

## EWU Academic Programs Assessment Committee Assessment Plan

The primary purpose of academic assessment is to enhance student learning throughout their experiences within a major discipline and through the degree requirements of graduate and undergraduate programs. To that end, each department or program that offers a curriculum leading to a certificate, major, or degree must create, and maintain as current, a Program Assessment Plan that explains how they assess each curriculum offered and report that assessment to the University. (Minors do not need a Program Assessment Plan.) The General Education program must also create and maintain a Program Assessment Plan. (To simplify the language, this document will hereafter refer to a department or program – including General Education – as “program.”) Each Program Assessment Plan should be based on the requirements of the program’s accrediting body or the practices of their discipline. As Program Assessment Plans are used for University planning and reporting on the University’s seven-year schedule of accreditation, it is necessary for accredited as well as non-accredited programs to create Plans and report on them.

EWU recognizes the importance of promoting an institutional environment of openness and trust that encourages authentic assessment and continuous program improvement. Such an environment for assessment has the following features:

1. Assessment is driven by meaningful questions about teaching and learning.
2. Faculty and programs have the autonomy to design a Program Assessment Plan that enables them to investigate student learning in ways that help inform their pedagogies and curriculum.
3. Faculty and programs are not penalized for honestly identifying areas that need improvement in their courses or programs.
4. Assessment results are used in programmatic decision-making processes such as Academic Program Review, strategic planning, and curriculum revision.
5. Assessment results are used to generate intra-departmental and institutional dialogues and exchanges on teaching and learning.
6. Resources and support for ongoing faculty development in assessment activities, such as the use of assessment results in improving teaching and learning, are available and adequate.
7. Assessment processes and results are transparent and visible at the institutional level.
8. Assessment results of student learning are shared broadly and used widely in consequential ways.
9. Assessment policies and processes are continuously evaluated and updated to reflect institutional needs and current best practices (i.e. assessment of assessment).

**Assessment is not grading students nor evaluating faculty. It’s critically examining our curriculum and pedagogy to make sure that students are learning what we want them to be learning.**

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<sup>1</sup> This document was approved by the EWU Faculty Senate on 05.22.2017.

## **Background**

In the summer of 2015, as part of our accreditation review, the Northwest Commission on Colleges and Universities (NWCCU) made strong recommendations for improvement; two of the four explicitly dealt with assessment. Our response to these recommendations will be carefully examined at our next review, and we must show substantial progress over the next few years in order to meet their expectations. The recommendations that are relevant to assessment are:

- [The evaluation committee recommends that Eastern Washington University] engage in regular, systematic participatory, self-reflective, and evidence-based assessment of its accomplishments, and that it 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 (Standards 4.A.3 and 5.A.1); and
- [The evaluation committee recommends that Eastern Washington University] ensure 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 forming planning, decision making and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner (Standard 4.B.1).

This plan responds to these concerns by:

- Strengthening assessment plans from the program level to the university level that are effective, regular, and comprehensive
- Creating a system of reporting that encourages self-reflection on teaching, student learning, and assessment findings, and then communicates it to the university community
- Encouraging innovation in the direct measurement and evaluation of student learning
- Documenting our efforts at all levels using assessment data to inform academic planning and enhance student learning achievements

The complete NWCCU standards for assessment and the complete recommendations and responses by our accreditation team regarding assessment are found in Appendices A and B respectively.

In February 2016, the Faculty Senate charged the Academic Programs Assessment Committee with developing a faculty-driven plan that would be submitted for approval by the faculty. This plan is a response to that charge and the statement passed by Faculty Senate regarding Faculty Governance of Academic Assessment (see Appendix C).

## **Office of Institutional Research, Demography and Assessment**

The Office of Institutional Research, Demography and Assessment (OIRDA) plays an integral role in the assessment efforts of the University. The office informs department and programs what data are available and how they can be utilized in program assessment. It collects data, provides summary reports and prepares data for specific analyses to meet program-specific assessment needs. The Academic Programs Assessment Committee (APAC) advises the office on communication of assessment information with the Faculty Senate and the campus community.

