Program
Assessment
Report
2020-2021

WASHBURN
U N I V E R S I T Y

Contents

Introduction

During the 2020-2021 academic year, the University Assessment Committee reviewed Program Assessment materials submitted by 52 programs (i.e., majors, minors, and certificates). Requested materials for each program included a Mission Statement, Program Student Learning Outcomes (PSLOs), Curriculum Map, Program Assessment Plan, and Program Assessment Findings.

All Program Assessment materials were submitted via Watermark's Taskstream AMS, then evaluated using standardized rubrics (pp. 12-17). The rubrics were reviewed by a subcommittee of the Assessment Committee and revised based on best practices in program assessment literature, and first implemented to evaluate Program Assessment materials submitted for the 2020-2021 Program Assessment cycle. Because Taskstream AMS was piloted with the old rubric in 2018-2019 and 2019-2020, comparison with these years is limited.

The results of the Assessment Committee reviews of Program Assessment materials are reported on the following pages.

Mission Statements

All programs were asked to report their program Mission Statement. Mission Statements are evaluated by the Assessment Committee solely on whether they are the same as what is documented in the catalog.

Of the 52 programs for which Mission Statements were reviewed, 42 of them (81%) matched the Mission Statements included in the University Catalog (2019-2020: = 68/68, 100%).
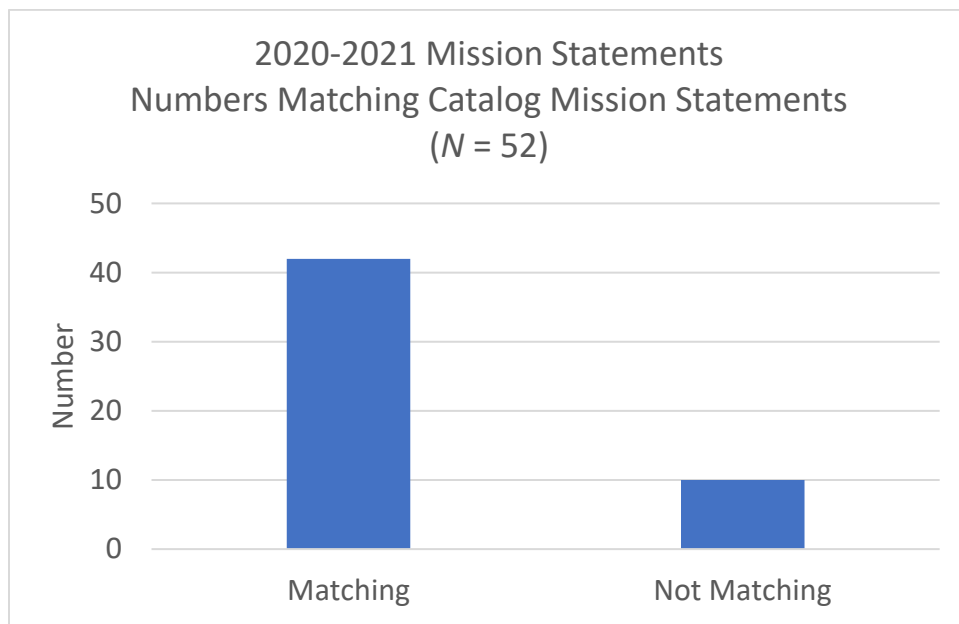
Curriculum Map

Program Curriculum Maps identify the degree to which PSLOs are addressed across the program's entire curriculum, demonstrating the progression of learning that students experience throughout the program. Program Curriculum Maps were evaluated by the Assessment Committee on two dimensions:

1. Criterion 1: Extent to which PSLOs are linked with specific required courses for majors (Target: All PSLOs are clearly linked with specific courses required for majors.)

2. Criterion 2: Curriculum progression (Target: All PSLOs are measured throughout the curriculum (upper and lower division) to facilitate developmental acquisition of skills and knowledge.)

Of the 50 programs for which Curriculum Statements were reviewed (2019-2020 review cycle $N = 63$), the overall average rating on a scale of 0 (Not Observed) to 3 (Target) was 2.83 ($SD = 0.36$).


