WASHINGTON STATE UNIVERSITY

*Office of*
the Provost and Executive Vice President

**MEMORANDUM**

TO: Sonny Ramaswamy, President, Northwest Commission on Colleges and Universities

FROM: Mitzi M. Montoya, Provost and Executive Vice President

SUBJECT: Washington State University Recommendation Responses

DATE: September 13, 2019

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On behalf of Washington State University, please find attached the response to the Northwest Commission on Colleges and Universities' recommendation 2 and recommendation 4.

If you have any questions or need additional information pertaining to this matter, you are welcome to contact Dr. Craig Parks, Vice Provost for System Innovation and Policy, at (509) 335-5581 or parkscd@wsu.edu.

Cc: Kirk H. Schulz, President
Christine Hoyt, Chief of Staff, Office of the President
Craig Parks, Vice Provost for System Innovation and Policy

PO Box 641046, Pullman, WA 99164-1046
509-335-5581 | Fax: 509-335-0103 | provost.wsu.edu

# Washington State University

NWCCU Focused Interim Report

Response to Recommendation 3.A.5

Expand plans to include fully comprehensive emergency preparedness and contingency planning for continuity and recovery of operations at all campuses

September 2, 2019

Washington State University has emergency management resources in place at each physical campus:

- Everett - https://everett.wsu.edu/campus-emergency-procedures/
- Pullman - https://oem.wsu.edu/
- Spokane - https://spokane.wsu.edu/emergency-management/emergency-procedures/
- Tri-Cities - https://tricities.wsu.edu/emergency/
- Vancouver -https://www.vancouver.wsu.edu/safety-plan/emergency-communications-vancouver-campus-and-public

The university has a robust emergency preparedness policy and process, as described in Business Policies and Procedures Manual (BPPM) §50.39, for preparedness and planning for continuity and recovery of operations. Annually, each unit is required to update critical information in the university template regarding plans, people and processes for dealing with short- and long-term emergencies. The plans define critical functions and staff, and provide for communication pathways during an active emergency.

As is typical for a large research university, WSU has numerous safety plans that cover a broad range of situations. A small list of examples includes student safety, cybersecurity, construction, laboratory safety, animal care, radiation safety, and management of risk from biological, infectious, and chemical hazards. An inventory of our safety plans identifies over 200 that are being actively managed and revised in response to changing standards. As indicated during our seven-year review, largely absent from this inventory is a set of plans that addresses response to natural disasters that can impact any one of our five physical campuses and ensure continuity of operations should a campus be inaccessible for an extended period. Considering the variety of disasters that could plausibly occur in Washington—volcanic eruption, tsunami, earthquake, wildfire—we acknowledge and agree with the need for such planning.

WSU has elected to include this planning as part of a larger coordinated effort to improve WSU's safety, health and security culture. In order to streamline and more efficiently conduct safety plan monitoring and revision, WSU has organized its various safety committees into a four-level structure that will assure appropriate engagement and coordination across campuses, colleges, departments, programs, students, and employees. This structure, along with context, membership, and functions, can be found here: https://president.wsu.edu/health-safety/ . This structure exists on a three-year life cycle in that every three years, the composition and functions of the entire structure will be reviewed and revised as needed.

Creation of this oversight structure is a necessary first step for fully addressing disaster planning because each campus has a different physical infrastructure and faces different hazards. A plan for continuation in the face of tsunami-inflicted water damage makes no sense for our Tri-Cities campus, for example. Similarly, a plan for continuity of operations in Spokane will account for our medical school, which operates under a unique academic calendar that is only used at the Spokane campus. The four-level safety committee structure that we have implemented will allow us to develop thorough plans for each of our locations that address the unique hazards that confront each campus and the unique infrastructure at each campus, and at the same time are integrated with our university-level process as detailed in BPPM §50.39. Development of these plans is beginning and we expect to have a complete plan for each location in place and approved by the end of AY 2019-20.

The university has already made some progress on natural disaster planning. In 2018-19 the Provost's Office and the Faculty Senate collaborated on an adverse weather policy applicable to all campuses that provides guidance on continuity of academic operations during short-term campus closures. This is relevant because our campuses experience different winter conditions. What would be considered a normal winter storm in Spokane can be paralyzing in Vancouver. The experience gained from developing this policy will inform the creation of our campus disaster plans.

Safety and response plans at the unit level and campus level are coordinated and undergo regular review and revision. The campus natural disaster plans will thus be dynamic documents that are updated on an appropriate time schedule. Revision timelines are fluid and ongoing. The following are example of safety issues that are being reviewed and revised during 19-20AY:

WSU-Everett

- Training for current personnel assigned responsibility for Emergency Management
- Coordination of business continuity and safety plans with Everett Community College
- Development of additional resources for emergency management work

WSU-Pullman

- Continued development and revision of departmental business continuity and campus safety plans
- Business continuity and safety plan training for all campuses and departments

WSU-Spokane

- Review and revision of all existing business continuity and safety plans
- Transfer of existing plans to the "WSU Ready" template

WSU-Tri-Cities

- Review of existing and identification of needed business continuity and safety plans
- Training for current personnel assigned responsibility for Emergency Management
- Review and revision of existing all-campus plan

WSU-Vancouver

- Continued development and revision of departmental business continuity and campus safety plans

The WSU Office of Emergency Management provides regular training for departments that are revising or developing business continuity and safety plans using the WSU Ready, university-wide template. The development of these plans is heavily dependent on WSU's safety committee structure, as well as administrative input.

Policies and Procedures relevant to safety and security include:

1. Executive Policy (EP) # 25 - Executive Policy On Emergency Management and Safety Plans - https://policies.wsu.edu/prf/index/manuals/executive-policy-manual-contents/ep25-emergency-management/
2. Business Policy and Procedures Manual (BPPM) # 50.39- Emergency Planning and Preparedness – https://policies.wsu.edu/prf/index/manuals/50-00-contents/50-39-emergency-planning-preparedness/

# Washington State University

NWCCU Mission Fulfillment Focused Report

Response to Recommendation 4

4.B.1 Incorporate Student Learning Outcomes Assessment Findings into the Evaluation of Mission Fulfillment

September 2, 2019

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## Introduction

Washington State University's (WSU) strategic plan for 2014-19 emphasizes the institution's unique role as an accessible, approachable research institution that provides opportunities to an especially broad array of students. While this current plan has retained the four key themes of the 2010-2014 plan, one of its two central emphases focuses on offering a transformative educational experience to undergraduate and graduate students. Washington State University's long-standing *mission to provide students with a transformational experience* is operationalized through a focus on enhancing the quality and relevance of the learning experience, providing more personalized student services, expanding learning opportunities outside the classroom, and developing a more cohesive student community. The undergraduate experience builds upon WSU's nationally recognized writing and general education programs. Support for a transformational graduate experience emphasizes opportunities to engage in mentored research and outreach. These aspirations require strong, faculty-led assessment of student learning outcomes along with institution-wide use of those findings. Accordingly, WSU's strategic plan incorporates metrics and other indicators that have been tightly mapped to objectives (called "subgoals" in the plan) relevant to assessing educational mission fulfillment.

# Holistic use of student learning outcomes data to evaluate mission fulfillment (MF)

Washington State University's land-grant mission emphasizes the importance of increasing access to learning, especially but not exclusively to the citizens of Washington state. Because student learning is a key part of Washington State University's mission, the university must establish and maintain appropriate standards for student learning outcomes that verify the quality of a WSU degree. These assessments of student learning outcomes (including qualitative and relational measures) help demonstrate that students who complete a WSU degree are well prepared to advance in their chosen professions and contribute to the wellbeing of their communities. WSU's assessments therefore include efforts to follow students after they leave the institution in addition to assessments of their learning outcomes while enrolled.

## Assessment of Student Learning as a Key Part of WSU's Strategic Plan

The emphasis in the strategic plan has been to foster a culture based on the collection and use of academic achievement data, especially by programs and departments. The strategic plan identifies a range of qualitative and quantitative metrics to indicate progress toward educational mission fulfillment. Metrics and other evidence have included general education (UCORE) assessments of quality, national survey of student engagement (NSSE) results, and undergraduate, professional and graduate degree program assessment.

Washington State University's strategic plan presents aspirational benchmarks for achievement across the horizon of the strategic plan timeline. WSU therefore focuses its efforts on continuous improvement for student learning outcomes. The aspiration annual thresholds for learning outcomes in the strategic plan have been developed through the deliberations of the Institutional Effectiveness Council (IEC) with the assistance of Institutional Research and the Office of Research. These thresholds are based on comparisons with aspirational peer universities. The IEC is made up of staff, faculty, and administrators from academic affairs, student affairs, business services and operations, and all campuses and colleges, based on programs and services connected to each core theme.

As explained in the following sections, the focus in the strategic plan has been to foster a culture of faculty-led academic assessment and its uses. The strategic plan has initiated the process by emphasizing use of available metrics for initial assessment-based planning, and development of a culture of assessment and methods for deeper measurement of learning outcomes. Currently available metrics include indirect measures such as student contributions to research, scholarship and creative activity. Based on what has been learned during the current strategic plan cycle, the next strategic plan for 2020-24 will reflect further maturation of the institution's uses of assessment of learning outcomes to inform mission fulfillment.