OIRDA reports annually to the Academic Programs Assessment Committee, which will incorporate that information into the annual report about the state of assessment at the university. University-level data to be included in the report can be:

1. Non-classroom-based data (e.g. student high school GPAs, current GPAs, retention, graduation rates, time to graduation, etc.), for a variety of student populations
2. Results from NSSE and other student surveys (e.g. freshmen survey, transfer student survey, and alumni survey)
3. Additional information as identified by the Academic Programs Assessment Committee, colleges, and programs as useful to assessment efforts at the university

### **Student Learning Outcomes (SLOs)**

The first step to strong assessment is clearly defined Student Learning Outcomes, so that students and faculty alike have a clear expression of what their goals are. Therefore:

#### **Program SLOs**

Each program must have up-to-date SLOs; these are published in the current course catalog. Program SLOs are content-specific, measurable, and are used to improve student learning. For reporting to our accreditors, program SLOs must be mapped to the University-level mission and goals. Draft language that may be used to do this can be found in Appendix D.

#### **General Education SLOs**

General Education has measurable goals used to assess student learning. The General Education proposed SLOs are in Appendix E; they will be published in the catalog. They will be reviewed regularly by General Education Council.

#### **Course Level SLOs**

Every course must have a syllabus with course SLOs. Any course that is part of the curriculum of a program, including General Education (as a program), must have at least one course SLO mapped to the Program SLOs.

### **Program Assessment Plans**

Different programs have different philosophies of assessment and different requirements from external accrediting bodies. To allow for that, programs are given flexibility in creating their own plan for assessment, within certain constraints:

- all programs SLOs must be assessed within a 5 to 7-year period
- assessment must include loop closure – the identification and implementation of changes to improve student achievement of SLOs
- and the mapping of how program SLOs are located in courses must be kept up to date.

One important aspect of assessment needs to be *continuous improvement* of student performance on the SLOs, rather than simply demonstrating a certain level of proficiency. (See Appendix A, Standard 4: Effectiveness and Improvement from NWCCU's Standard and Policies for information on its assessment requirements.)

Every program and General Education must have a Program Assessment Plan approved by the program (generally by a vote of the faculty in the program), the college, and the Academic Programs Assessment Committee, in collaboration with the Provost's Office.

Accredited programs may submit their accreditation assessment plan in fulfillment of the Program Assessment Plan. (See Appendix F for a list of externally accredited programs).

- For non-accredited programs, the Program Assessment Plan should be based on the practices of their disciplines.

### **Requirements of Program Assessment Plans**

The Program Assessment Plan must include, at a minimum:

- The current program SLOs
- Mapping of how courses and their relevant course SLOs fit in the program SLOs
- A timeline for assessing all the program SLOs within a 5-7 year period, including a plan for loop closure (changes to how an SLO is taught/achieved with a second review during the next academic year to see how well those changes worked)
- Procedures for assessing program SLOs: how data for assessment will be collected, reported, and analyzed; what classes or students will be the focus for each SLO assessment; any forms and templates developed to collect or report assessment results that might be of broader interest; etc.
- A timeline for collaboratively reviewing course SLOs, program SLOs and the course mapping of the SLOs to keep them up to date
- Procedures for collaboratively reviewing the results of assessment results and having programmatic discussions about the findings and changes to be implemented
- Procedures for annual reporting of assessment activity, including loop closure
- Procedures for a comprehensive report of all assessment activity over the 5-7 year cycle of assessing all program SLOs

### **Annual Assessment Reports**

#### **Program Level**

Each program reports annually on their assessment activities, their results, and progress in completing their approved Program Assessment Plan. They should also report on the state of classroom assessment activity in their program and incorporate any important assessment activity in their program beyond the specific work required in their Plan.

Each program also reports assessment activity in a more comprehensive way, including information on assessment of all SLOs, every 5-7 years in accordance with their Plan. With prior approval by Academic Programs Assessment Committee, externally accredited programs may submit the appropriate assessment sections of a recently filed and approved accreditation report. Evidence of current accreditation status should be included in the 5-7 year report.

