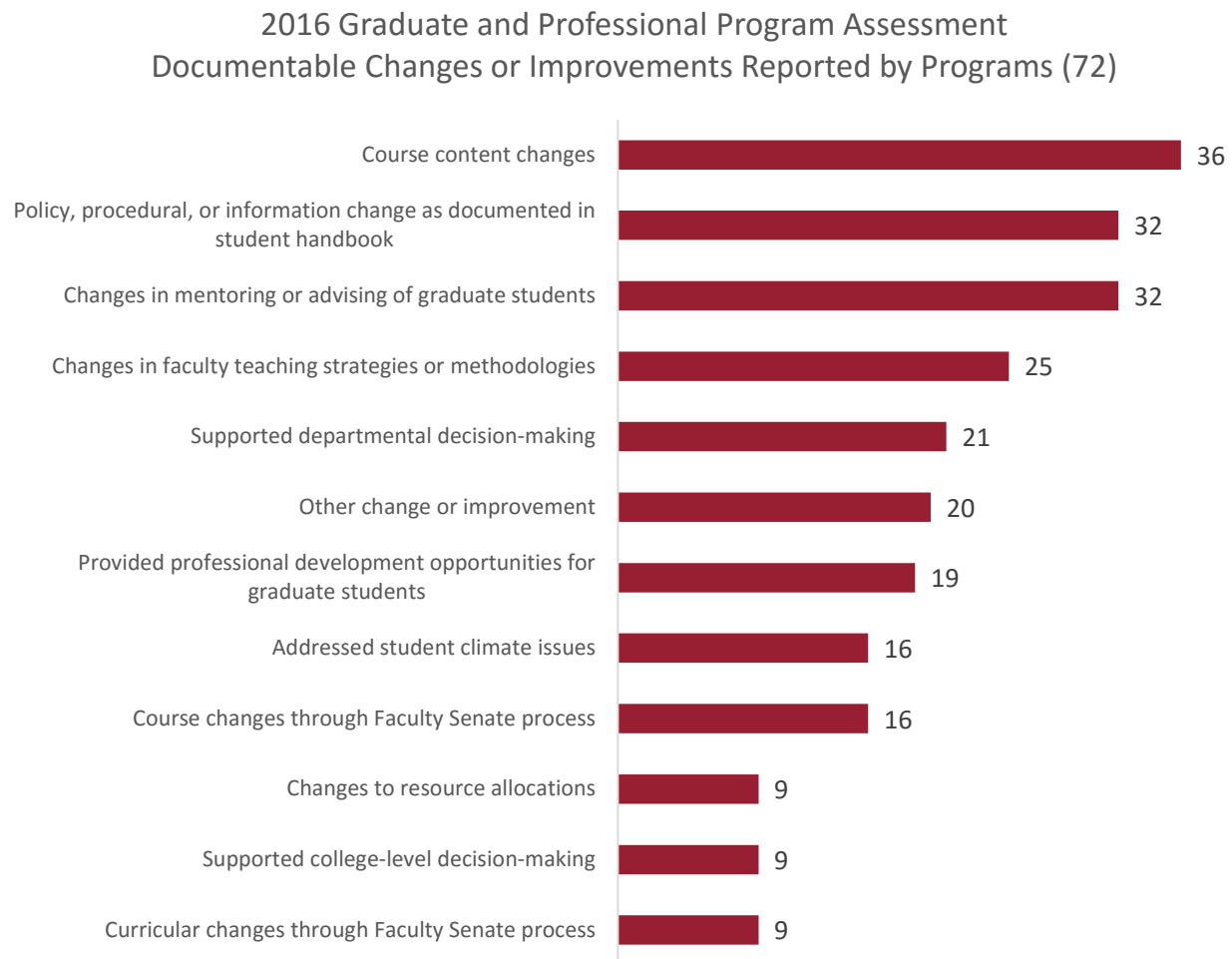
collection, review, and use of assessment data.