Washington State University accordingly has taken several steps during the current strategic plan cycle to improve the institution's monitoring of educational mission fulfillment as indicated by assessment of student learning outcomes and associated assessments that support educational mission fulfillment. These steps have involved Student Affairs, Enrollment Management, Information Technology Services, International Programs, Government Relations, University Communications, the Graduate School, and the Office of Research. For example, the Educational Policies and Procedures Manual (EPPM) was revised in 2014 and 2016 to make explicit who is responsible for assessment of student achievement and to state that curriculum planning is to be guided by results of these assessments. WSU also has implemented a new software interface, Activity Insight, to use for annual review of faculty performance. Using this system faculty now include "faculty assessment activities" as information that can be reported. This improvement

enables faculty to be recognized for assessment activities, helping to operationalize the University's EPPM on assessment, encouraging faculty participation in assessment, and further reinforcing the responsibility of faculty to evaluate student achievement of learning outcomes.

Current SLO metrics and additional types of evidence

WSU connects assessment of student learning with assessment of its educational mission fulfillment through the following goals, subgoals, metrics and other types of evidence. The current plan operationalizes its focus on student learning outcomes with several goals reflecting the institution's commitment to enhancing the quality and relevance of the learning experience, followed by an objective ("subgoal 2a") and a set of metrics focused on fostering a culture of assessment of student learning and its uses.

The plan also incorporates monitoring of additional types of evidence, as follows:

Theme 2: Transformative Student Experience

- Goal 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.
- Goal 2: Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.
- Goal 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.
- Subgoal 2a. Enhance student engagement and achievement in academics and cocurricular activities.

Metrics:
- Percent of undergraduate degrees with all six program assessment elements in place, including use of student learning assessment results in decision making or planning.
- Percent of graduate degree programs using student learning assessment results in decision making or planning.

Additional metrics that contribute to monitoring of educational mission fulfillment

This special report focuses especially on how results from the assessment of student learning outcomes are used to contribute to the assessment of educational mission fulfillment (Standard 1.B.2). It is relevant to note that the institution also monitors indirect evidence of student learning and experience from a variety of sources, such as:

- National Survey of Student Engagement, alumni surveys, senior surveys
- Research, scholarly, and creative activities conducted with a faculty member outside of course or program requirements (National Survey of Student Engagement)
- Course-based civic engagement activities (National Survey of Student Engagement)
- Information Literacy module results from the Educational Benchmarking Incorporated reports
- Common Reading and Freshman Focus assessments
- Percent of direct-from-high school students completing college-level math and English within two years (Education Research and Data Center statewide four-year public dashboard)
- Number of presentations at SURCA and GPSA annual research presentation events and professional meetings
- Number of Honors theses completed (Honors College report)

## Key Types of Student Learning Outcomes (SLO) Data

Introduction

WSU has a centrally coordinated yet highly flexible system for assessment of student learning for general education (UCORE) and in undergraduate and graduate programs. System-wide, faculty identify and use assessments that are meaningful in the unique context of their disciplines and academic programs.

The discussion below briefly describes key student learning-outcomes aligned assessments or summaries collected and used by UCORE, undergraduate, and graduate programs. In these academic programs, assessment measures look at student performance and offer evidence about student learning in the curriculum. A direct measure demonstrates the student's skills and knowledge, such as course-embedded assignments (e.g., projects, papers, presentations) and exams, licensure or other national exams, and internship or supervisor evaluations of skills and knowledge. By presenting results from direct measures of student achievement of learning outcomes for UCORE or the major, these summaries provide data for the university's evaluation of mission fulfillment.

Student affairs and other co-curricular programming also identify student learning outcomes and have collected some related assessments that advance the transformative student experience.

General Education (UCORE): Student Learning Outcome Assessment in Capstone Courses

Within the University Core Requirements (UCORE), capstone [CAPS] courses bring opportunities for integration, application, and closure to the undergraduate education, through culminating experiences such as research projects, real or simulated professional tasks, presentations, and/or performances. A graduation requirement, 400-level [CAPS] courses ask students to demonstrate at least four of WSU's Learning Goals of Undergraduate Education: Critical & Creative Thinking, Information Literacy, Communication, and Depth, Breadth & Integration of Learning. Assessment reporting in [CAPS] courses gauges student learning on WSU's Learning Goals at the near-graduation level. Each semester [CAPS] instructors submit a short [CAPS] Course Assessment Report, providing an overall assessment of student achievement of WSU's Learning Goals of all students in their [CAPS] course, a direct qualitative measure using faculty expert judgement.

*Status: Well-established*. This CAPS assessment is well-established, collected and refined over four years beginning in 2015. Instructors report on student achievement across all colleges, representing over 4,000 students a year.

Roots of Contemporary Issues, History 105 [ROOT], is the academic centerpiece of WSU's First-Year Experience, seeking to provide a strong intellectual foundation for college learning, upon which students can build for the rest of their careers at WSU. [ROOT] is among the first courses students take at WSU, and introduces students to key learning goals: Integrative Learning, Information literacy, Critical Thinking, Diversity, and Written Communication.

Each academic year, beginning in AY 2012-13, [ROOT] faculty evaluate a random sample of students' papers from all campuses using a faculty-developed rubric. Results provide [ROOT] faculty with information for program improvement, as well as gauging student learning on WSU Learning Goals at the first-year level.

*Status: Well-established*. This ROOTS assessment is well-established, collected and refined over seven years beginning in 2012-13. Depending on the assignment selected for evaluation, faculty score work from 150 – 280 students a year, using a stratified random sample of papers to ensure good representation of students on all campuses, and focusing on two to four of the learning goals identified above.

Results/findings from UCORE assessment and light they shed on educational mission fulfillment

UCORE Capstone [CAPS] Course Assessment reports are compiled annually to provide a summary of student learning on WSU's Learning Goals at the near-graduation level. These CAPS summaries produce a dashboard to monitor student achievement, providing regular evidence that students are meeting or exceeding expectations for graduating seniors on four required Learning Goals of undergraduate education. For example, overall in 2017-18, instructors indicated that **78%** of students met or exceeded expectations at the graduating undergraduate level for Critical & Creative Thinking, **79%** for Information Literacy, **79%** for Depth, Breadth & Integration of Learning, and **78%** for written communication. These SLO summary data indicate that the new UCORE curriculum, in concert with programs of study for the majors, is effective, and can contribute to WSU's evaluation of its educational mission fulfillment.

Each year, beginning in 2012-13, Roots of Contemporary Issues Assessment results are compiled to provide a summary of student learning on WSU Learning Goals at the first-year undergraduate level at the end of the ROOT course. For example, in the AY 2017-18 [ROOT] Assessment Project, results indicated that, on average, **98%** of first-year students partially met, met or exceeded expectations for learning outcomes related to *written communication; and* **95%** of first-year students partially met, met or exceeded expectations for learning outcomes related to *Diversity*. These summary data give program and university leadership evidence of student learning achievement in the first year, providing valuable information that can contribute to WSU's evaluation of its educational mission fulfillment. Offering a strong first year experience to help students master foundational skills for subsequent academic success is a university priority, which ROOTS data can inform.

Appendix 1 provides more information about UCORE assessments, including learning assessment in capstone courses and ROOTS, and sample summary results that can contribute to WSU's evaluation of mission fulfillment.

<u>Undergraduate Degrees: Assessment of Senior Undergraduate Majors on Program SLOs</u>

Measures/Methodology/Status

Departments and faculty have primary responsibilities to develop, implement, and use assessment of student learning in their degree programs, in ways that address their unique needs and disciplinary contexts within frameworks of good practice. While program faculty are responsible for identifying their own assessment measures of student learning for program-level learning outcomes, generally using a mix of methods and measures at one or more points in the curriculum, all WSU undergraduate degrees align their program-level student learning outcomes with WSU's Learning Goals of Undergraduate Education (with some variation based on disciplinary focus).

Annual program assessment reports provide university-wide data on program assessment systems and practices, including how direct measures of SLO performance by senior majors are collected and how assessment contributes to program improvement. In 2019, WSU added a new section in the annual program assessment reports to collect an institution-wide view of program-level learning achievement results, based on faculty-determined expectations of achievement by senior majors on program learning outcomes.

*Status:*

- *In Place: Program-level Assessment of Senior Majors.* In 2019, for example, 88% of all undergraduate degree programs collected one or more senior-level direct measures of program learning outcomes achievement.
- *Pilot, 2019: Summary of Senior Major Achievement of Program-level Student Learning Outcomes.* Summary results from the pilot will be shared in Fall 2019 for discussion by academic leadership. WSU expects to review and refine this reporting in 2020, with input from programs, colleges, and the provost.

Results/Findings from undergraduate assessment and light they shed on educational mission fulfillment

Regular use of student learning assessment within departments contributes to education quality and helps fulfill WSU's educational mission. At the department level, WSU leadership, faculty and staff underscore the value of using results to inform decisions aimed to improve programs and to support effective teaching, learning and curricula. Use of assessment to inform decision-making is particularly important at the program level, where faculty and departments can make changes on the ground.

The new WSU-wide summary of senior major achievement of program learning outcomes will complement the established [CAPS] assessment for UCORE; together these data will provide a cross-cutting view of senior achievement of learning outcomes that can contribute to evaluation of the university's educational mission fulfillment. Results of the pilot suggest that roughly two-thirds of undergraduate programs reviewed assessment results that indicated senior major achievement of program-level student learning outcomes, based on faculty-determined expectations. In those programs, 91% of evaluated program-level SLOs were met or exceeded by senior majors. These pilot results will be shared for discussion by academic leadership, colleges, and programs in Fall 2019.

Appendix 2 provides more information about program-level learning assessment by undergraduate programs and the 2019 pilot summary of senior major achievement of program learning outcomes that can contribute to WSU's evaluation of mission fulfillment.

<u>Graduate Student Learning Outcomes</u>

Measures/Methodology/Status

Graduate chairs and directors are responsible for working with faculty to define student learning outcomes for doctoral and master's students, implement graduate assessment plans that include all students and campuses where graduate degrees are offered, and use assessment results to improve student learning and achievement.