### **College Level**

Assessment reports will be submitted to the College Assessment Committee Chair and the Director for Assessment and Accreditation by the published deadline. The College Assessment Committee will review program reports as delineated in the college policy and procedures on assessment and provide feedback. Once the report is approved, it will be submitted to the Academic Programs Assessment Committee. The College Assessment Committees may also seek additional guidance or feedback from the Academic Programs Assessment Committee prior to sending feedback to the program. Each College Assessment Committee must write a summary report or synthesis of the assessment activity in their college, identifying points of strength and places where there is room for improvement, and identifying work for the next year. The college may ask for additional supporting materials if necessary. The college report is submitted to the Academic Programs Assessment Committee, the college Dean, and the Director for Assessment and Accreditation. These, in turn, will review and submit the report to the Provost or designee.

### **General Education**

The General Education Director reports on the results of its SLO assessment and plan completion annually. This report is submitted to the General Education Council, the Academic Programs Assessment Committee, the Director for Assessment and Accreditation, and the Provost or designee. More comprehensive reporting is done as necessary for preparing materials for external bodies and internal review of the program.

### **University Level**

The Academic Programs Assessment Committee reviews the annual college assessment summaries and the annual General Education assessment report. Any concerns are shared with the appropriate College Assessment Committee or General Education Director. The committee may ask for additional supporting materials if necessary. The Academic Programs Assessment Committee and administrators working on assessment write an annual report about the state of academic assessment at the University to be submitted to the Provost and President. This report is also distributed to the university community.

## **Appendix A: NWCCU Standards and Procedures: 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.

Retrieved on March 30, 2016 from

<http://www.nwccu.org/Standards%20and%20Policies/Standard%204/Standard%20Four.htm>.

### **Appendix B: Paragraphs on assessment from Year Seven Peer-Evaluation Report**

#### **All Recommendations:**

The evaluation committee recommends that Eastern Washington University do the following:

1. seek formal approval of its mission statement by its governing board (Standard 1.A.1);
2. clarify core themes so that they individually manifest essential elements of its mission and collectively encompass its mission (Standard 1.B.1).
3. engage in regular, systematic participatory, self-reflective, and evidence-based assessment of its accomplishments, and that it 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 (Standards 4.A.3 and 5.A.1); and

4. ensure 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 forming planning, decision making and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner (Standard 4.B.1).

**From the body of the report:**

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**V. Eligibility Requirements**

Eastern Washington University meets the eligibility requirements of Student Achievement (#22, addressed in Standard 2.C.1) by having learning outcomes for degrees and certificate programs. It has an assessment strategy to validate student learning outcomes. Eastern Washington University has evaluation and planning procedures and the infrastructure to assess its institutional effectiveness, Core Themes and strategic plan and use assessment results to improve institutional effectiveness (#23 addressed in Standard 4). The institution monitors metrics of its strategic plan and has the ability to respond to internal and external changes. Eastern Washington University has sufficient operational resources and infrastructure to fulfil its mission and Core Themes now and in the foreseeable future (#24 addressed in Standard 5.B).

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those 19

3.B.2 Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

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While there was considerable work completed to align the Core Themes with the new strategic

initiatives, as well as the Board of Trustees' goals, Eastern Washington University has not ensured that all of its Core Themes are consistent with the strategies and initiatives emphasized in the normal planning framework. Likewise, an adequate description of how Core Theme objectives are aligned with program unit planning (3.B.2), and the collection of assessment data (3.B.3) is missing.

The general education core requirements currently support an integrated course of study. This program is being updated and a new model is being designed focusing on General Education, the freshman experience, and reducing the number of required credits. Learning outcomes that are assessable and support the university's mission are in place. New initiatives are linked to strategic planning. Assessment plans need strengthening. Faculty development is supported and encouraged. There is a clear connection between resource allocation and planning.