2020-2021 Curriculum Map
Average Ratings by Criterion and Overall ($N = 50$)
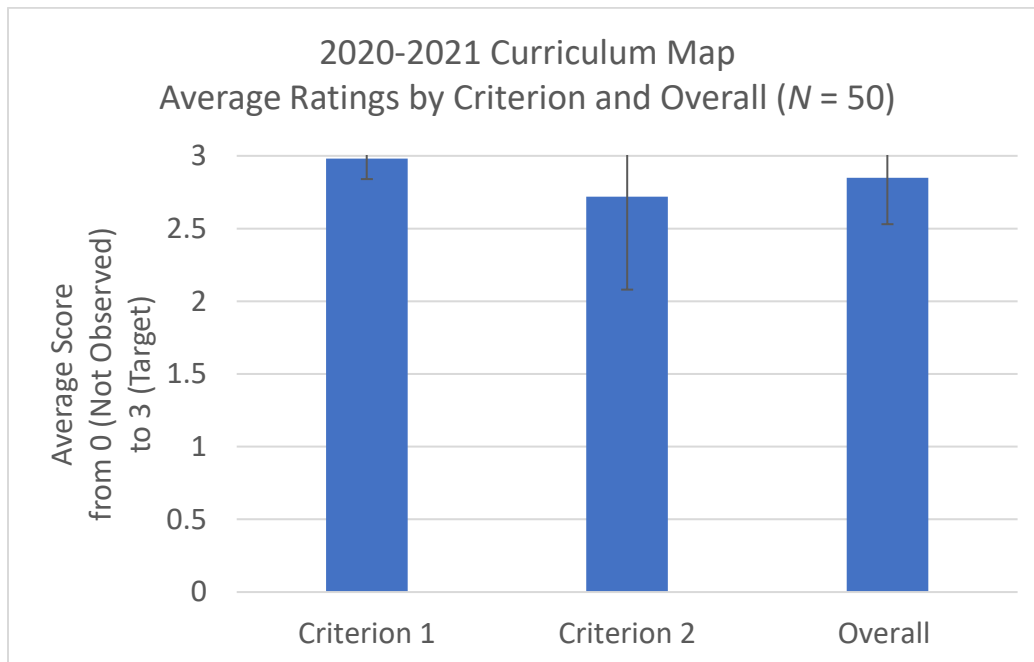
Program Student Learning Outcomes

Programs are asked to document Program Student Learning Outcomes (PSLOs). Learning outcomes are specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program or learning experience; for administrative units, outcomes describe the desired quality of key services.

PSLOs are evaluated by the Assessment Committee on four dimensions:

1. Criterion 1: Extent to which PSLOs articulate measurable outcomes (Target: All PSLOs are clearly stated in measurable terms.)

2. Criterion 2: PSLO represent a hierarchy of cognitive achievement (e.g., Bloom's taxonomy) (Target: All PSLOs represent a variety of cognitive achievement levels reflecting the breadth of learning in the program.)

3. Criterion 3: PSLOs express discipline specific knowledge, skills, and dispositions (Target: All PSLOs clearly describe knowledge students should have, behaviors they should engage in, and/or professional attitudes, values, and beliefs they should hold to be successful.)

4. Criterion 4: Number of PSLOs (typically 3-8 depending on program length/level) assessed allows time for evaluation (i.e. to reflect, make decisions, attempt change, and see if change worked) (Target: All PSLOs may be reasonably evaluated on a regular basis if the program evaluates 1-3 per year.)

Of the 52 programs for which PSLOs were reviewed (2019-2020 review cycle $N = 67$), the overall average rating on a scale of 0 (Not Observed) to 3 (Target) was 2.85 ($SD = 0.32$).