WSU graduate programs are required to submit an annual graduate assessment report to their college and the Graduate School describing recent assessment activities conducted by faculty, program-level assessments of student learning, and how assessment results are being used for program improvement.

*Status:*

- *In Place: Program-level Assessment of Student Learning*. In 2018, 90% of WSU graduate programs that submitted an assessment report documented the use of assessment for planning or decision-making compared to 85% of programs in 2015 and 61% of programs in 2012.

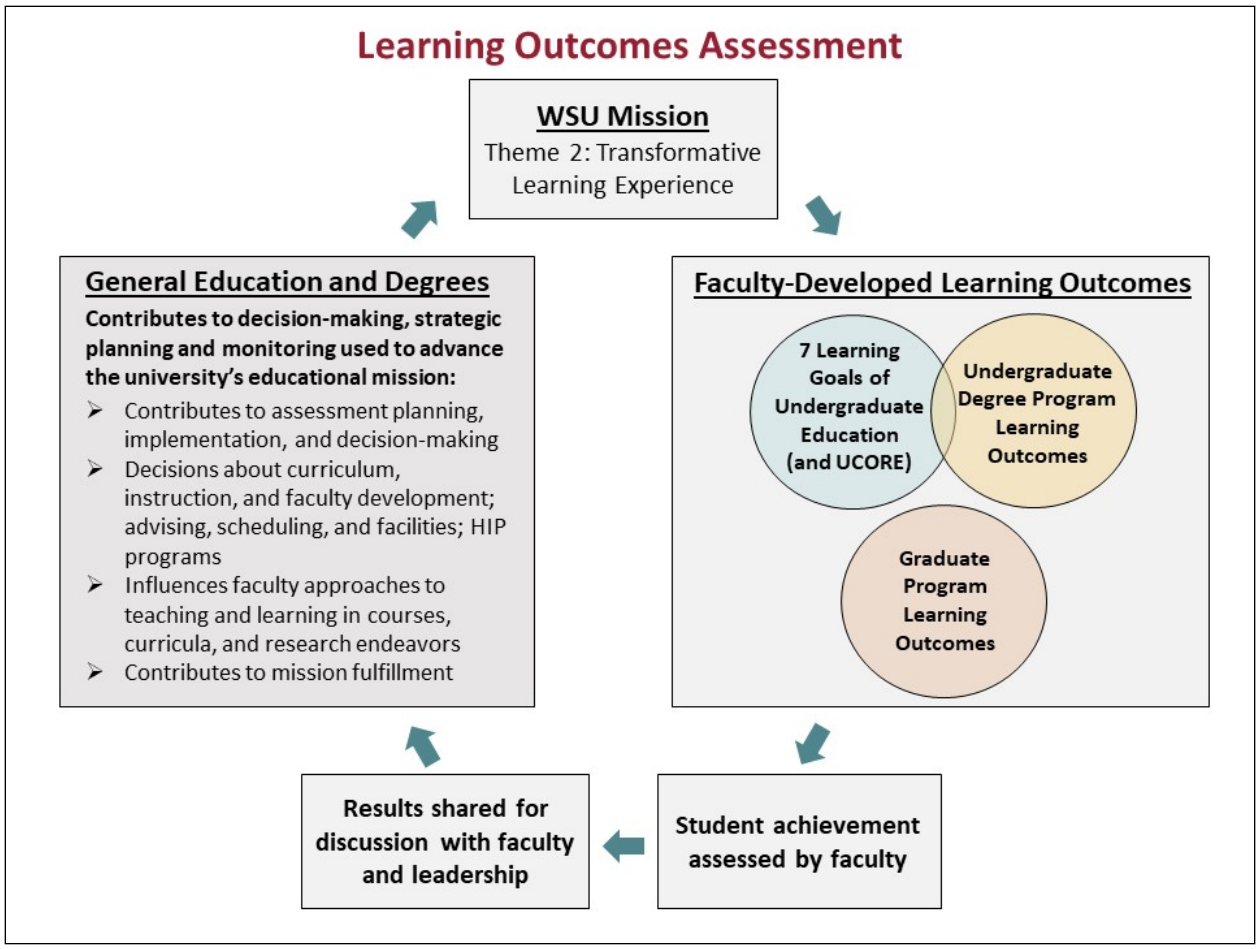
- *2019-20: Graduate Needs Assessments and Updates*. The Graduate School will continue to coordinate system-wide planning and will support graduate programs in their assessment planning, practice, and use of assessment data, including system-wide communications, data analysis and reporting, needs assessments, and updated procedures and expectations for graduate program review.

Results/Findings from Graduate Student Learning Outcomes and light they shed on educational mission fulfillment

Graduate programs regularly evaluate students throughout their program of study and at specific milestones including student annual reviews, preliminary and qualifying exams, master's theses and non-thesis projects, graduate assistantships, preceptorships, and doctoral dissertations and defenses. Graduate assessment is used at the program level to support planning and decision-making, and assessment results and summary reports provided by the Graduate School are shared with colleges and the Provost so they can contribute to the university's strategic planning and mission fulfillment.

Appendix 3 provides more information about learning assessment by graduate programs.

Figure 1: How learning outcomes and assessment for undergraduate and graduate students connects to the university's mission, particularly the goal of Transformational Learning Experience




Co-curricular Student Learning Outcomes

After the university's 2014-2019 Strategic Plan was announced, the Division of Student Affairs, Pullman campus, underwent a strategic planning process. However, the division also underwent a series of significant leadership changes and the division's strategic plan may not have aligned with the metrics and outcomes in the university's strategic plan. There was no formal schedule established for assessment of any student learning outcomes or program evaluation in the division.

Since February 2017, several actions have been taken to advance the division's understanding of the impact of our programs, services, activities, and events on student success.

First, we conducted a review of departmental assessment and survey data to determine the state of program evaluation in the division. Preliminary findings indicate that many departments have framed employment or leadership related learning outcomes for student employees and student governance (including the use of rubrics, training plans, scaffold skills progression) but have not formally assessed student learning outcomes. Grant funded targeted intervention programs use retention and graduation metrics for determining a program's impact. Still others use more traditionally based focus groups, satisfaction indices, or utilization rates as measures of program's impact.

Second, to more fully understand where departments most need assistance, we have conducted external reviews to review policies and procedures, staffing levels, funding models, and services. To date, five departments within Student Affairs have participated in an external review conducted by national exemplars: Access Center, Multicultural Student Services, Residential Life, Center for Community Standards, and Student Involvement. These reviews have served as the primary guide in departmental and divisional reorganization, streamlining of processes, and reallocation of resources. Benchmarks of PAC 12 and Institutional Excellence Council (IEC) peers for each department in the division are being developed to introduce staff to contemporary organization and service delivery models which may more effectively serve our students' emerging needs.

Finally, the VP of Student Affairs, who has now been in this role for three years, convenes the WSU System Student Affairs Cabinet which includes the senior student affairs officer from each of our campuses. It is under the auspices of this cabinet that a WSU Student Affairs Council will be charged and convened to ensure the development and implementation of consistent assessment programs at all levels.

Each campus in the WSU system has been developing an assessment program to evaluate co-curricular learning outcomes.

Pullman Campus Co-curricular Student Learning Outcomes

Learning outcomes of involvement with Student Affairs programs and services range from activity/program specific skill acquisition to interpersonal skill development. While there currently is not a standardized process for learning outcome implementation and measurement, many departments have embedded learning outcomes into their work in order to support WSU Learning Goals and the WSU mission. Due to the high volume of students served and variety of experiences offered, many Student Affairs units have focused on assessment of learning outcomes for student employees. Student employee learning outcomes closely align with WSU learning goals and significant resources are invested in employee development to ensure their learning as well as a better customer experience for the students they serve. Some learning outcomes of the Division are cultural competency, interpersonal communication, wellbeing, professionalism, leadership, integrative thinking and resource identification.

Learning occurs through a combination of practical experience and training. Across the division, students are responsible for program instruction, facility operations, emergency response, mentoring new students, leading groups and more. Many departments have developed training and development programs to address learning outcomes as well as skills specific to providing a high level of service in various work areas. Progress towards learning outcomes is evaluated through a number of methods throughout the year including employee evaluations, skill audits, attainment of certifications and surveys. For example, Student Involvement has implemented a process by which all student activities must develop and incorporate learning outcomes to guide their programs and assist in making changes year-to-year. Examples of other areas appear in Appendix 4.

Residence Life – In Residential Life, students learn primarily through leadership opportunities. Achievement of the goals is assessed primarily by the EBI (Educational Benchmarks Initiative) which is administered in the late fall and early spring semesters.

Health Promotion, Cougar Health Services - The Health Promotion team is in the process of reviewing learning goals and developing an assessment plan. In the table below, we provide a snapshot of some of our learning outcomes and their alignment to institutional learning goals and mission.

University Recreation - Learning outcomes of participation in University Recreation (UREC) programs and services range from activity specific skill acquisition to interpersonal skill development. Due to the high volume of participants served and variety of experiences offered, UREC has focused on assessment of learning outcomes for our 400 student employees. Student employee learning outcomes more closely align with WSU learning goals and significant resources are invested in employee development to ensure their learning as well as a better customer experience for our participants.

In 2017 updated learning outcomes for student employment were implemented based on WSU learning goals, current research in relevant skills for college graduates, student staff feedback, UREC manager input and consultation with a WSU faculty member. Current learning outcomes for UREC employees are inclusion, leadership, professionalism and wellbeing.