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. Eastern Washington University participates in national surveys such as the National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP), and as part of its strategic planning efforts regularly collects and reports progress on that data to the campus and the Board of Trustees. However, core theme planning and evaluation of accomplishments in relation to the strategic plan is absent from the processes.

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. The institution has clearly identified student learning outcomes for programs that lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study. Program Learning Outcomes are identified in the on-line Graduate and Undergraduate catalog (<http://www.ewu.edu/academics/catalog.xml>).

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.

There is no evidence to substantiate that Eastern Washington University holistically evaluates the alignment of the campus strategic plan with the integration of the Core Theme assessment conducted as part of the Year Seven Comprehensive Self-Evaluation. Additionally, it does not appear that the Accreditation Steering Committee, who is responsible for the indicators of achievement for Core Theme Objectives, has limited if any overlap, with the President's Cabinet who is responsible for the oversight and input into the University's Strategic Plan.

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.

The assessment of student learning is intended to inform academic and learning support planning. Assessment is centrally located. It is infused throughout programs, although overall assessment plans need strengthening. Data indicating success of high demand areas, freshman retention, graduation rates, Latino students and Pell students is readily available. The state requires a dashboard be presented to the Board of Trustees that includes yearly measurements.

Programmatic outcomes would be more evident if they were clearly identified along with the ways in which they are assessed. Although the self-evaluation report states that indicators are achieved, further evidence of achievement would be valuable.

Eastern Washington University makes a concerted effort to attract and serve a diverse population of students and faculty. CAMP, McNair and Trio programs contribute to student support. Students state that they have been successful in a positive learning environment that supports their progress toward graduation. The Learning Commons is beneficial for academic support.

Concerns were expressed regarding a plan for managed growth. The plans for General Education are being piloted to replace the traditional and outdated general education core requirements. Aligning courses to outcomes and new initiatives to strategic planning is essential. Interdisciplinary work is taking place to break down silos and boundaries within disciplines.

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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.

Because the Eastern Washington University mission is loosely coupled to Core Themes and criteria for determining mission fulfillment, direct measures of personal transformation and excellence in learning are lacking or are indirect. The institution clearly welcomes a diverse array of students and produces graduates who serve the region but the disconnections between the statement of mission, core themes, and planning hinders the accomplishment of mission fulfillment. Further hindering the determination of mission fulfillment are the choice of metrics, many of them qualitative, and level to which they specify desired outcomes.

The evaluation committee found incomplete communication of the results of assessment of core themes and strategic planning to relevant constituencies and the public. The data

collected for Core Theme assessment is an internal document that is not made publicly available to the campus community, and while the Strategic Plan goals and indicators are listed on the University website, neither contain assessment data.

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**Recommendation 1.** The evaluation committee recommends that Eastern Washington University seek formal approval of its mission statement by its governing board. (1.A.1).

**Recommendation 2.** The evaluation committee recommends that Eastern Washington University clarify Core Themes so that they individually manifest essential elements of its mission and collectively encompass its mission (1.B.1)

**Recommendation 3.** The evaluation committee recommends that the institution engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments, 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. (5.A.1, 4.A.3)

**Recommendation 4.** The evaluation committee recommends that Eastern Washington University's 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.1)

## **Appendix C: Eastern Washington University Faculty Senate Faculty Governance of Academic Assessment**

### **BACKGROUND**

This is the EWU Faculty Senate's statement on the faculty governance of course, program, and general education assessment for Eastern's campuses as developed by the Faculty Organization's Academic Programs Assessment Committee. The Faculty Senate established the Academic Programs Assessment Committee in 2014 as a standing committee responsible for assessment policy. The Office of Institutional Effectiveness serves as the information-gathering and reporting arm of assessment efforts.

### **PURPOSE**

The purpose of this statement is to provide broad guidelines for conducting course, program, and general education assessment at EWU and to ensure faculty governance of the process. Specifically, these guidelines (a) provide direction and boundaries for assessment practices, (b) adequately address the requirements of the NWCCU (the accreditation agency), and (c) provide a foundation for the work of the Faculty Organization Academic Programs Assessment Committee.

