

**WASHINGTON STATE UNIVERSITY
GRADUATE SCHOOL**

**2017 GRADUATE SCHOOL
PROGRAM ASSESSMENT SUMMARY REPORT**

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

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Executive Summary

This 2017 *Graduate School Program Assessment Summary Report* summarizes the graduate program assessment reports and assessment plans that program directors and chairs submitted to the Graduate School in Spring 2017. All WSU graduate programs, including multi-campus, interdisciplinary, and online degree programs, are required to submit annual program assessment reports to their college and the Graduate School to support the University's commitment to continuous improvement and meet Northwest Commission on Colleges and Universities (NWCCU) accreditation requirements for program assessment. (NWCCU Standards 4.A-B.)

Graduate Program Assessment: The following metrics highlight the status of WSU graduate programs and their assessment practice during the 2017 academic year:

- *100% of graduate programs (73) have an assessment plan in place that includes student learning outcomes, data collection procedures, and methods for assessing graduate student learning and success at the program-level.*
- *100% of graduate programs submitted a 2017 Graduate Program Assessment Report to the Graduate School (70) or were granted an exception to the requirement (3).¹*
 - *94% of the graduate programs that submitted a report (66/70) used assessment data for program planning or decision-making in 2017, compared to 85% of programs in 2015 and 61% of programs in 2012.*
 - *6% of the graduate programs that submitted a report (4/70) did not collect assessment data, or they did not use assessment data for program improvement.*
- *Of the 70 graduate programs that submitted a 2017 Graduate Program Assessment Report,*
 - *14% of the graduate programs (10/70) met Graduate School expectations and submitted an exemplary graduate program assessment report,*
 - *46% of the graduate programs (32/70) met Graduate School expectations for collecting and using assessment data for meaningful program assessment,*
 - *37% of the graduate programs (26/70) met Graduate School expectations but received additional recommendations to improve their collection or use of assessment data, and*
 - *3% of the graduate programs (2/70) collected assessment data but did not meet Graduate School expectations for meaningful program assessment.*

Student Learning Outcomes: All (100%) WSU graduate programs have identified program-level student learning outcomes (SLOs), and substantially all (96%) graduate programs (69/73) have posted their SLOs on their program website or in their student handbook so faculty and students can easily access them. The Graduate School recently compiled a comprehensive list of SLOs for every graduate degree program and added the SLOs to the Graduate School website and the Graduate Degree Fact Sheets.² The Graduate School provides feedback to graduate programs on their SLOs, their assessment plans, and other aspects of their assessment practice as an integral part of graduate program review and assessment.

¹ The PhD in Nutrition, Exercise, and Physiology (NEP) program, the Individual Interdisciplinary Doctoral Program (IIDP), and the MS in Landscape Architecture program received an exception to the Graduate School's annual assessment report requirement in 2017.

² See list of Graduate Student Learning Outcomes by Graduate Program: <https://gradschool.wsu.edu/student-learning-outcomes/>

Assessment Plans: All (100%) WSU graduate programs have an assessment plan that was approved by faculty or program leadership including procedures for collecting, reviewing, and using assessment data at the program-level. Graduate programs frequently use different approaches, formats, and terminology to write their assessment plans. In 2016, the Graduate School developed a ‘Graduate Assessment Plan Template’ listing the key components of an assessment plan so graduate programs can be more systematic in their assessment planning and use of assessment data. The template includes guidelines for writing a mission statement, program description, program objectives, student learning outcomes, assessment methods (including direct and indirect measures), a timeframe for collecting and analyzing assessment data, and using assessment data for program improvement.³ As a result, many WSU graduate programs have improved the quality and consistency of their assessment methods and implemented more sustainable practices for collecting, reviewing, and using assessment data.

Direct and Indirect Measures: All (100%) WSU graduate programs use a combination of direct and indirect measures to assess student learning according to the schedule defined by each program in their graduate assessment plan. The dissertation is the primary direct measure for doctoral programs, and the master’s thesis is the primary direct measure for master’s programs. Non-thesis master’s programs use special projects, internships, and examinations to assess each student’s integrative understanding of the discipline. Many graduate programs also evaluate student learning outcomes with evaluation rubrics, norming scales, and input from graduate advisors, committee members, teaching faculty, students, alumni, and advisory boards.

Graduate School Feedback: The Graduate School’s Director of Graduate Assessment reviews the program assessment reports and assessment plans and sends individualized response letters to each program director/chair. The letters include specific feedback and recommendations regarding the graduate program’s student learning outcomes, assessment methods, data sources, data collection and analysis, faculty engagement, and use of assessment data. The response letters are sent to the program director, chair, college deans, and Dean of the Graduate School. All of the assessment reports, assessment plans, and feedback letters are posted on the Graduate School’s SharePoint site for future reference and technical assistance is provided to graduate programs via email, workshops, and in-person consultations throughout the year.⁴

³ WSU Graduate Program Assessment Plan Template: <https://gradschool.wsu.edu/documents/2017/03/graduate-assessment-plan-template.docx>

⁴ Graduate School SharePoint Site (WSU login required):
<https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx>.