Multicultural Student Services - The Office of Multicultural Student Services (MSS) has close to 100 student interns, office assistants, and other student professionals. We see our students working in these different capacities as professionals-in-training as they play a paraprofessional role in the organization's daily operations. To provide meaningful growth and development to these students, we assess each student's progress towards our identified learning outcomes. As a tool to lead our communication with students regarding our learning outcomes, MSS has utilized the combination of a student self-assessment and a supervisor assessment form that enables students and their supervisors to openly discuss avenues for improved performance related to the learning outcomes. With the use of these dual assessments, supervisors meet with these respective student professionals once a semester and sometimes more to discuss performance pertaining to the various rubric areas. Below are the learning outcomes utilized by MSS; alignment with university learning goals is still in progress.

1. Know and perform with entry level expertise professional skills such as timelines, reliability, work duties, problem solving, and opportunity recognition
2. Use critical and creative thinking to understand, formulate, or apply ethical responses in the performance of professional duties
3. Learn the organization's mission and goals and establish the connections of their role in their accomplishment
4. Recognize the value of teamwork and leadership and confidently perform work duties as a member of a team with a level of leadership required by the task
5. Demonstrate cultural competency, multiple perspectives, and diverse viewpoints: Gain awareness of self as a member of a global society and recognize how own values shape one's inquiry and actions while increasing appreciation of other cultures, value systems, and social identities
6. Communicate effectively through active listening, speaking and writing using diverse media to advance understanding and organizational goals

Everett Campus Co-curricular Student Learning Outcomes

The Carson Career Amplifier Program is an integral part of the Next Carson Coug curriculum. The CCAP is a co-curricular program that complements what students are learning in the classroom. Students will develop professional skills through engaging, hands on experiences. CCAP leverages opportunities available to our students from across academic departments, the Carson Center, and university wide programs in order to provide a structured learning experience that will develop students' core competencies for employment.

There are 5 research-based core competencies included in CCAP promoting student success and career readiness. Within those core competencies, there are a total of 15 badges that students earn as part of the program, in addition to their academic requirements, for graduation.

Each campus will have tailored programs that are responsive to the resources available for their student populations. Campuses will maintain the same universal set of competencies and badges but the options that students may choose from to satisfy the requirements will vary based on location and availability.

Everett has also developed student learning outcomes utilizing Bloom's digital Taxonomy that incorporates technology and digital tools to facilitate learning. Learning outcomes Everett has focused on include: Student orientation, Welcome Week, and Career Week.

Spokane Campus Co-curricular Student Learning Outcomes

Spokane's use of Bloom's taxonomy to develop learning outcomes of prevention education on gender-based violence, education on suicide prevention, a 5-week anxiety management group, and attending career coaching sessions (and more).

Health Sciences Spokane Student Affairs builds a culture of assessment and continuous improvement through developing, promoting, and coordinating meaningful assessment processes, resources, and activities. Assessment is meant to be a routine and integral component of everyone's role within the division.

An Assessment Committee was established to guide the assessment process and it accomplishes its charge by engaging in the following activities:

- Coordinating Student Affairs' assessment efforts and developing a rotation cycle for activities;
- Consulting with offices on assessment projects and providing resources and guides;
- Developing the criteria for assessment plans;
- Reviewing assessment plans along with program and learning outcomes;
- Incorporating information from national surveys in which WSU participates;
- Disseminating learning achieved through the assessment process;
- Collaborating with relevant divisions, offices, and programs throughout the WSU system;
- Providing professional development opportunities related to assessment.

The purpose of assessment is to explore the work we do in Student Affairs, improve student success, provide accurate and reliable information to help Student Affairs and the campus make data-informed decisions, and to track whether we are accomplishing what we say we are doing as a division or office. We also use assessment to demonstrate the value of our efforts across students' experiences and to engage in continuous improvement as we strive to meet the constantly changing needs of our different stakeholders (students, faculty, staff, administrators, community members). Collected data is used to advocate for our students and for enhanced programs and services.

Vancouver Campus Co-curricular Student Learning Outcomes

In Vancouver, co-curricular student learning outcomes (SLOs) are assigned by the individual programs. The assessment of the SLOs is then delivered and reported separately by each of the programs. Included is one example of a program (New Student Orientation) for which SLOs have been developed and regularly assessed each year. The current state for co-curricular SLOs is varied across our campus by department and program and we could improve our work through consistent application and training in the use of learning outcomes (See Appendix 5 - Learning outcomes for ROAR Orientation). The plan is to expand on this work

in the upcoming year in the following ways. First, trainings that cover creating and assessing SLOs connected to the WSU mission have been and will continue to be scheduled for all staff and students that host co-curricular programs. These trainings will primarily occur with the Office of Student Involvement and Student Government (ASWSUV) recognized activities. Second, the pathways feature of CougSync (software that shares activities for clubs and programs) is being evaluated as a method to identify and assess SLOs for co-curricular programming.

Plan to evaluate the ways in which the pathways feature could eventually become a common assessment that could connect the WSU mission to the co-curricular experiences of students.

Tri-Cities Campus Co-curricular Student Learning Outcomes

Tri-Cities is developing frameworks for the assessment of co-curricular student learning outcomes. Presently, they entail efforts to assess usage and impact of academic resources (such as the Writing and Tutoring centers), and student involvement and satisfaction with extracurricular activities. They also include a more well-developed effort to assess the impact of Orientation procedures on new student readiness, as they relate to the following goals:

- Students will be able to navigate course scheduling system, understand degree completion requirements, and be able to enroll in courses
- Students will be able to understand academic requirements and expectations of intended major
- Students will become familiar with university support resources and learn where to go for assistance
- Students will learn how to get involved on campus
- Students will feel excited and confident on their decision to attend WSU Tri-Cities

To date, each campus has implemented its own assessment work relatively independently. The university's plan is to develop over the next two years a system-wide Student Affairs Assessment Council. Including representatives from each campus the council will develop a framework and template for student affairs units on each campus to use. The framework and template will assist these units in identifying, measuring, and utilizing co-curricular student learning outcomes to guide programs and services.

## How results of SLO assessments are shared at various levels (e.g. program, college, provost, regents)

Actions toward mission fulfillment happen at all levels; wide sharing of student learning outcome assessments enables improvements that form the basis of judgments of mission fulfillment.

UCORE: Sharing Results from Learning Goals Assessments

UCORE curriculum and assessment are actively coordinated and monitored by two faculty committees, in order to ensure the effectiveness of general education requirements and their contribution to the university's educational mission for undergraduates. Each year since 2015:

- CAPSTONE Assessment Summaries are widely shared.
    - Public-facing summaries are posted on UCORE's assessment website and provided to CAPS instructors.

- Internal-facing summaries, providing more detail and analysis, are shared with UCORE committees, UCORE leadership and the Vice Provost for Undergraduate Education (VPUE). These summaries have fueled faculty discussion of strengths and areas for improvement. UCORE's Sub-committee for Assessment, meeting regularly since 2015, is tasked with deeper analysis and recommendations for use of the [CAPS] and other SLO assessment results.
- Selections have been shared periodically with the Provost's Office, and on an ad hoc basis with the Regents.

- ROOT annual assessment reports are widely shared.
  - Public-facing assessment summaries are posted on UCORE's assessment website.
  - Internal-facing summaries, providing more detail and analysis, are shared with ROOTS faculty, and with UCORE committees and leadership and the VPUE. These summaries have fueled faculty discussion of strengths and areas for improvement, and guided many improvements to curriculum and instruction.
  - Selections have been shared periodically with the Provost's Office, and on an ad hoc basis with the Regents.

- UCORE Student Achievement Summaries, produced each year since 2015, bring together capstone assessment results, results from first year experience foundational courses, and NSSE results related to specific learning goals of undergraduate education. These reports summarize results of UCORE-related student learning assessment on the learning goals for WSU faculty, leadership, and other stakeholders, providing a holistic view of student achievement and mission fulfillment. These complete summaries are:
  - Posted on UCORE's assessment website.
  - Shared with UCORE committees and leadership, and the VPUE. These summaries have fueled faculty discussion of strengths and areas for improvement, and guided many improvements to curriculum and instruction.
  - Periodically shared with the Provost's Office.

Appendix 1 provides more information about UCORE assessments, including learning assessment in capstone courses and sample summary results that can contribute to evaluation of mission fulfillment.

Undergraduate and Graduate Degrees: Sharing Assessment of Program-level SLOs

Departments and Schools. Results from assessments of undergraduate and graduate student learning on outcomes for a degree or major are regularly shared within the department or school through a variety of internal reports, where reporting is most directly connected to program planning and delivery; in this way, assessment can equip faculty with efficient and flexible responses to impact teaching and learning. Substantially all undergraduate programs (94%) reported that in the past three years they completed an assessment cycle for one or more learning outcomes and used results to inform program decisions.

Provost, Colleges, and Campuses. Summary reports of student learning assessment and processes are widely shared within the University to contribute to decision-making at many levels, as part of WSU's assessment system built over the past ten years. For example:

- Summaries of undergraduate program assessment reports -- focused on systems, and examples of uses of assessment to improve programs -- are produced annually by the Office of Assessment of Teaching and Learning (ATL), providing a snapshot of undergraduate program-level assessment at WSU. Reports collect key information and quality indicators showing the status of program-level assessment on all campuses. ATL meets with university, college, and campus leadership to discuss summaries, which inform decisions about strong practices and where attention is needed.
- The Graduate School provides annual program assessment summaries to graduate programs, colleges, campuses, the Provost, and the Dean of the Graduate School.
- The Provost monitors the dashboard of assessment system information and takes action as needed to sustain and improve the use of assessment to support quality academic programs. Colleges, as well as departments and schools, also monitor SLO success in their degree programs, especially for professional accreditation.
- Pilot, 2019, Undergraduate programs: Summary of Senior Major Achievement of Program-level Student Learning Outcomes. Summary results from the pilot will be shared in Fall 2019 for discussion by academic leadership. WSU expects to review and refine this reporting in 2020, with input from programs, colleges, and provost.