2020-2021 PSLOs
Average Ratings By Criterion and Overall (*N* = 52)
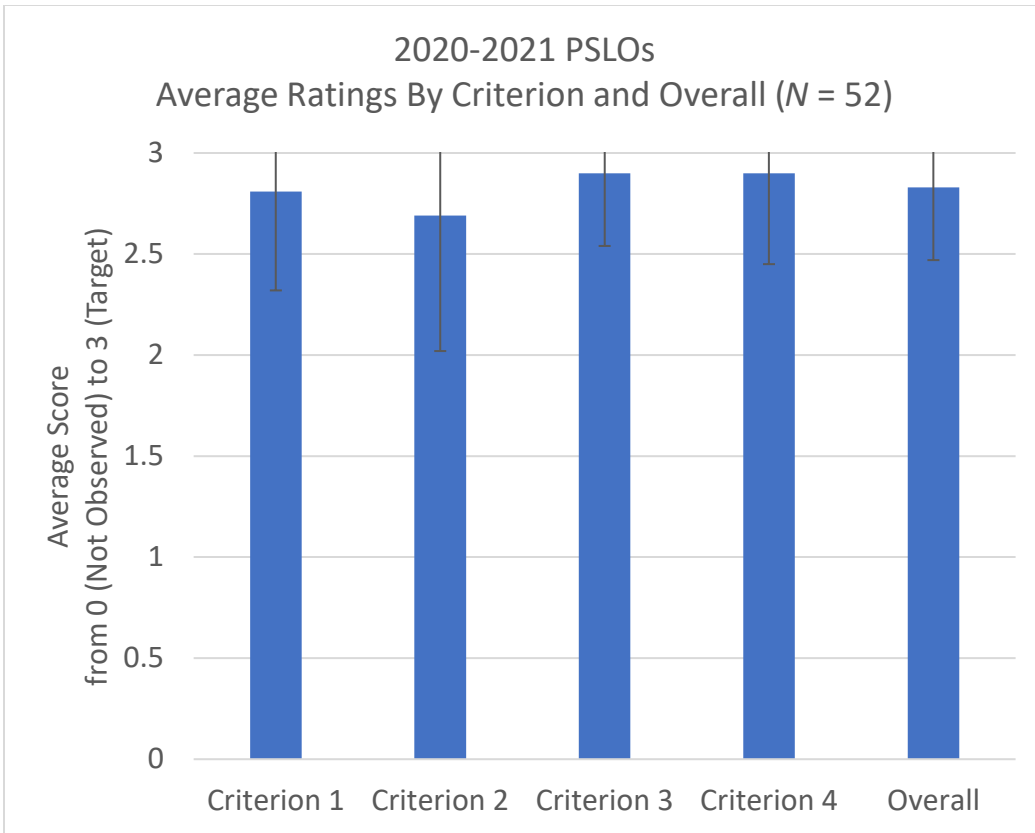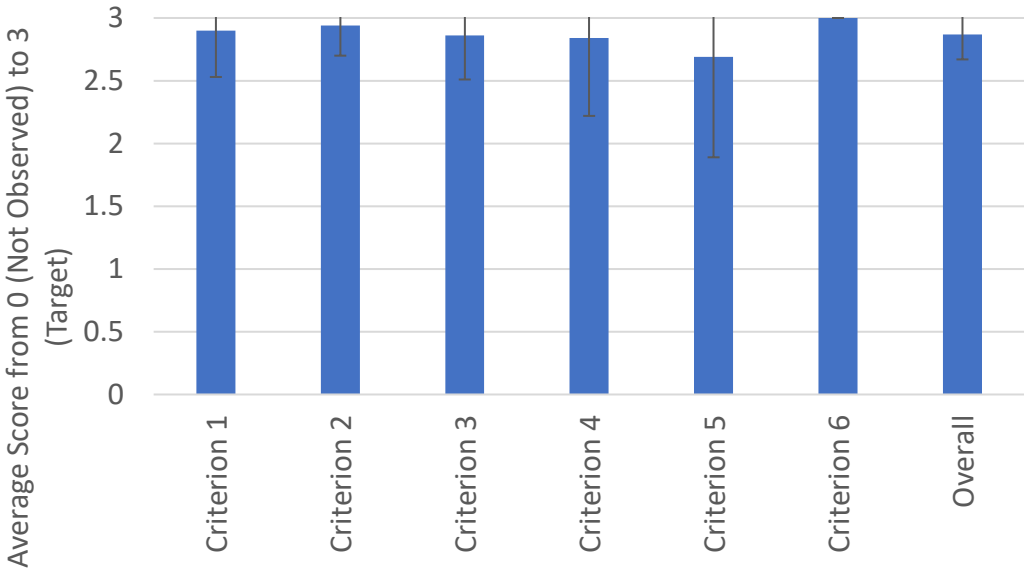
Assessment Plan

Programs are asked to document Assessment Plans each year.

Assessment Plans are evaluated by the Assessment Committee on six dimensions:

1. Criterion 1: Assessment Plan specifically identifies how each outcome will be assessed (Target: All of the types of PSLO measures used (i.e. direct, indirect,) are clearly identified.)

2. Criterion 2: Appropriate measures (Target: All PSLOs include at least one direct measure. Summative assessment and/or indirect measures are in place where appropriate.)