1. Introduction

Per WSU Executive Policy, "Every (WSU) degree program 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."⁵ All WSU graduate programs are required to submit an annual assessment report and a current copy of their assessment plan to the Graduate School each Spring.⁶ The Graduate Program Assessment Reports are a critical component for documenting the regular and systematic use of assessment data by WSU graduate programs and helps the University meet NWCCU accreditation requirements for program assessment.⁷

The Graduate School distributes an assessment report template and timeline at the beginning of each Spring semester to help faculty and staff meet the annual assessment report requirement. (See Appendix A.) All WSU graduate programs, including professionally accredited programs, must provide information about recent changes to the assessment plan, assessment activities directed by faculty, individual assessments of student learning outcomes, and at least one example documenting the use of assessment data for program improvement. (See Appendix B.)

Graduate programs are asked to first submit their assessment reports and assessment plans to their college so leadership can review the documents before they are sent to the Graduate School. The Graduate School's Director of Graduate Assessment reviews all of the assessment reports and assessment plans and provides written feedback to graduate programs.⁸ This Summary Report describes the major themes and trends from the 2017 Graduate Program Assessment Reports and Assessment Plans submitted by graduate programs. This report also documents the Graduate School's action plan for supporting graduate program assessment in the next assessment cycle.

⁵ WSU Executive Policy on the Assessment of Student Learning in Degree Programs (updated 3/31/16)
<https://facsen.wsu.edu/eppm/EPPM%20Policy%202016%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf>

⁶ Graduate School Policies and Procedures, Chapter 1, Administration of Graduate Programs, Page 7:
<https://gradschool.wsu.edu/documents/2017/03/policies-procedures-manual-2017-18.pdf>

⁷ NWCCU Accreditation Standards:
<http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm>

⁸ Graduate School Program Review and Assessment SharePoint Site (WSU network login required):
<https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx>

2. WSU Graduate Program Assessment

All (100%) WSU graduate programs have identified strategies and use evidence-based practices to assess program-level student learning outcomes and to promote continuous improvement in doctoral and master's degree programs.

Key Assessment Elements WSU Graduate Programs, AY2016-AY2017				
	AY2016		AY2017	
	# of Reports (N=72) ⁹	% of Reports	# of Reports (N=70)	% of Reports
Student Learning Outcomes	72	100%	70	100%
SLOs Published on Program Website or in Student Handbook	62	86%	67	96%
Assessment Plan	72	100%	70	100%
Direct Measure	72	100%	70	100%
Indirect Measure	72	100%	70	100%
Use of Assessment Data	70	97%	66	94%

Changes to Assessment Plan: More than half (62%) of WSU graduate programs reported that they made changes to their student learning outcomes or assessment plans based on input from faculty or after receiving feedback from the Graduate School. Last year, the Graduate School provided specific recommendations to graduate programs to help them improve their assessment plans and assessment practices. As they gain more experience, graduate programs should update their assessment plans so assessment can remain relevant and provide useful information for academic planning and learning support.

Assessment Activities Directed by Faculty: Nearly all (96%) WSU graduate programs reported that faculty conducted at least one activity or meeting where assessment data was discussed during the academic year. Graduate programs frequently collect, analyze, and review data from different direct and indirect measures and data sources. Graduate faculty play a central role in interpreting the assessment data and connecting the results to teaching and learning in the graduate program.

Use of Assessment Data: WSU graduate programs have steadily improved their collection and use of assessment data since 2012. In 2017, 94% of graduate programs (66) reported that they collected assessment data to support program planning and/or decision-making, compared to 85% of programs in 2015 and 61% of programs in 2012. These figures include graduate programs that used any assessment data to make changes, inform decisions, or contribute to departmental or college planning. This metric is reported in the WSU Strategic Plan with the goal that substantially all (>90%) graduate programs will meet the Graduate School expectation for meaningful assessment in any given year.¹⁰

⁹ Includes three professional degree programs that were transferred to the Office of the Provost/Office of Assessment of Teaching and Learning: the Doctor of Pharmacy, the Doctor of Veterinary Medicine, and the Master's in Business Administration.

¹⁰ Graduate programs that received an exception to the 2017 assessment report requirement are not included in this metric.