The purpose of academic assessment is to help programs recognize ways in which they can improve, particularly in student learning. The Faculty Senate agrees that course, program, and general education assessment results are not to be used to evaluate faculty members, and results by themselves are not used for high-stakes decisions such as program closure.

## **STATEMENT ON GOVERNANCE**

### ***1. Program assessment defined***

In this document, *assessment* refers to *course, program, and general education assessment*, which is different from individual course, student, and teacher evaluations. Assessment is an ongoing process that can be used to improve student learning and strengthen programs. It builds on (a) the long history in higher education of grading student work by looking at student achievement within and across courses and by looking at cumulative learning in students; (b) the rich body of literature about program assessment and evaluation; and (c) research about effective teaching and assessment methods.

### ***2. The purpose of assessment is to help programs, including the General Education program, recognize ways in which they can improve, particularly in student learning***

- A. Assessment results are used to improve student learning and to improve programs and courses.
- B. Programs engage in a continuous improvement cycle.
- C. A program uses assessment results to make informed decisions while taking its resources, context, and other sources of evaluative information into consideration.
- D. Colleges, departments and programs are encouraged to provide resources to faculty to conduct meaningful assessment.
- E. Programs can use assessment to communicate program standards, celebrate program successes, and identify resource needs.

### ***3. Student learning outcomes help students***

- A. Student awareness of course and program learning outcomes enable students to understand better what they can expect to learn, what they are learning, and what they have learned at the course, program, and institutional levels.
- B. Student learning outcomes set forth the anticipated or achieved results. They can be demonstrated by such indicators as student knowledge, skills, performance, and attitudes.
- C. The alignment of course, program, and institutional student learning outcomes is a crucial part of a coherent, cohesive student learning experience.

### ***4. Faculty govern all phases of program assessment***

Program assessment is a faculty-initiated, -driven, and -supervised process.

- A. *The faculty in a program identify appropriate program student learning outcomes; faculty apply learning outcomes to specific courses.* Faculty determine student learning outcomes at all levels, and they communicate them to students. External accrediting agencies may shape some programs' outcomes.
- B. *The faculty in a program select or design instruments and methods to collect evidence of student learning, including, but not limited to, evidence of students' overall levels of achievement.* Programs determine which instruments and methods are used to assess their programs' student learning outcomes and support faculty in assessing course student learning outcomes.

Instruments and methods will vary depending on the context. In regards to general education and institutional outcomes, faculty participate in selecting and developing instruments and methods.

- C. *The faculty in a program collect evidence of student learning.* In order to interpret and use assessment results, background information about students is often needed while ensuring that conscientious attention is given to the confidentiality of collected evidence. Faculty ensure that all assessment reports maintain the confidentiality of the individuals involved. Programs secure the physical and electronic files that contain assessment data and destroy all personally identifiable information when the information is no longer needed.
- D. *The faculty in a program evaluate and interpret that evidence.* Faculty utilize course assessment to improve teaching and learning. Programs develop an improvement plan or a plan for the next cycle of assessment studies that is grounded in evidence-based discussions of student learning or concrete data.
- E. *The faculty in a program report and use results to guide program decision-making and changes if needed.* Programs decide the extent to which they will make raw data or overall, summarized assessment results available to non-faculty audiences.
- F. *The faculty in a program make recommendations for resources necessary to enhance assessment efforts and outcomes.*

Programs are encouraged to collaborate with members of the Faculty Organization Academic Programs Assessment Committee to improve their assessment practices.

#### **5. Faculty and programs report on assessment efforts**

- A. Faculty and programs submit assessment reports to their respective College Assessment Committees and the Director for Assessment and Accreditation, who then submits the reports to the Associate Vice Provost for Institutional Effectiveness, reports that are grounded in evidence-based discussions of student learning or concrete data. The reports describe their assessment process, improvement or assessment plan(s), use of results, and the impact of previous improvement plan(s). The Office of Institutional Effectiveness summarizes the reports and makes the reports available in order to support EWU's case for re-accreditation as required by NWCCU.
- B. Programs' assessment reports become part of their departments' program review self-study documents.