Assessment of Student Learning Outcomes

Data Collection/Method of Assessment: All graduate and professional programs collect and review assessment data, annually or more often, depending on the size of the program, the availability of data, faculty and staff resources, and other factors. In 2016, the Graduate School asked programs to list each student learning outcome that faculty assessed in the last academic year and describe the data collected, analysis of data/faculty conclusions, areas of needed improvement, and action plan to improve the student learning outcome. Graduate and professional programs that followed the outline assessed an average of 4 SLOs (mean = 4.39, median = 4, maximum = 18, mode = 1). Several programs combined their assessments in one analysis or did not complete all of the sections in the outline. Nevertheless, the assessment reports document more than 100 examples where faculty collected and used assessment data to assess intended SLOs, identify areas of needed improvement and program strengths, and develop action plans to improve student learning and experience in the program. The Graduate School will work with programs to help them refine their data collection and assessment methods and to develop strategies to assess SLOs independent from other measures of program quality or success.

Data Analysis/Faculty Conclusions: The quality of analysis and level of detail in the Data Analysis/Faculty Conclusions sections of the report varied from program to program. The analysis frequently discussed quantitative measures such course grades, grade point averages, assessment rubrics, exam pass rates, certification scores, number of publications, and admissions, retention and graduation statistics. Programs also used indirect measures and qualitative data collected from exit interviews, graduate student surveys, student annual reviews, and faculty observations to complement their data analysis. The Graduate School recommends that programs use “mixed methods” approaches since multiple measures are often needed to identify an issue, build confidence in a particular conclusion, and develop an appropriate action plan for improvement. The more effective assessment reports combined analysis from two or more data sources, used mixed methods, included descriptive language/explanatory text, and connected assessment results with faculty observations and expectations. The less effective reports summarized data with little data analysis or explanation, used weak analytical methods, and/or did not connect the data analysis to the teaching or learning activities of the program. The Graduate School recommends that faculty collect and review assessment data on a regular basis and focus their assessment practice on specific student learning outcomes to provide credible information that faculty and program leadership can use to improve teaching and learning in the program.

Figure 2: Documentable Changes or Improvements Reported by Graduate and Professional Programs



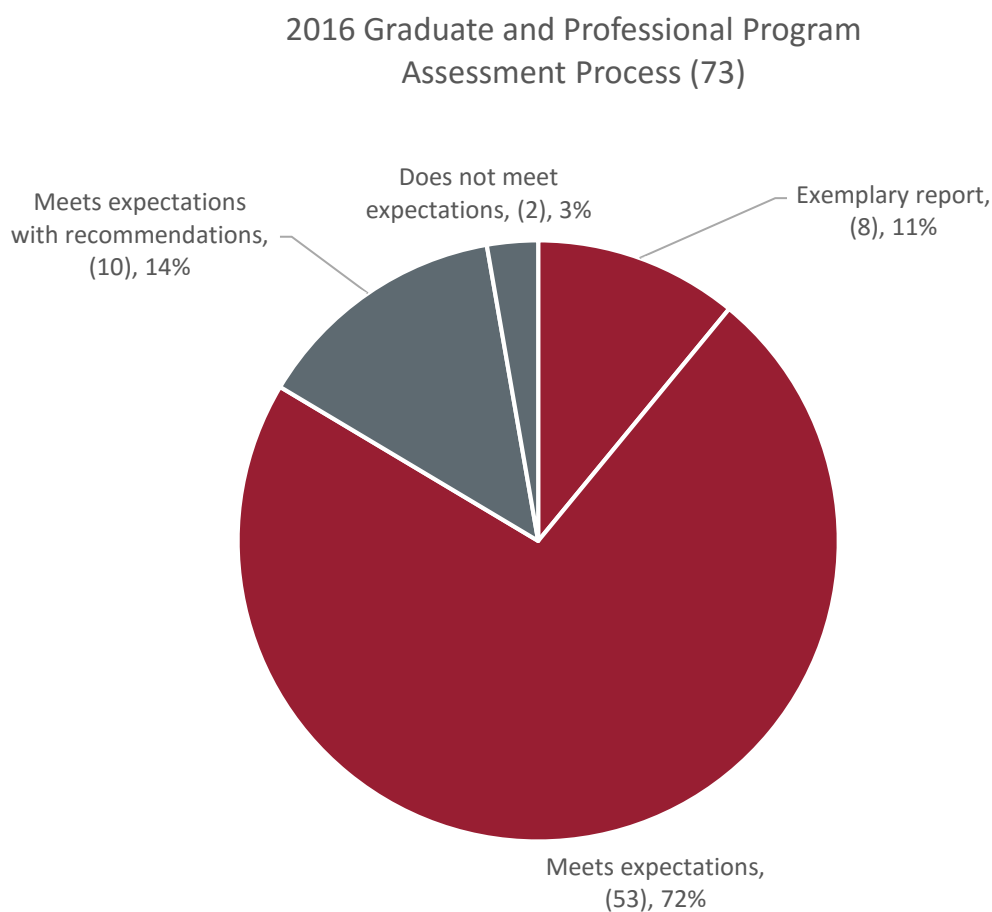
Areas of Needed Improvement: Graduate and professional programs were generally successful in identifying areas of needed improvement (and making documentable changes or improvements) based on faculty review of assessment data. Areas self-reported by programs are indicated in the above chart. While some of the changes reflect program interests, it is clear that graduate and professional programs are using assessment data to make a wide variety of changes to the program that student learning outcomes and the experience of graduate and professional students in their program of study. Faculty and staff should continue to use assessment data to identify opportunities for improvement, support student learning and achievement, and build areas of excellence that contribute to the overall quality and success of the program.