WSU Graduate Programs
Using Assessment Data
AY2012-AY2017

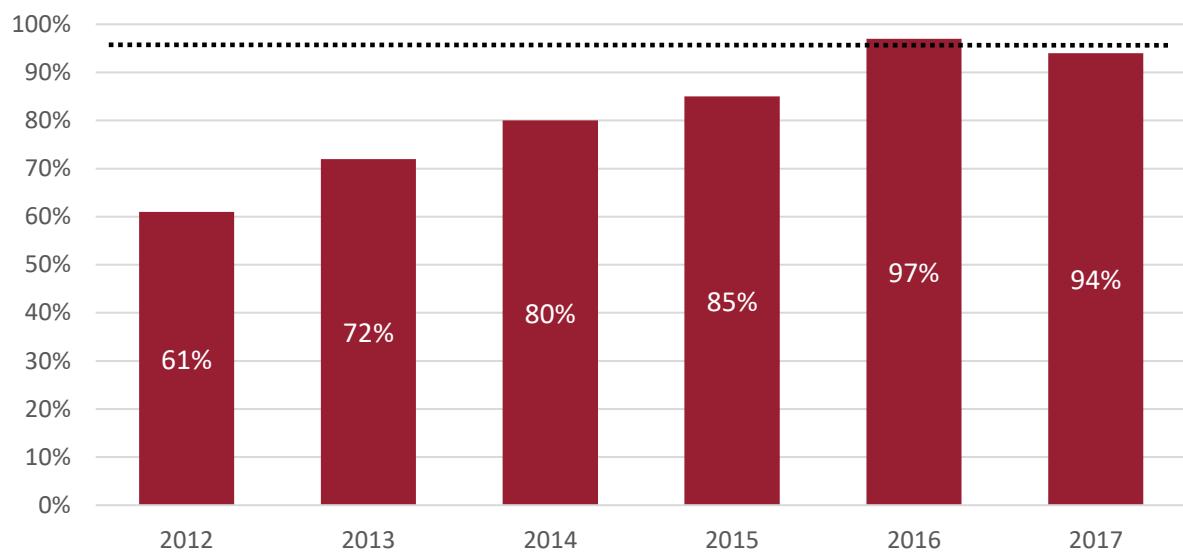


Figure 1. Percentage of WSU Graduate Programs Using Assessment Data

3. Assessment of Student Learning Outcomes

All WSU graduate programs are asked to document their data collection and to assess at least one SLO in their graduate program assessment report. The report template provided by the Graduate School includes structured fields so assessments for individual SLOs are clearly connected with the data collection, data analysis/faculty conclusions, areas of needed improvement, and action plans for improvement.

Data Collection: WSU graduate 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, professional accreditation requirements, and other factors. The Graduate School's assessment report template asks faculty to list each SLO that they assessed during the academic year including the data collected, data sources, analysis of data, faculty conclusions, areas of needed improvement, and action plans for improvement. Nearly all of the graduate programs collected assessment data for at least one SLO in their assessment plan. Many programs collected data for multiple SLOs, and some programs reviewed data for their entire assessment plan. Altogether, the graduate assessment reports document more than 100 examples where faculty collected assessment data to monitor program-level student learning outcomes or other indicators of program quality.

Data Analysis/Faculty Conclusions: The data analysis described in the graduate assessment reports varied from program to program. Faculty frequently reviewed quantitative measures, such as course grades, grade point averages, rubric scores, exam pass rates, number of publications, and retention and graduation statistics. Programs also discussed qualitative data, such as exit interviews, graduate student surveys, student annual reviews, and faculty observations to complement their data analysis.

Areas of Needed Improvement: Graduate programs were generally successful in identifying areas of needed improvement based on faculty input and the review of assessment data. (See Figure 2.) The majority of graduate programs are using assessment data to make changes that impact various aspects of the graduate program and its administration. Many of the examples provided by graduate programs address short-term needs as well as long-term planning and development.

Action Plans to Improve: Graduate program directors and chairs were asked to provide an action plan for each SLO that was assessed during the academic year, including the steps being taken to improve the graduate program. Some of the action plans address a particular knowledge area, skill, or learning outcome, some describe more holistic efforts to improve the graduate program, and others describe specific changes to a course, degree requirement, or departmental policy. Several programs indicated that they are monitoring progress related to prior action plans or Graduate School recommendations, and other graduate programs are using assessment to inform program planning but did not identify specific SLOs. The Graduate School will continue to work with graduate programs to enhance their use of assessment data and to ensure that the results are connected to departmental and college decision-making, including: strategic planning, resource allocation, faculty development, and quality improvement.