Appendix 2 provides more information about program-level learning assessment by undergraduate programs and the 2019 pilot summary of senior major achievement of program learning outcomes that can contribute to WSU's evaluation of mission fulfillment.

Appendix 3 provides more information about program-level learning assessment by graduate programs that can contribute to WSU's evaluation of mission fulfillment.

Student Affairs: Sharing of Results of SLO Assessments

As with academic program and UCORE, co-curricular assessments results are used primarily at a unit and department level. The campuses are at various stages of how the results are shared locally with the university community. For example, on the Pullman campus a well-established process exists through which results are reviewed each semester/annually and are used to develop or adjust staff responsibilities, training and development programs. To date, results have been shared beyond individual work units on an ad hoc basis. Assessment results are routinely included in annual reports and presentations to the Board of Regents. As another example, on the Spokane campus, opportunities to report results include the Health Sciences Spokane Student Affairs Annual Report, monthly reports, social media postings, and other avenues determined by the committee. Academic year 2018-2019 was the first time that campus implemented co-curricular assessment, and a report will be generated by the end of August.

## Conclusion and Next Steps

This report focuses on the incorporation of student learning outcome data into evaluation of mission fulfillment at Washington State University (WSU). Washington State University is currently in a transition between its expiring system strategic plan and a new five-year plan, which as of this writing is in development. Many campuses, colleges, and units are also in the process of preparing new strategic plans as their existing plans come to an end. At all levels, mission statements are being evaluated, and the processes by which progress toward mission fulfillment is measured are being examined. At its most recent seven-year review, WSU was cautioned for its inclusion of input and process metrics in its set of system-level progress measures. As such, the new system strategic plan will focus exclusively on outcome measures. A stronger and more direct role for student learning outcomes in assessment of mission fulfillment will result.

Selection of metrics for WSU's 2020 – 2024 system strategic plan will be a collaborative process between SPIEC and Institutional Research (IR). Metrics will be chosen that assess outcomes and are either already being annually tracked by IR or can be easily added to their task set. Once the potential metrics have been identified, SPIEC will make final choices, and strategies for applying those measures to university decision-making processes will be developed. SPIEC will thus be selecting student outcome learning measures that WSU is already collecting or can easily add.

The new strategic plan is considered a living, dynamic document that is open for refinement as progress is annually assessed. Included in this is an expectation that metrics will be added or removed as our data needs evolve. We are thus not wedding ourselves to the set of student learning outcomes that will appear when the new plan goes live in August 2020—the set can and will be revised as we continue to identify essential indicants of student success, and more generally of educational mission fulfillment.

Regular communication of all strategic metrics is a necessity. WSU produces an annual strategic plan progress report that is circulated to the university community and external audiences. The president and provost annually review the results with executive leadership at the central, college, and campus levels, as well as with the board of regents. It is expected that executives are then discussing the report with their unit leaders, and those leaders are in turn discussing with their personnel. We do not, however, have a process by which we confirm the occurrence of these unit-level reviews. Discussion of the annual report can and does promote consideration of whether metric targets should be revised, particular initiatives are adequately resourced, and why progress toward a goal is slower than expected. The 2020 – 2024 strategic plan will be flexible enough to allow for modification of the plan in response to these discussions, as well as a structure that explicitly connects the metrics to strategic decision-making.

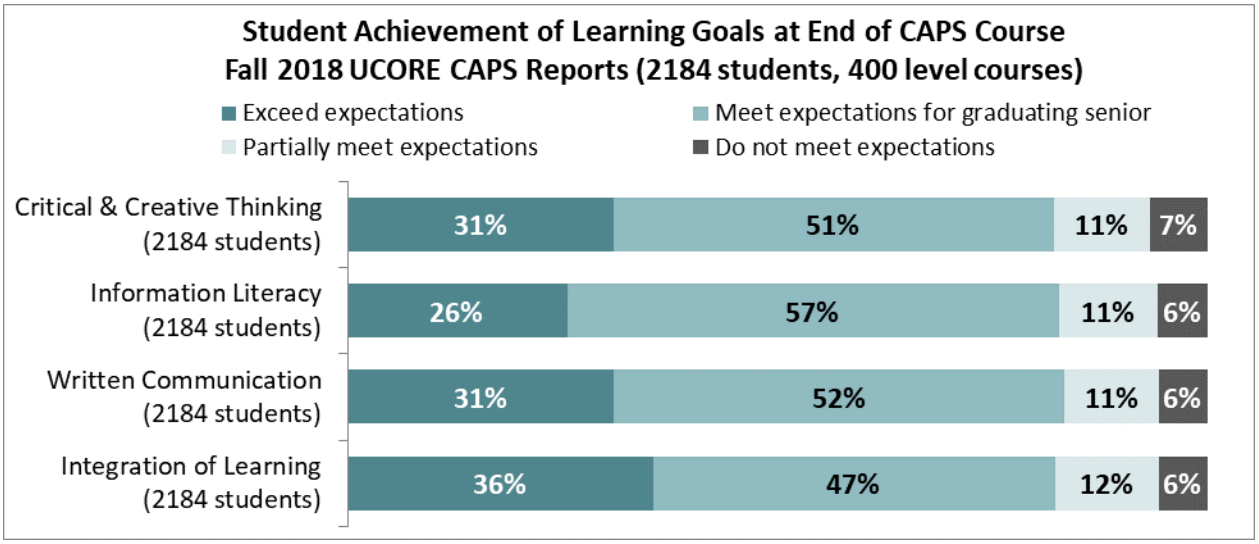
Additional attention is needed to improve and make regular the reporting flow of summaries of student learning outcomes achievement assessment from academic programs to executive leadership; and to clarify the role of this data as a dashboard for executive leadership that will contribute to evaluation of mission fulfillment.

The final draft of the new five-year system strategic plan will be delivered to WSU's Board of Regents in March 2020 for formal adoption in May 2020 and start date of August 2020. Creation of the plan is being overseen by the university Strategic Planning and Institutional Effectiveness Council (SPIEC), which is co-chaired by President Kirk Schulz and Provost Mitzi Montoya and managed by a five-person operations team. In May 2019 SPIEC convened a two-day all-university land grant symposium to discuss the role and function of a modern land grant university. During summer 2019 the operations team analyzed questionnaire data collected from symposium participants and developed a values and goals survey that will be distributed university-wide in August 2019. Responses to this survey will be collated and distributed during an all-university workgroup session in October 2019 at which small groups will discuss and rank the responses. The operations team will use the workgroup products to generate a draft plan, which will be made available to the university community for review and comment in January 2020. Final revisions will be made in February 2020.

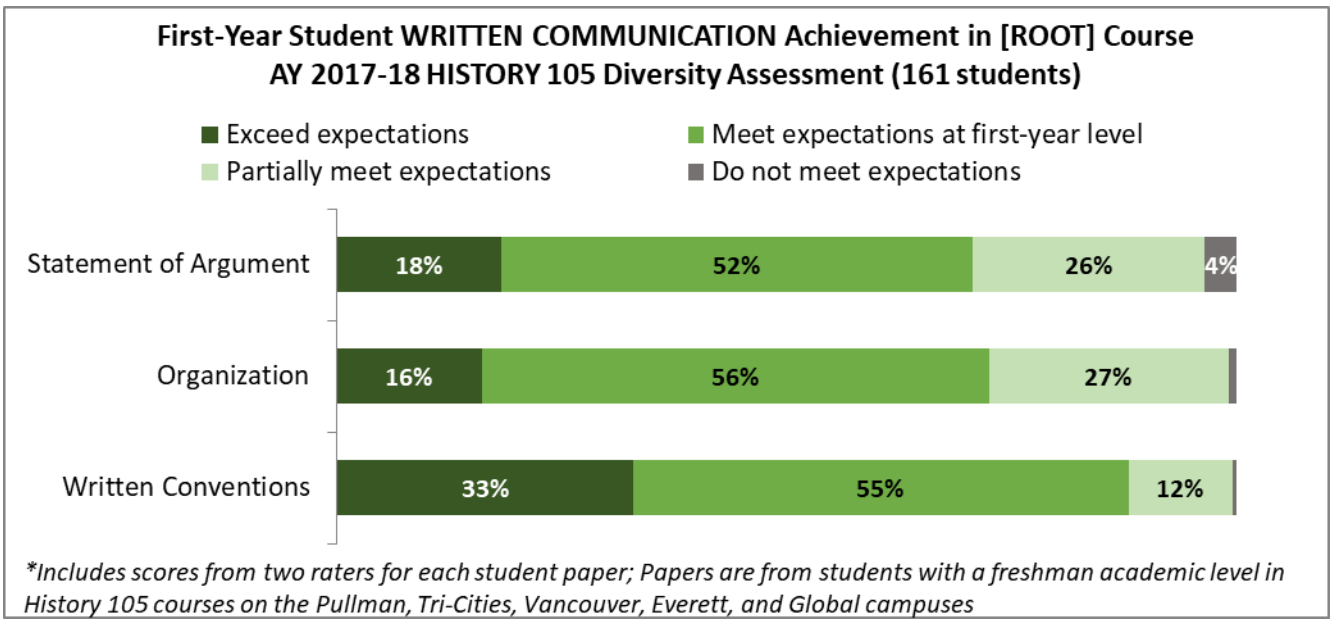
# APPENDICES OF EVIDENCE

## APPENDIX 1: UCORE ASSESSMENT OF STUDENT LEARNING SUMMARIES

**1. UCORE [CAPS] SLO Assessment Dashboard, university-wide.** Below is an example of UCORE Student Learning Achievement dashboard from assessments in 400-level, capstone courses that can contribute to WSU's evaluation of mission fulfillment.