Action Plans to Improve: Many graduate and professional programs provided action plans describing the steps being taken or planned by faculty to improve the program based on their assessments of student learning outcomes. Some of the action plans were related to departmental initiatives or strategic planning, some described efforts to improve a student competency or proficiency (i.e., scientific writing or publishing in the discipline), and others described specific changes to a course, advising requirement, or departmental policy. Several programs indicated that they are monitoring progress related to action plans and recommendations from previous assessment reports.

Use of Assessment Data

Expectations for Meaningful Program Assessment: Overall, 97% of graduate and professional programs reported using assessment data for planning, to enhance decision-making, or to make substantive changes to the program or its curriculum in AY2015-2016. Eight programs submitted exemplary assessment reports with particularly strong assessment methods, insightful conclusions, and/or well-documented assessment results. Ten programs collected and reviewed assessment data at the program-level but need additional work to improve their assessment process, and two graduate programs used assessment data to evaluate graduate students individually but did not assess student learning outcomes at the program-level. The Graduate School will provide technical support and advice to these programs so they can collect, analyze, and use assessment data more effectively.

Figure 3: Use of Assessment Data for Program Improvement



Program Changes and Results: The assessment reports describe many instances where faculty used program assessment to improve student learning outcomes and enhance student experience in the program. The examples include changes to graduate courses and curricula, preliminary and final exam requirements, new teaching methods, professional development opportunities for graduate students, new student orientation, graduate seminars, student advising, mentoring, graduate committees, graduate research and teaching assistantships, internships, scientific writing and publishing, and program

administration. Professionally accredited programs often track core competencies and knowledge related to their discipline and make changes to their curricula based on embedded assessments, feedback from preceptors, and scores on standardized certification exams.

Multi-campus Assessment: Multi-campus graduate programs use various methods to collect assessment data and coordinate assessment activities on different campuses. Faculty must consider campus factors when they review, interpret, and use assessment results; however, the small size of many graduate programs makes it difficult or impractical to determine meaningful differences in student learning outcomes or experience when data is disaggregated by campus. Despite this challenge, multi-campus programs have improved their assessments practices and have made significant progress including faculty and students on different campuses where the program is offered. Statewide programs in education and nursing include program assessment as a regular agenda item in their monthly faculty meetings. Smaller programs have improved their student annual review process, aggregate assessment data from multiple campuses, and share assessment results and reports with faculty instructors and advisors who are involved in the graduate program.

Interdisciplinary Programs: Five interdisciplinary graduate programs submitted assessment reports to the Graduate School including the M.S. in Agriculture, the M.S. in Engineering/Ph.D. in Engineering Science, the Individual Interdisciplinary Doctoral Program (IIDP), the Ph.D. in Molecular Plant Sciences (MPS), and the Ph.D. in Materials Science and Engineering Program (MSEP). Each program has a designated faculty coordinator who is responsible for the program administration including the collection and use of assessment data for program improvement. Because the programs lack their own faculty, the faculty coordinator must work with faculty from other departments and colleges to make changes to graduate courses, student advising, and other aspects of the program that impact graduate student learning and experience. The Graduate School encourages faculty coordinators for interdisciplinary programs to develop assessment plans and methods that fit their program needs and structure.