Documentable Changes or Improvements Reported by WSU Graduate Programs, AY2016-AY2017

(select all that apply)

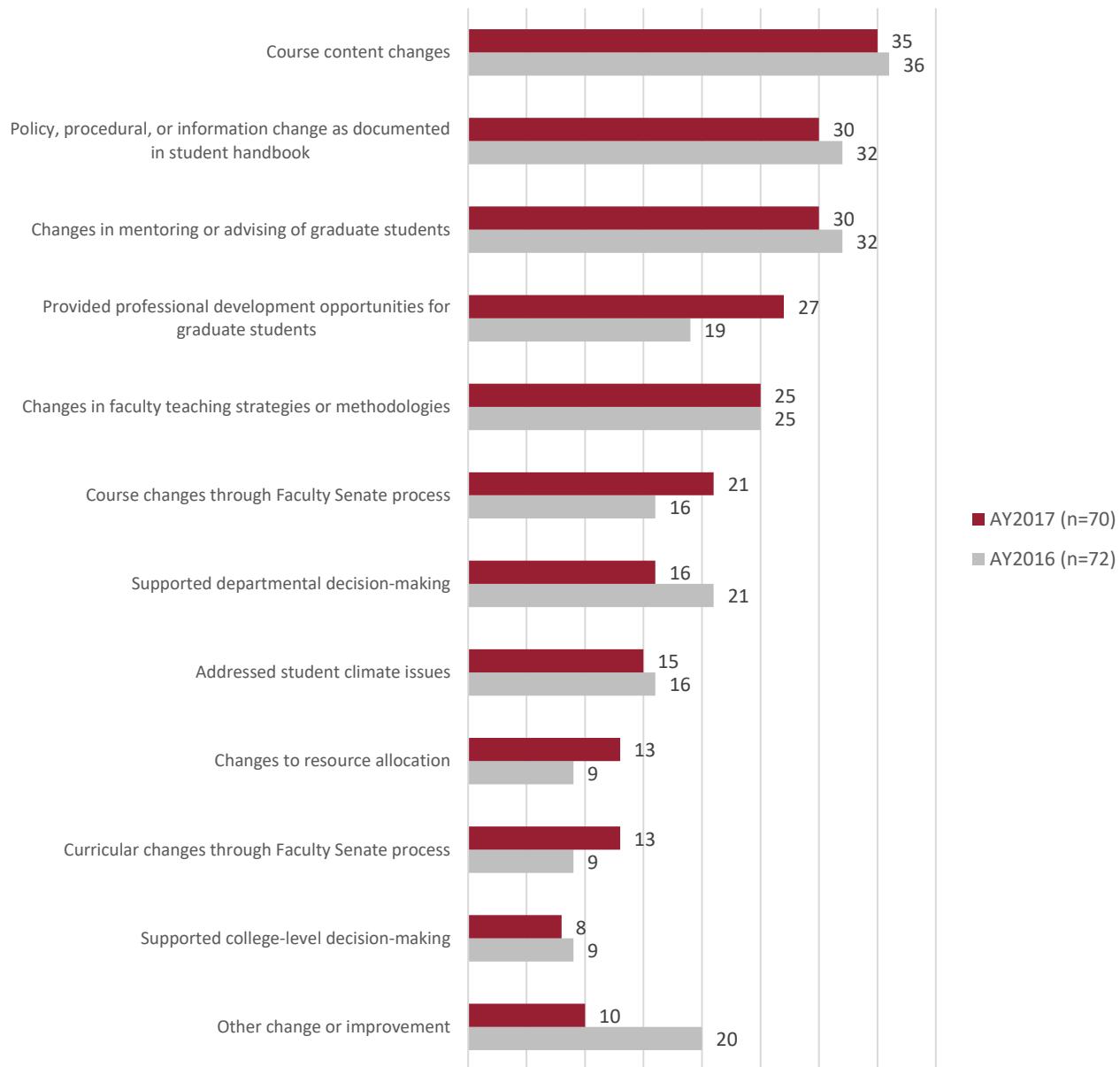


Figure 2. Number of Documentable Changes or Improvements Reported by Graduate Programs

4. Use of Assessment Data

Expectations for Meaningful Program Assessment: Overall, 94% of WSU graduate programs (66) indicated that they used assessment data for planning, decision-making, or to make substantive changes to the program or its curriculum in AY2017, compared to 85% in AY2015 and 61% in AY2012. Ten graduate programs submitted exemplary assessment reports that included particularly strong assessment examples, insightful faculty conclusions, or significant changes to the program based on the use of assessment data. Of the 67 graduate programs that submitted an assessment report, 60% of the programs (42) met or exceeded Graduate School expectations for program assessment; however, twenty-six (26) programs need additional work to improve their assessment process. Two (2) graduate programs did not assess student learning outcomes at the program-level due to program transition.