**2. UCORE [ROOT] SLO Assessment, History 105, university-wide.** Below is an example of ROOT Student Learning Achievement summary results for written communication by first year students that can contribute to WSU's evaluation of mission fulfillment.




**3. Established suite of SLO measures for UCORE.** UCORE assesses student learning in key entry points to the curriculum, especially Hist 105 (ROOTS) and Engl 101 (Composition), and collects students input about their experience in their first year and senior years via NSSE. All undergraduates complete a capstone course as a graduation requirement, where learning is assessed as students near graduation.

| UCORE Assessment Activities of WSU's Learning Goals of Undergraduate Education | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessments and UCORE Course Designators or Categories** | Critical & Creative Thinking | Information Literacy | Communication | Integration of Learning | Quantitative Reasoning | Scientific Literacy | Diversity |
| UCORE Capstone [CAPS] Course (400-level) 2015 to present | X | X | X | X | (X) | (X) | (X) |
| Roots of Contemporary Issues [ROOT] (Hist 105) 2013 to present | X | (X) | X | (X) | | | (X) |
| English 101 [WRTG] 2016 to present | | | X | | | | |
| Nat'l Survey of Student Engagement (NSSE) 2008 to present | X | (X) | X | X | X | | X |
| Pilot: Diversity [DIVR] courses & rubric development, pilot: 2018-2021 | | | | | | | X |

**4. UCORE Assessment Website.** This website provides information about assessment activities, evidence of student accomplishment, and use of results for faculty, students, and the public, as well as assessment planning. https://ucore.wsu.edu/assessment/

- ***Assessments of seniors*, in UCORE Capstones**
  https://ucore.wsu.edu/assessment/key-assessments/caps/
- ***Assessment of first year students, in ROOT, History 105***
  https://ucore.wsu.edu/assessment/key-assessments/roots/
- ***UCORE Annual Assessment Summaries***
  https://ucore.wsu.edu/assessment/ucore-assessment-summaries/
- ***Assessment Planning for UCORE***
  https://ucore.wsu.edu/assessment/planning/

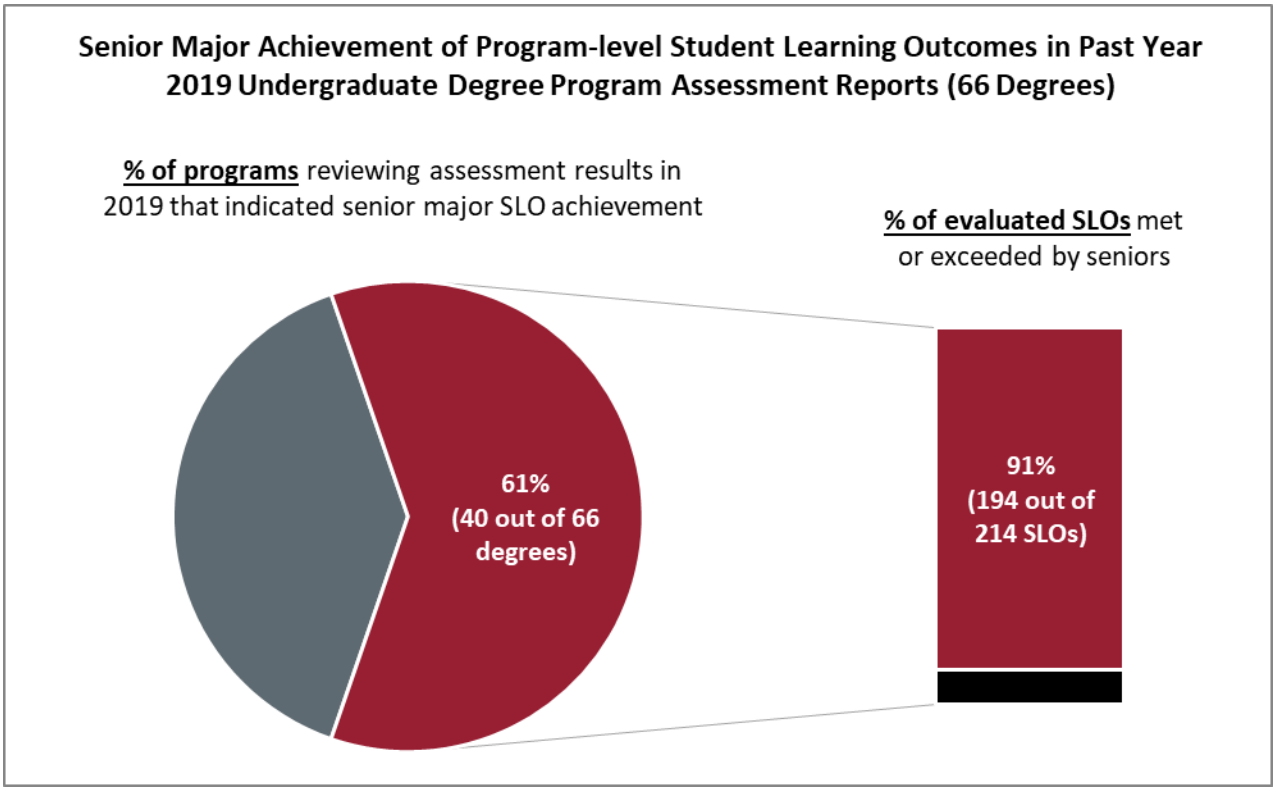
## APPENDIX 2: UNDERGRADUATE PROGRAM ASSESSMENT SUMMARIES

**1. Results from 2019 Pilot Summary of Senior Major Achievement of Program-level SLOs**. Below is an example of results from the 2019 Pilot Summary of Senior Major Achievement of Program-level SLOs that can contribute to WSU's evaluation of mission fulfillment.

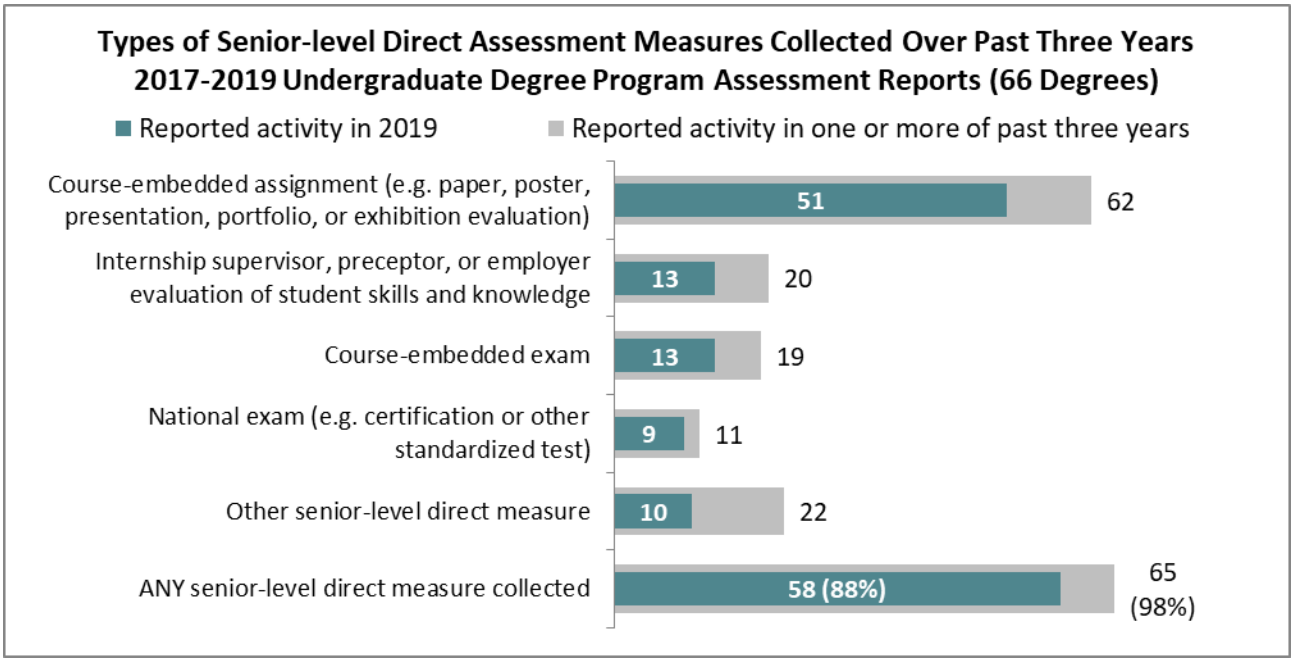
**New reporting.** In 2019, undergraduate programs were asked for the first time to report on the extent to which senior majors were meeting faculty-determined expectations for the degree's learning outcomes. Summary results from the pilot will be shared in Fall 2019 for discussion by academic leadership. WSU expects to review and refine this reporting in 2020, with input from programs, colleges, and the provost.