Online Courses and Degrees: All of the online graduate and professional degree programs submitted assessment reports to the Graduate School; this includes the M.S. in Agriculture (as noted above), the Master's in Business Administration/Executive Master's in Business Administration, the Master's in Engineering and Technology Management, the M.A. in Sport Management, the M.A. in Strategic Communication, the P.S.M. in Electrical Power Engineering, and the P.S.M. in Molecular Biosciences. Faculty in online programs typically focus on student learning outcomes related to online graduate and professional courses; feedback from teaching faculty and graduate advisors; and final exams, internships, capstone projects, and master's theses. Several online programs have developed systems so faculty who teach and advise students can participate in the course and program-level assessments. For example, several programs organize annual retreats so faculty can discuss the curriculum, recruitment and admissions, student annual reviews, student progress in the program, capstone experiences, and any outstanding issues. The Graduate School will work with these programs to establish best practices for the assessment of online courses and degrees.

Feedback to Program Directors and Chairs

After reviewing the assessment reports and plans, the Graduate School's Director of Graduate Assessment provided written feedback to each graduate and professional program director and chair. The response letters recognize the assessment activities and results that faculty accomplished during the academic year and offer specific recommendations to improve their assessment practice and use of assessment data. The Graduate School sent copies of the response letters to the deans and associate deans for each college as well as a summary report for each college. All of the program assessment reports, assessment plans, and response letters were posted on the Graduate School's [Program Review and Assessment SharePoint Site](https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx).⁷ (WSU network login required.) A summary of the recommendations provided to programs in their response letters is below.

All graduate and professional programs received similar recommendations to continue to:

- Collect and review assessment data with faculty on a regular basis, according to the schedule described in your assessment plan,
- Discuss assessment results with faculty for each student learning outcome as data become available,
- Use assessment results to inform program planning and decision-making, focusing on specific student learning outcomes and faculty efforts to improve the program, and
- Document your progress in annual assessment reports to the Graduate School with the next graduate assessment report due on June 1, 2017.

Selected graduate and professional programs received one or more recommendations to:

- Revise your student learning outcomes to describe the skills, knowledge, attitudes, or values that students will be able to do when they successfully complete the program,
- Publish your student learning outcomes on your program website and in your student handbook,
- Refine your assessment plan and implement the assessment practices as indicated in your assessment report,
- Assess student learning outcomes with direct and indirect measures that are measurable, attainable, and specific,
- Add a data collection matrix to your assessment plan so assessment activities can occur on a regular schedule,
- Collect assessment data and focus your data analysis on specific student learning outcomes, outcome indicators, and/or core competencies,
- Limit the use of program inputs and outputs and focus on core competencies and quality measures,
- Add response anchors to rubric scales so they are more descriptive and faculty are more consistent when they score student achievement,
- Include more detail/explanation in your next program assessment report,
- Develop and implement realistic action plans to support program improvement based on the assessment results and faculty conclusions presented in your assessment report.

⁷ <https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx>

Graduate School Action Plan

To support graduate and professional programs in their assessment process, the Graduate School is committed to the following actions for AY 2016-17:

To continue its support of graduate and professional program assessment, the Graduate School will:

1. Submit this 2016 Graduate and Professional Program Assessment Summary Report to the Graduate Advisory Committee and Office of the Provost for institutional review (Fall 2016),
2. Archive the 2016 Graduate and Professional Program Assessment Reports, Assessment Plans, and Feedback Letters from the Graduate School on the Graduate School's SharePoint site (Fall 2016),⁸
3. Compile a list of student learning outcomes for all graduate and professional programs and post the outcomes on the Graduate School's website (Fall 2016),
4. Transfer oversight responsibility for professional program assessment to the Office of Teaching and Learning per WSU Executive Policy on the Assessment of Student Learning in Degree Programs (Fall 2016),⁹
5. Assist WSU faculty and staff in developing and managing useful assessment practices that include on-campus, online, interdisciplinary, and multi-campus graduate programs (ongoing),
6. Analyze graduate placement data (Fall 2016) and share the results with program and college leadership (Spring 2017),
7. Conduct an institution-wide survey of graduate students (Spring 2017) and share the results with program and college leadership (Fall 2017),
8. Update and distribute guidelines for the 2017 Graduate Program Assessment Report (January 2017), coordinate the collection and review of program assessment reports (Summer 2017), and provide feedback to graduate programs/write a summary report for senior leadership (Summer 2017), and
9. Provide technical assistance and advice to graduate programs to help them meet NWCCU Standards on the Assessment of Student Learning/prepare for the NWCCU Year Seven Accreditation Self-Study Report and Site Visit (ongoing).¹⁰