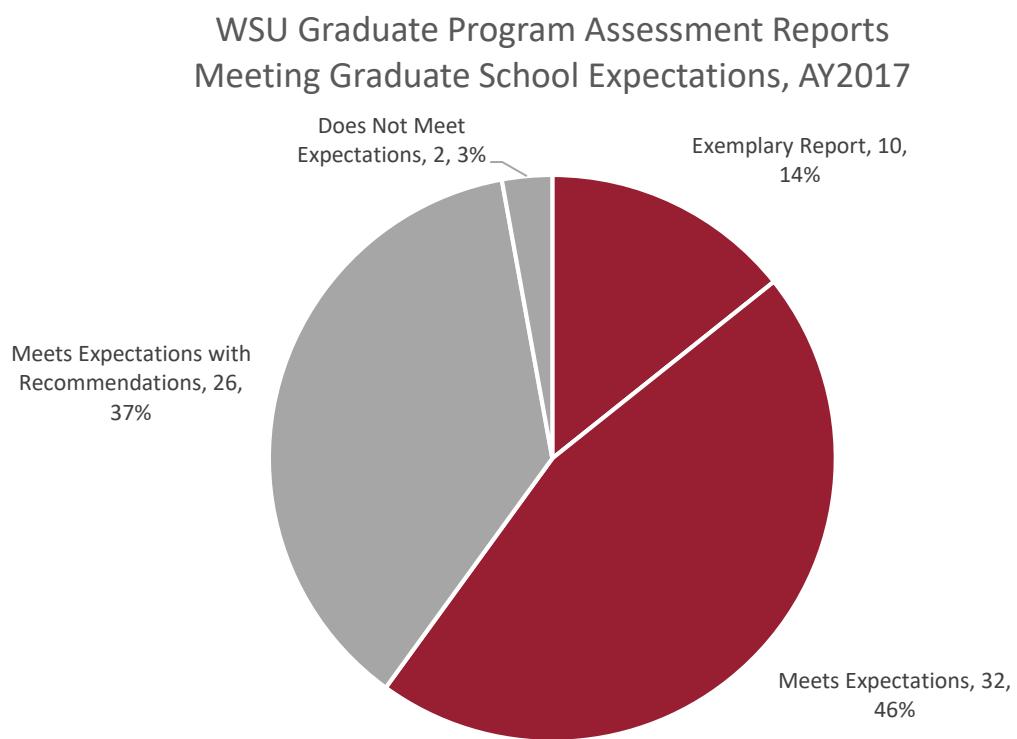


Figure 3. Number of Graduate Program Assessment Reports meeting Graduate School expectations.

Program Changes and Results: Faculty and program administrators used assessment data to make changes to graduate courses and curricula, teaching methods, degree requirements, new student orientation, preliminary and final exams, professional development opportunities, teaching assistantships, scientific writing/grant writing, graduate seminars, student advising, program climate, student handbooks, departmental policies and procedures, and program administration. Professionally accredited graduate programs used results from embedded assessments, feedback from preceptors, scores on standardized certification exams, and recommendations from accrediting bodies to improve student achievement in core competencies and to prepare students for careers in their discipline.

4.1 Multi-campus Graduate Programs

As a public, land-grant research university, WSU offers more than 120 graduate degree programs at Pullman and at WSU campuses throughout the state.¹¹ Graduate programs are required to specify in their bylaws the ways in which campuses will interact to support graduate students and sustain programmatic excellence. WSU graduate programs should involve all graduate faculty and all graduate students where the degree is offered in their program assessment, per NWCCU accreditation standards.

Multi-campus Graduate Programs: The small size of many WSU graduate programs makes it difficult to collect sufficient assessment data and determine meaningful differences at the campus-level. Despite this challenge, many graduate programs have made changes to their assessment practices so they include all WSU campuses and locations where graduate students are enrolled or engaged in research.

Multi-campus Graduate Programs and Key Assessment Practices, AY2016-AY2017				
	AY2016		AY2017	
	# of Reports (31)	% of Reports	# of Reports (30)	% of Reports
Publish SLOs on program website or in student handbook	25	81%	27	90%
Annual Graduate Program Assessment Report shared with some or all faculty	25	81%	24	80%
Assessment data of any kind collected	27	87%	25	83%
Assessed at least one student learning outcome	29	94%	25	83%
Used assessment for planning, decision-making, or changes	27	87%	24	80%

In the last five years, multi-campus graduate programs have improved the quality and consistency of student annual reviews, developed procedures for collecting and analyzing assessment data, and included more graduate faculty from WSU campuses in the review and use of assessment data. Several programs organize all faculty meetings via AMS to coordinate program planning and assessment activities. The Graduate School will continue to work with program directors and chairs to increase faculty participation in program assessment and identify best practices for collecting and using assessment data in multi-campus graduate programs.