### **Appendix D: Program Student Learning Outcomes Mapping**

Mapping – that is, making explicit the ways in which our curriculum, at the course, program, and university level reflect our goals – is an important part of showing that our assessments are doing something meaningful. In a perfect world, we can map from our university mission statement all the way down to course outcomes. The remainder of this appendix is language that can be used to map most program and course goals to our university mission and themes.

Our mission states: “EWU expands opportunities for personal transformation through excellence in learning.” We do this through three core themes that we use in NWCCU accreditation:

- Student Academic Achievement
  - o Quality Academic Programs
  - o Undergraduate Student Research
- Student Support and Development
  - o Co-curricular engagement
  - o Support programs
- Faculty Support and Development
  - o Intellectual community
  - o Professional development

For academic programs, the first core theme – student academic achievement – is the main theme that we are carrying out, mostly in the form of the objective of quality academic programs. To do that, each program identifies a set of SLOs that define how students achieve academic success in their program, thereby showing the quality of the program. [Some programs also use undergraduate student research or other high-impact practices as an SLO.]

### **Appendix E: Critical Foundation SLOs**

The six General Education outcomes proposed by the General Education Council are:

1. **Examine Thoughtfully:** Think critically in an open-minded, informed, logical, and creative manner.
2. **Analyze Quantitatively:** Evaluate and analyze quantitative information to come to well-reasoned conclusions.
3. **Communicate Effectively:** Communicate purposefully, appropriately, and effectively to particular audiences using a variety of delivery methods (written, oral, visual, artistic, multimedia, etc.).
4. **Live Responsibly:** Use sound and ethical judgment to work effectively towards goals related to health, finances, citizenship, creative expression, and well-being.
5. **Engage Locally:** Work collaboratively and with a multicultural awareness at all levels of community to engage with social issues, achieve civic aims, enhance the arts, and resolve conflicts of interest.
6. **Think Globally:** Engage with complex, interdependent global systems in a manner that considers sustainability, equity, and the perspectives of others.

### **Appendix F. List of EWU Programs with External Accreditation**

1. Addiction Studies: Approved by NAADAC, the Association for Addiction Professionals Approved Education Provider Program
2. Athletic Training: Commission on Accreditation of Allied Health Education (CAAHEP)
3. Business: Association to Advance Collegiate Schools of Business (AACSB)
4. Chemistry and Biochemistry: American Chemical Society (ACS)
5. Communication Sciences and Disorders: Council on Academic Accreditation in Audiology

and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)

6. Computer Science: Accreditation Board for Engineering and Technology, Inc. (ABET)
7. Dental Hygiene: Commission on Dental Accreditation (CODA)
8. Education: Washington State Professional Educators Standards Board (PESB)
9. Engineering (Electrical, Mechanical, and Mechanical Engineering Technology): Accreditation Board for Engineering and Technology, Inc. (ABET)
10. Health Services Administration: Association of University Programs in Health Administration (AUPHA)
11. Music: National Association of Schools of Music (NASM)
12. Nursing: Collegiate Commission on Nursing Education (CCNE) and approved by the Washington State Board of Nursing and the American Association of Colleges of Nurses (assessed by WSU)
13. Occupational Therapy: Accreditation Council for Occupational Therapy (ACOTE)
14. Physical Therapy: Commission on Accreditation in Physical Therapy Education (CAPTE)
15. PSYC – Counselor Education: Council for Accreditation of Counseling and Related Educational Programs (CACREP). Approved by the Professional Educator Standards Board (PESB)
16. PSYC – School Psychology: National Association of School Psychologists (NASP)/Washington State Professional Educator Standards Board (PESB) as an Educational Staff Associates (ESA) Certification Process
17. Public Administration: Network of Schools of Public Policy, Affairs and Administration (NASPAA)
18. Public Health: Council on Education for Public Health (CEPH)
19. Recreation and Leisure Services: Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)
20. Social Work: Council on Social Work Education (CSWE)
21. Urban and Regional Planning: Planning Accreditation Board