⁸ <https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Assessment-Archive.aspx>

⁹ <https://facsen.wsu.edu/eppm/EPPM Policy.2016. Assessment of Student Learning in Degree Programs.pdf>

¹⁰ <http://accreditation.wsu.edu/>

Appendix A: WSU Graduate and Professional Programs Reporting in 2016

Professional Programs Reporting in 2016 (3)		
College	Not Separately Accredited	Professionally Accredited Programs (3 reports)
College of Business		Master of Business Administration and Executive M.B.A.
College of Pharmacy		Doctor of Pharmacy, Pharm.D.
College of Veterinary Medicine		Doctor of Veterinary Medicine, D.V.M.

Graduate Programs Reporting in 2016 (72)		
College	Not Separately Accredited (xx reports)	Professionally Accredited Programs (xx reports)
Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Agriculture, M.S., Agriculture – Food Science and Management, M.S., and Agriculture – Plant Health Management, M.S. Apparel, Merchandising, and Textiles, M.A. Animal Sciences Program, Ph.D./M.S. Biological and Agricultural Engineering, Ph.D./M.S. Crop Science and Soil Science, Ph.D./M.S. Economic Sciences: Economics, Ph.D., Agricultural Economics, Ph.D., and Applied Economics, M.S. Entomology, Ph.D./M.S. Food Science, Ph.D./M.S. Horticulture, Ph.D./M.S. Plant Pathology, Ph.D./M.S. Prevention Science, Ph.D./M.S.	
Arts and Sciences	American Studies, Ph.D./M.A. Anthropology, Ph.D./M.A. Biological Sciences: Biology, Ph.D./M.S. and Plant Biology, Ph.D./M.S. Chemistry, Ph.D./M.S. Criminal Justice and Criminology, Ph.D./M.A. English, Ph.D./M.A. Fine Arts, M.F.A. Foreign Languages and Cultures (Spanish), M.A. History, Ph.D./M.A. Mathematics, Ph.D./M.S. Music, M.A. Physics, Ph.D./M.S. Political Science, Ph.D./M.A. Psychology, Ph.D. (Experimental Psychology) Sociology, Ph.D./M.A. Statistics, M.S.	Psychology, Ph.D. (Clinical Psychology) Public Affairs, M.P.A.
Business		Master's in Accounting, M.Acc. Business Administration, Ph.D.
Communication	Communication, Ph.D./M.A. Strategic Communication, M.A.	
Education	Curriculum and Instruction (C&I), Ed.M./M.A. Counseling, M.A. (included in the Counseling Psychology report) Cultural Studies and Social Thought in Education (CSSTE), Ph.D. Educational Leadership, Ed.D./Ed.M./Ph.D. /M.A. Educational Psychology, Ed.M./Ph.D./M.A. English Language Learners (ELL), Ed.M./M.A.	Counseling Psychology, Ph.D.