¹¹ WSU graduate programs are offered in Pullman, Spokane, Tri-Cities, Vancouver, and Global Campus.

4.2 Interdisciplinary Graduate Programs

The Graduate School supports faculty and graduate students who are engaged in interdisciplinary research and study through interdisciplinary graduate degree programs and strategic initiatives. Currently, six graduate programs are offered as fully interdisciplinary degree programs in which graduate students can define individualized programs of study that span multiple disciplines and departments.

Interdisciplinary Graduate Programs: Five of the six interdisciplinary graduate programs at WSU submitted an assessment report to the Graduate School, including: the M.S. in Agriculture, the Ph.D. in Engineering Science/ M.S. in Engineering, the Ph.D. in Molecular Plant Sciences, the Ph.D. in Materials Science and Engineering, and the Ph.D. in Prevention Science.

Interdisciplinary Graduate Programs WSU Graduate Programs, AY2017			
Degree (5)	College	Assessment of Student Learning Outcomes	Using Assessment for Program Improvement
M.S. in Agriculture (includes options in Agriculture, Food Science and Management, and Plant Health Management)	College of Agricultural, Human, and Natural Resource Sciences	Yes	Yes
Ph.D. in Engineering Science/M.S. in Engineering	Voiland College of Engineering and Architecture	Yes	Yes
Ph.D. in Individual Interdisciplinary Doctoral Program (IIDP)*	Graduate School	n/a	n/a
Ph.D. in Materials Science and Engineering	Graduate School	Yes	Yes
Ph.D. in Molecular Plant Science	Graduate School	Yes	Yes
Ph.D. in Prevention Science	College of Agricultural, Human, and Natural Resource Sciences	Yes	Yes

*The IIDP graduate program received an exception to the annual assessment report requirement for 2017.

Interdisciplinary graduate programs bring faculty together from different departments and colleges to facilitate collaboration, engage in interdisciplinary research and teaching, advise and mentor graduate students, serve on graduate committees, and support graduate students who have diverse interests and career goals. As semi-autonomous units, interdisciplinary programs often lack a faculty of their own who can support program assessment and other administrative functions. Faculty who participate in the program have appointments in other departments or colleges. As a result, the faculty coordinator for the interdisciplinary program is responsible for directing the assessment process and marshalling support from faculty and administrators in other departments to make changes to the graduate program. Several interdisciplinary graduate programs have formed steering committees that meet once or twice a year to work on areas such as: program assessment, recruitment and admissions, program requirements, curriculum design, course availability, research and teaching activities, student professional development, student annual reviews, policies and procedures, and program initiatives.

4.3 Online Graduate Programs

Seven WSU graduate programs were offered fully online in AY2017. All (100%) of the online graduate programs have student learning outcomes, collect assessment data on a regular basis, and use assessment for planning and decision-making. All new graduate programs, including online degrees, must submit an assessment plan with SLOs to the WSU Faculty Senate as part of their New Degree Proposal.

Online Graduate Programs: All (100%) of the online graduate programs submitted a graduate program assessment report and assessment plan to the Graduate School. Most of the programs (85%) are using assessment for program improvement, including changes to: graduate courses (71%), student advising or mentoring (57%), faculty teaching strategies or methodologies (43%), and other areas (71%). One program, the M.A. in Sport Management, requested a moratorium on new applications and admissions while faculty conduct a more detailed evaluation of the program.

2017 Online Graduate Programs			
Degree (7)	College	Assessment of Student Learning Outcomes	Using Assessment for Program Improvement
M.S. in Agriculture (includes options in Agriculture, Food Science and Management, and Plant Health Management)	College of Agriculture, Human, and Natural Resource Sciences	No	Yes (improvements to assessment process)
M.A. in Strategic Communication	Edward R. Murrow College of Communication	Yes	Yes
M.A. in Special Education	College of Education	Yes	Yes
M.A. in Sport Management*	College of Education	Yes	Yes
Master's in Engineering and Technology Management	Voiland College of Engineering and Architecture	Yes	Yes
P.S.M. in Electrical Power Engineering**	Voiland College of Engineering and Architecture	No	Yes (engaged in program planning)
P.S.M. in Molecular Biosciences	College of Veterinary Medicine	Yes	Yes

* Moratorium on new applications and admissions pending faculty review, effective Fall 2017.

** New online degree program, Fall 2016.

Many online graduate programs have developed practices so teaching faculty, including adjunct instructors, can contribute to course-level and program-level assessments. Several programs organize annual retreats so faculty can discuss the online courses, graduate curriculum, recruitment and admissions, student annual reviews, degree requirements, policies and procedures, and any outstanding issues. All of the programs have developed methods for evaluating the effectiveness of teaching and learning in online courses. In addition, online graduate programs have developed special projects, internships, and examinations for students to demonstrate their competency in one or more technical areas and meet the degree requirements. Online graduate programs are increasingly using these mechanisms in their program assessment to prepare students for jobs and careers in their discipline.