**2019 Pilot results**.

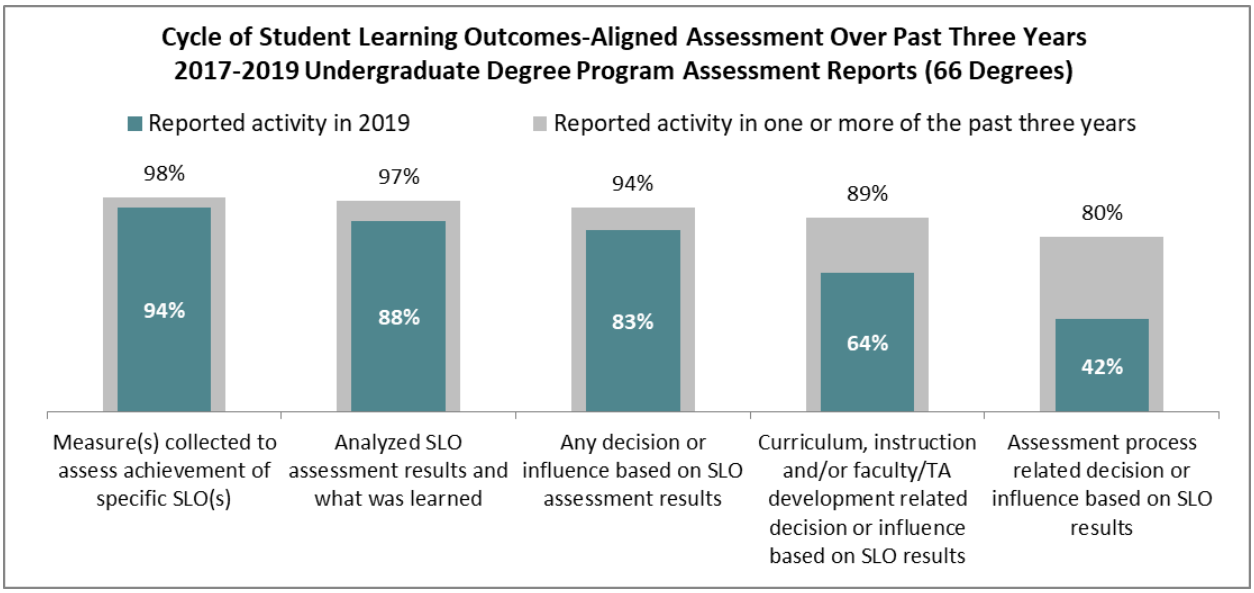
- Roughly two-thirds of undergraduate programs reported reviewing assessment results that indicated senior major achievement of program-level student learning outcomes, based on faculty-determined expectations. In those programs, 91% of evaluated SLOs were met or exceeded by students.
- Roughly one third of programs reported that they had assessed their senior majors on SLOs but that faculty had not yet discussed representative results to determine achievement by senior majors. One newly offered degree (whose first cohort will graduate in Spring 2020) has not yet collected a senior-level direct measure of learning achievement.



**2. Program-level Assessment of Senior Majors**. Each undergraduate program collects senior measures that best fit its unique context, with a wide variety of measures represented across the university. In 2019, most programs collected one or more senior-level direct measures (88%) of learning outcomes achievement, with nearly all programs collecting a direct measure of seniors over the past three years (98%)**.** One newly offered degree (whose first cohort will graduate in Spring 2020) has not yet collected a senior-level direct measure of learning achievement.

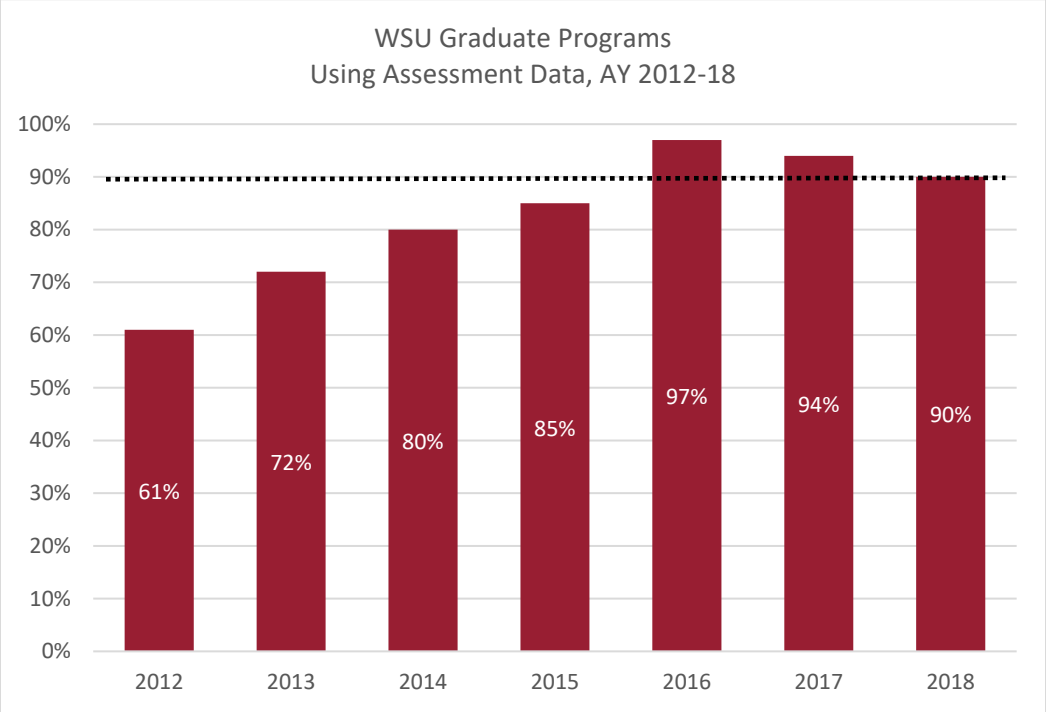


**3. Use of SLO Assessment for Program Improvement.** Over the past three years, substantially all undergraduate programs have completed a cycle of learning outcomes-aligned assessment and used results to inform decisions (94%), with 83% of programs reporting making a decision based on SLO-aligned assessment in 2019 alone.

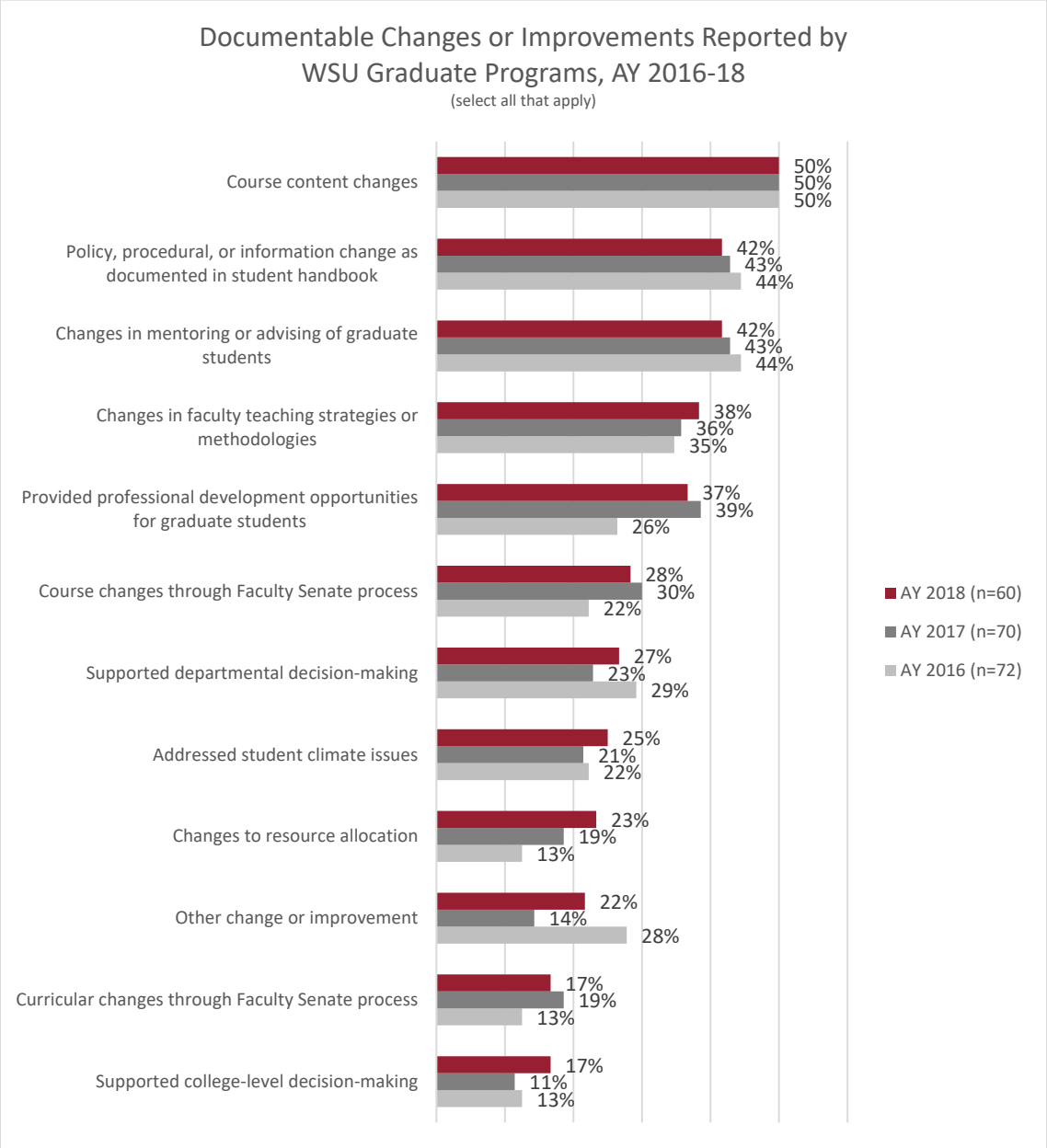


## APPENDIX 3: GRADUATE PROGRAM ASSESSMENT SUMMARIES

1. **Use of SLO Assessment for Graduate Program Improvement.** Substantially all (>90%) graduate programs that submitted an assessment report completed a cycle of learning outcomes assessment and used the results for planning, decisions, or improvement.