	Language, Literacy, and Technology (LLT), Ph.D. Literacy Education Program, Ed.M./M.A. Master's in Teaching, M.I.T. Mathematics and Science Education, Ph.D. Special Education, Ed.M./Ph.D./M.A. Sport Management, Ed.M./M.A.	
Engineering and Architecture	Chemical Engineering, Ph.D./M.S. Civil Engineering, Ph.D./M.S. and Environmental Engineering, M.S. Computer Engineering, M.S., Computer Science, Ph.D./M.S., and Electrical Engineering, Ph.D./M.S. Computer Science – Vancouver, M.S. Engineering, M.S. and Engineering Science, Ph.D. Engineering and Technology Management, M.E.T.M. Mechanical Engineering – Vancouver, M.S. Materials Science Engineering, M.S. and Mechanical Engineering, Ph.D./M.S.	
Graduate School	Individual Interdisciplinary Doctoral Program, Ph.D. Materials Science and Engineering Program, Ph.D. Molecular Plant Sciences, Ph.D.	
Medicine		Speech and Hearing Sciences, M.S.
Nursing	Nursing, Ph.D.	Health Policy and Administration, M.H.P.A. Nursing Practice: Doctor of Nursing Practice, D.N.P. Master's in Nursing, M.N.
Pharmacy	Pharmaceutical Sciences, Ph.D.	
School of Design and Construction	Interior Design, M.A. Landscape Architecture, M.S.	Architecture, M.Arch.
School of the Environment	School of the Environment: Environmental and Natural Resource Sciences, Ph.D., Environmental Sciences, M.S., Geology, Ph.D./M.S., and Natural Resource Sciences, M.S.	
Veterinary Medicine	Integrative Physiology and Neuroscience, Ph.D./M.S. Molecular Biosciences, Ph.D./M.S. Molecular Biosciences, P.S.M. (Professional Science Master's) Veterinary Sciences, Ph.D./M.S.	
WSU Spokane		Coordinated Program in Dietetics, Nutrition, and Exercise Physiology (CPDNEP), M.S.

Graduate Programs Not Reporting in 2016 (1)

College	Not Separately Accredited (1 report)	Professionally Accredited Programs
WSU Spokane	<i>Nutrition and Exercise Physiology (NEP), Ph.D. and M.S.</i>	

Appendix B: 2016 Graduate and Professional Program Assessment Report Template

2016 Graduate and Professional Program Assessment Report

Due: June 1, 2016

Instructions

All WSU graduate and professional programs are required to submit annual assessment reports to the Graduate School. For AY2015-2016, all graduate and professional programs, including professionally accredited programs, must submit: 1) this 2016 Graduate and Professional Program Assessment Report with data collection and analysis and 2) a current copy of your Assessment Plan. The assessment report should cover all of the locations where the graduate or professional program is offered including multi-campus, interdisciplinary, and online degree options. Program directors/graduate chairs should submit their assessment report and plan to their college/associate dean for initial review and collection. Please add your program name to the file name when you submit your report. *Contact Scott Avery, Director of Graduate Assessment, (scottavery@wsu.edu), if you have questions about how to meet the Graduate School's reporting requirement. The deadline to submit your assessment report and plan is June 1, 2016.*

The following timeline is suggested to help plan your assessment report.

- | | |
|-------------------|---|
| ___ Ongoing: | Collect and analyze assessment data |
| ___ March-April: | Discuss assessment results with faculty |
| ___ April-May: | Write assessment report |
| ___ May: | Share results with faculty and program leadership |
| ___ June 1, 2016: | Submit completed report and assessment plan |

PART 1: Program Information

1. Program Name: [Choose an item.](#)
2. Program Director: [Click here to enter text.](#)
3. Graduate Chair: [Click here to enter text.](#)
4. Program Coordinator (staff): [Click here to enter text.](#)
5. Report prepared by: [Click here to enter text.](#)
6. Title: [Click here to enter text.](#)
7. Graduate or professional degree programs covered in assessment plan: (i.e., MS in Sociology, PhD in Sociology)
 - a. [Click here to enter text.](#)
 - b. [Click here to enter text.](#)
 - c. [Click here to enter text.](#)
 - d. [Click here to enter text.](#)
 - e. [Click here to enter text.](#)
 - f. [Click here to enter text.](#)
 - g. [Click here to enter text.](#)
 - h. [Click here to enter text.](#)
8. Campuses covered in assessment plan: (check all that apply)

<input type="checkbox"/> Pullman	<input type="checkbox"/> Spokane	<input type="checkbox"/> Tri-Cities	<input type="checkbox"/> Vancouver	<input type="checkbox"/> Global Campus
<input type="checkbox"/> Other Locations: Click here to enter text.				
9. Do you publish program-level graduate or professional student learning outcomes on your website? (check yes or no)