5. Graduate School Feedback to Program Directors and Chairs

After reviewing the 2017 Graduate Program Assessment Reports and Assessment Plans, the Graduate School's Director of Graduate Assessment provides written feedback to the program director and chair. The response letters recognize the assessment work that faculty members have accomplished during the academic year and offer specific recommendations to improve the collection and use of assessment data. The response letters and a summary report for the college are sent to the dean and associate deans of each college and the Dean of the Graduate School. All of the assessment materials and reports are posted on the Graduate School's SharePoint Site.¹² A summary of the key recommendations is below.

All WSU graduate programs received similar recommendations to:

- *Collect and review assessment data with faculty on a regular basis, according to the schedule described in their 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 progress in annual assessment reports to the Graduate School with the next graduate assessment report due on June 1, 2018.*

In addition, individual graduate programs may have received one or more recommendations to:

- *Revise the student learning outcomes to better describe the skills, knowledge, attitudes, or values that students will be able to do when they successfully complete the program,*
- *Publish the student learning outcomes on the program website and in the student handbook so students and faculty can easily access them,*
- *Refine the graduate assessment plan and implement the assessment practices as indicated in the graduate program assessment report,*
- *Assess student learning outcomes using direct and indirect measures that are measurable, attainable, and specific,*
- *Add a data collection matrix to the graduate assessment plan so assessment activities can occur on a regular schedule,*
- *Collect assessment data and focus the 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 learning and achievement,*
- *Include more detail/explanation in the next program assessment report,*
- *Develop and implement realistic action plans to support program improvement based on the assessment results and faculty conclusions presented in the assessment report.*

¹² <https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Assessment-Archive.aspx>

6. Graduate School Action Plan

To support graduate programs in their assessment planning and practice, the Graduate School is committed to the following actions for AY2017-18. The Graduate School will:

1. *Submit this 2017 Graduate School Program Assessment Summary Report to the [WSU Accreditation, Assessment, and Academic Program Review Committee](#) and to the [Office of the Provost](#) (Spring 2018),*
2. *Archive the 2017 Graduate Program Assessment Reports, Assessment Plans, and Feedback Letters on the Graduate School's [Graduate Program Review and Assessment SharePoint site](#) (Spring 2018),*
3. *Update the list of Graduate Student Learning Outcomes on the [Graduate School's website](#) and in the [Graduate Degree Program Fact Sheets](#) (Spring 2018),*
4. *Assist WSU faculty and staff to identify, develop, refine, and use more effective assessment practices (ongoing),*
5. *Continue the Graduate School's Placement Data Project and share the results with graduate programs, colleges, campuses, and university leadership (Spring 2018),*
6. *Distribute the 2018 Graduate Program Assessment Report Template (February 2018) and review the 2018 Graduate Program Assessment Reports and Assessment Plans submitted by WSU graduate programs, including online, interdisciplinary, and multi-campus programs (Summer 2018), and*
7. *Assist graduate programs in more intentionally using assessment data to inform program planning and decision-making through graduate program review and outreach to graduate degree programs (ongoing).*

Appendix A: 2017 Graduate Program Assessment Report Template

2017 Graduate Program Assessment Report

Due: June 1, 2017

Instructions

All WSU graduate programs are required to submit an annual assessment report to the Graduate School. For AY2016-2017, all graduate programs, including professionally accredited programs, must submit: 1) this 2017 Graduate 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 program is offered including multi-campus, interdisciplinary, and online degrees. Program directors and 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 end of the file names when you submit your assessment materials.

Note: This form uses form controls, which require MS Word 2016 (PC). All other users should use the alternate form with no controls and "copy and paste" their information into the report template, repeating report sections as necessary.

Contact Scott Avery, Director of Graduate Assessment, (scottavery@wsu.edu), if you have questions about the report template or the reporting requirements. The deadline to submit your assessment report and plan is June 1, 2017.

The following timeline is suggested to help plan your graduate program 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, 2017: 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)

Pullman Spokane Tri-Cities Vancouver Global Campus

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)

Yes No

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, 2016-2017? (check yes or no)

Yes No

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, 2016-2017? (check yes or no)

Yes No

If yes, which areas were improved? (check all that apply)

Appendix A: cont'd

- Course content changes
- Course changes through Faculty Senate Process
- Curricular changes through Faculty Senate process
- 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, 2016-2017.

[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, 2016-2017. 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, 2016-2017.