**2. Changes or Improvements Reported by WSU Graduate Programs**. WSU graduate programs use assessment results on a regular basis to make course content changes; update policies, procedures or other information; improve graduate student mentoring or advising; enhance faculty teaching strategies or methodologies; and provide professional development for graduate students.



## APPENDIX 4: EXAMPLES OF STUDENT AFFAIRS LEARNING ASSESSMENTS

A. Residence Life

| Learning Outcome | WSU Learning Goals | WSU Mission | Skills for Employment - AACU |
|---|---|---|---|
| **Interpersonal Communication:** *Students will demonstrate the ability to practice effective interpersonal communication:* Practice active listening; clearly articulating wants, needs, and expectations in a thoughtful, constructive manner; be respectful of the variance in others' communication | • Critical & Creative Thinking<br>• Diversity<br>• Communication<br>• Depth, Breadth, and integration of Learning | • Integrity, Trust and Respect<br>• Diversity and Global Citizenship<br>• Stewardship and Accountability | • Communication<br>• Diversity of communication preferences. |
| **Personal Responsibility:** *Students will demonstrate the ability to take personal responsibility:* Be accountable for your actions and reliable; own mistakes and recognize the learning that can result; demonstrate commitment and initiative toward personal goals and success. | • Critical & Creative Thinking<br>• Depth, Breadth, and integration of Learning | • Extension of Knowledge<br>• Application of Knowledge<br>• Advancement of Knowledge<br>• Quality and Excellence<br>• Integrity, Trust and Respect<br>• Research, Innovation and Creativity<br>• Land-Grand Ideals<br>• Diversity and Global Citizenship<br>• Freedom of Expression<br>• Stewardship and Accountability | • Personal Accountability<br>• Self-motivation |
| **Interpersonal Communication:** *Students will demonstrate the ability to practice effective interpersonal communication:* Practice active listening; clearly articulating wants, needs, and expectations in a thoughtful, constructive manner; be respectful of | • Critical & Creative Thinking<br>• Diversity<br>• Communication<br>• Depth, Breadth, and integration of Learning | • Integrity, Trust and Respect<br>• Diversity and Global Citizenship<br>• Stewardship and Accountability | • Communication<br>• Diversity of communication preferences. |

| | | | |
|---|---|---|---|
| the variance in others' communication | | | |
| **Critical Thinking:** *Students will demonstrate the ability to think critically and apply knowledge:* Consider multiple perspectives; practice evidence-based decision making; demonstrate the ability to transfer lessons from one situation to the next; consider context; apply knowledge to practical situations | • Critical & Creative Thinking<br>• Information Literacy<br>• Diversity<br>• Depth, Breadth, and integration of Learning | • Extension of Knowledge<br>• Application of Knowledge<br>• Advancement of Knowledge<br>• Quality and Excellence<br>• Integrity, Trust and Respect<br>• Research, Innovation and Creativity | • Information Synthesis<br>• Connectedness<br>• Analyzation<br>• Outside the box thinking. |
| **Teamwork:** *Students will demonstrate the ability to work effectively with others:* Contribute in meaningful ways; prioritize responsibilities and follow through; be versatile enough to accept different roles in varying situations; acknowledge the skills of others | • Critical & Creative Thinking<br>• Diversity<br>• Communication<br>• Depth, Breadth, and integration of Learning | • Application of Knowledge<br>• Integrity, Trust and Respect<br>• Land-Grand Ideals<br>• Diversity and Global Citizenship<br>• Freedom of Expression<br>Stewardship and Accountability | • Teamwork<br>• Leadership<br>• Communication |
| **Conflict Resolution:** *Students will demonstrate the ability to resolve conflicts:* Listen carefully; consider all sides of a situation; explore multiple options; look for a win-win resolution; offer comparison and support | • Critical & Creative Thinking<br>• Diversity<br>• Communication<br>• Depth, Breadth, and integration of Learning | • . Application of Knowledge<br>• Advancement of Knowledge<br>• Integrity, Trust and Respect<br>• Diversity and Global Citizenship<br>• Freedom of Expression<br>Stewardship and Accountability | • Conflict Mediation<br>• Listening Skills<br>• Personal advocacy. |
| **Cultural Competency:** *Students will demonstrate respect for others and our differences:* Cultivate curiosity, appreciation, and celebration of others' experiences; recognize similarities and differences among self | • Critical & Creative Thinking<br>• Information Literacy<br>• Diversity<br>• Communication<br>• Depth, Breadth, and integration of Learning | • Extension of Knowledge<br>• Application of Knowledge<br>• Advancement of Knowledge<br>• Quality and Excellence | • Global Citizenship<br>• Cultural Humility<br>• Leadership |

| | | | |
|---|---|---|---|
| and community; seek to understand self and others; understand that diversity includes, but is not limited to ability, ethnicity, gender identity/expression, race, religion, sexual orientation, socioeconomic, and veteran status | | • Integrity, Trust and Respect<br>• Research, Innovation and Creativity<br>• Land-Grand Ideals<br>• Diversity and Global Citizenship<br>• Freedom of Expression<br>• Stewardship and Accountability | |

B. Health Promotion, Cougar Health Services

| **Learning Outcome** | **WSU Learning Goals** | **WSU Mission** | **Skills for Employment - AACU** |
|---|---|---|---|
| <u>BSRC</u><br>I. **Skills and Behavior Change:** Participants will verbally indicate their level of willingness to change their current behaviors around alcohol use and sexual decision making, by suggesting at least one technique they are willing to try for moderating alcohol consumption or minimizing their risk in sexual decision making. | I. Critical & Creative Thinking: Integrating and synthesizing knowledge from multiple sources.<br>I. Diversity: Assessing one's own core values, cultural assumptions, and biases in relation to those held by other individuals, cultures, and societies. | I. **To apply knowledge** through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.<br><br>I. **To extend knowledge** through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society. | I. Personal and Social Responsibility: Problem solving in diverse settings and practicing ethical decision-making.<br>I. Integrative and Applied Learning through applied knowledge in real-world settings. |
| II. **Integrative Thinking:** Students will verbally express their understanding about the implications of their use of alcohol and their sexual decision making, and the interaction with their goals for their WSU experience. | II. Critical & Creative Thinking: Integrating and synthesizing knowledge from multiple sources.<br>II. Diversity: Assessing one's own core values, cultural assumption's, and biases in relation to | II. **To apply knowledge** through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world. | II. Personal and Social Responsibility: Problem solving in diverse settings and practicing ethical decision-making.<br>II. Integrative and Applied Learning |

| | | | |
|---|---|---|---|
| | those held by other individuals, cultures, and societies. | II. **To extend knowledge** through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society. | through applied knowledge in real-world settings. |

C. University Recreation

| **Learning Outcome** | **WSU Learning Goals** | **WSU Mission** | **Skills for Employment - AACU** |
|---|---|---|---|
| **Professionalism:** Demonstrates behaviors appropriate for a professional setting. | • Information Literacy<br>• Communication | | • Apply knowledge and skills to real-world settings<br>• Work effectively with others in teams<br>• Effectively communicate orally |
| **Inclusion:** Effectively functions with people who have backgrounds, ideas, attitudes, and behaviors that are different from their own and creates a welcoming environment for all. | • Diversity<br>• Communication | | • Analyze and solve problems with people from different backgrounds and cultures<br>• Effectively communicate orally |
| **Leadership:** Demonstrates leadership in a professional setting. | • Critical and Creative Thinking<br>• Communication<br>• Depth, Breadth and Integration of Learning | | • Work effectively with others in teams<br>• Ethical judgment and decision making<br>• Critical thinking and analytical reasoning skills<br>• Analyze and solve complex problems |

| | | | |
|---|---|---|---|
| **Wellbeing:** Articulates role of active living in contributing to individual and community health and wellbeing. Educates self and patrons regarding wellbeing concepts so that both can make choices that allow them to achieve their highest quality of life. | • Information Literacy<br>• Scientific Literacy | To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world. | • Locate, organize, and evaluate information from multiple sources |

**APPENDIX 5: LEARNING OUTCOMES FOR ROAR ORIENTATION**

- Students will learn about WSU Vancouver's history, tradition, mission and culture
    - Included within this: our land grant mission and goal of increasing access to affordable higher-education in SW Washington, WSU Vancouver's position within the larger WSU system, and the value and significance of being a Coug and VanCoug
- Students will recognize that WSU Vancouver is a place where they can be part of the campus community
- Students will understand the nature and purpose of higher education beyond career preparation
- Students will learn the importance of valuing diverse perspectives and contributing to an inclusive community
- Students will learn about the educational pathways available at WSU Vancouver and be connected to tools to explore them
- Students will recognize the value of taking ownership of their education
- Students will learn the academic expectations of WSU Vancouver
    - Included within this: academic integrity, strategies for success, growth mindset, and faculty expectations
- Students will become familiar with the WSU Vancouver campus and the resources to support their success
- Students will understand how financial aid impacts their tuition costs; students will learn what financial aid and scholarship opportunities are available to them
- Students will be exposed to co-curricular activities and campus life opportunities
- Students will learn about campus technology tools
    - Included within this: myWSU, Blackboard, @wsu.edu email, CougSync, and Handshake
- Students will have the opportunity to make connections with current and incoming students, faculty, and staff