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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If yes, what is the URL? [Click here to enter text.](#)
10. Did faculty in your graduate or professional program revise or make changes to its assessment plan in the last academic year, 2015-2016? (check yes or no)

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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11. Did program faculty make any documentable changes or improvements to the graduate or professional program after reviewing assessment data in the last academic year, 2015-2016? (check yes or no)

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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If yes, which areas were improved? (check all that apply)

<input type="checkbox"/> Course content changes
<input type="checkbox"/> Course changes through Faculty Senate Process
<input type="checkbox"/> Curricular changes through Faculty Senate process

Appendix B: cont'd

- ☐ Changes in faculty teaching strategies or methodologies
- ☐ Changes in mentoring or advising of graduate students
- ☐ Provided professional development opportunities for graduate students
- ☐ Policy, procedural, or informational change as documented in graduate student handbook
- ☐ Supported departmental decision-making
- ☐ Supported college-level decision-making
- ☐ Changes to resource allocations
- ☐ Addressed student climate issues
- ☐ Other change or improvement: [Click here to enter text.](#)

10. Individuals or groups receiving this assessment report: (check all that apply)

- ☐ Some Faculty ☐ All Faculty ☐ Graduate Coordinator (faculty) ☐ Program Coordinator (staff)
- ☐ Department Chair/Program Director (faculty) ☐ Assessment Coordinator ☐ Assessment Committee
- ☐ Dean/Associate Dean ☐ Other Individuals or Groups: [Click here to enter text.](#)

PART 2: Narrative Report

Complete each section as indicated and focus your analysis on the student learning outcomes in your assessment plan. You do not need to provide a historical overview, strategic fit within the university, mission statement, or program objectives since these sections should be described in your assessment plan. The total length of your report should not exceed 10 pages.

A. Introduction (.5 - 1 page)

Briefly describe any broad program, student, faculty, resource, or organizational changes that occurred during the last academic year, 2015-2016.

[Click here to enter text.](#)

B. Changes to Assessment Plan (.5 pages)

Briefly describe any changes that were made to the assessment plan or student learning outcomes during the last academic year, 2015-2016. Please submit a current copy of your assessment plan with this assessment report.

[Click here to enter text.](#)

C. Assessment Activities Directed by Faculty (.5 - 1 page)

Briefly describe any assessment activities including faculty meetings, retreats, work groups, special studies, or review of assessment results by faculty that occurred during the last academic year, 2015-2016.

[Click here to enter text.](#)

D. Assessment of Student Learning Outcomes (2 - 4 pages)

List the student learning outcomes that faculty assessed in the last academic year and describe the data collected, analysis of data, faculty conclusions, areas of needed improvement, and action plan to improve the student learning outcomes. Select the table below and click the [blue button](#) in the bottom right corner to add more rows/describe more assessments of student learning outcomes.

- If your program is offered on **more than one campus**, describe how faculty that teach on all campuses are included in discussions of assessment measures, findings, or results.
- If your program includes **interdisciplinary studies**, describe how assessment includes faculty from multiple disciplines or departments.
- If your program is offered **online**, describe how assessment includes online courses, students, and faculty.

Student Learning Outcome:	Click here to enter text, i.e., 1.1 Critical Thinking.
Data Collected/Method of Assessment: (list all that apply)	Click here to enter text.
Analysis of Data/Faculty Conclusions:	Click here to enter text.

Appendix B: cont'd

Areas of Needed Improvement: [Click here to enter text.](#)

Action Plan to Improve: [Click here to enter text.](#)

E. Use of Assessment Data (.5 - 2 pages)

Give at least **one example** that shows how faculty used assessment data to improve student learning outcomes in the last academic year, 2015-2016. Select the table below and click the [blue button](#) in the bottom right corner to add more rows/describe more uses of assessment data.

Student Learning Outcome:	Click here to enter text, i.e., 1.1 Critical Thinking.
Program Change/Impact on Planning or Decision Making:	Click here to enter text.
Result: (if known)	Click here to enter text.

F. Conclusion: (.5 – 1 page)

What challenges or successes have you encountered in your program assessment? For example, have you had any difficulties measuring what your students are learning or using the results to improve your program? If so, please explain.

[Click here to enter text.](#)