[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 of the form to add more rows/describe more assessments of student learning outcomes. (Form controls work in MS Word 2016/PC version but not older versions or Mac versions.)

- 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.](#)

Appendix A: cont'd

Data Collected/Method of Assessment: (list all that apply)	Click here to enter text.
Analysis of Data/Faculty Conclusions:	Click here to enter text.
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, 2016-2017. Select the table below and click the blue button in the bottom right corner of the form to add more rows/describe more uses of assessment data. (Form controls work in MS Word 2016/PC version but not older versions or Mac versions.)	
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.	
<p>*Don't forget to submit a current copy of your assessment plan with your 2017 Graduate Program Assessment Report. All graduate programs must publish their student learning outcomes on their program website and in their student handbook to meet NWCCU accreditation requirements.</p>	

Appendix B: 2017 WSU Graduate Degree Programs Reporting

WSU Graduate Programs Reporting in AY2017 (70)	
College	Graduate Programs
College of Agricultural, Human, and Natural Resource Sciences (CAHNRS)	Agriculture: 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: Crop Science, Ph.D./M.S. and Soil Science, Ph.D./M.S. School of 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.
College of 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. Clinical Psychology, Ph.D.* Criminal Justice and Criminology, Ph.D./M.A. English, Ph.D./M.A. Experimental Psychology, Ph.D. Fine Arts, M.F.A. Hispanic Studies, M.A. (formerly Foreign Languages and Cultures) History, Ph.D./M.A. Music, M.A. Physics, Ph.D./M.S. Political Science, Ph.D./M.A. Public Affairs, M.P.A.* Mathematics, Ph.D./M.S. Sociology, Ph.D./M.A. Statistics, M.S.
Carson College of Business	Master's in Accounting, M.Acc. Business Administration, Ph.D.
Edward R. Murrow College of Communication	Communication, Ph.D./M.A. Strategic Communication, M.A.
College of Education	Curriculum and Instruction, Ed.M./M.A. Counseling, M.A./ Counseling Psychology, Ph.D.* Cultural Studies and Social Thought in Education, Ph.D. Educational Leadership, Ed.D./Ed.M./Ph.D. /M.A. Educational Psychology, Ed.M./Ph.D./M.A. English Language Learners, Ed.M./M.A. Language, Literacy, and Technology, Ph.D. Literacy Education, Ed.M./M.A. Master's in Teaching, M.I.T.: Master's in Elementary Teaching and Master's in Secondary Teaching Mathematics and Science Education, Ph.D. Special Education, Ed.M./Ph.D./M.A. Sport Management, Ed.M./M.A.
Voiland College of Engineering and Architecture	School of Chemical Engineering and Bioengineering: Chemical Engineering, Ph.D./M.S. School of Civil and Environmental Engineering: Civil Engineering, Ph.D./M.S. and Environmental Engineering, M.S. School of Electrical Engineering and Computer Science: Computer Engineering, M.S., Computer Science, Ph.D./M.S., Electrical Engineering, Ph.D./M.S. Engineering: Engineering Science, Ph.D. and Engineering, M.S. Engineering and Technology Management, M.E.T.M. Electrical Power Engineering, P.S.M. School of Materials and Mechanical Engineering: Materials Science Engineering, M.S. and Mechanical Engineering, Ph.D./M.S. School of Engineering and Computer Science (Vancouver): Computer Science, M.S. School of Engineering and Computer Science (Vancouver): Mechanical Engineering, M.S.

Graduate School	Materials Science and Engineering Program, Ph.D. Molecular Plant Sciences, Ph.D.
Elson S. Floyd College of Medicine	Coordinated Program in Dietetics, Nutrition, and Exercise Physiology (CPDNEP), M.S.* Speech and Hearing Sciences, M.S.*
College of Nursing	Health Policy and Administration, M.H.P.A.* Master's in Nursing, M.N.* Doctor of Nursing Practice, D.N.P.* Nursing, Ph.D.
College of Pharmacy	Pharmaceutical Sciences, Ph.D.
School of Design and Construction	Architecture, M.Arch.* Interior Design, M.A.
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.
College of Veterinary Medicine	Integrative Physiology and Neuroscience, Ph.D./M.S. Molecular Biosciences, Ph.D./M.S. Molecular Biosciences, P.S.M. Veterinary Sciences, Ph.D./M.S. (Immunology and Infectious Diseases)

WSU Graduate Programs Granted Exceptions/Not Reporting in AY2017 (3)

College	Graduate Programs
Graduate School	Individual Interdisciplinary Doctoral Program, Ph.D.
College of Medicine	Nutrition and Exercise Physiology, Ph.D./M.S.
School of Design and Construction	Landscape Architecture, M.S.