3. Criterion 3: Acceptable program PSLO achievement level (Target: All PSLOs have explicit achievement levels stated.)

4. Criterion 4: Frequency of data collection (Target: Data for 1-3 PSLOs are collected and analyzed yearly to facilitate curriculum adjustment in a timely manner (unless course calendar prevents such collection).)

5. Criterion 5: Stakeholder Involvement (e.g., advisory boards, employers, community, alumni) (Target: All relevant stakeholders involved in curriculum improvement are identified with details of engagement and/or attempted engagement.)

6. Criterion 6: The plan is examined and revised as necessary. (Target: Observed)

Of the 49 programs for which Assessment Plans were reviewed (2019-2020 review cycle $N = 43$; 2018-2019 review cycle $N = 51$), the overall average rating on a scale of 0 (Not Observed) to 3 (Target) was 2.87 ($SD = 0.20$).

2020-2021 Assessment Plan
Average Ratings by Criterion and Overall (N = 49)

Assessment Findings

Programs are asked to document Assessment Findings for at least a subset of their PSLOs each year, including narrative analyses of findings, accomplishments, and recommendations, with substantiating evidence.
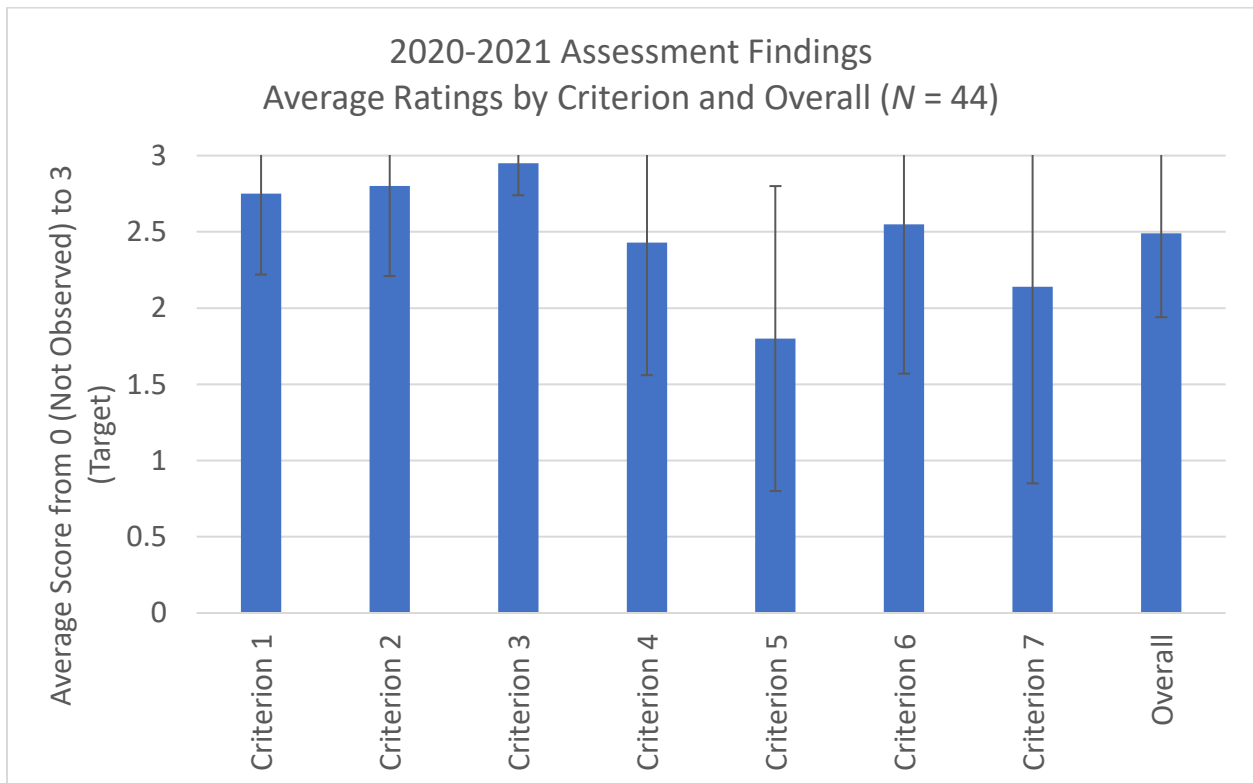
Assessment Findings are evaluated by the Assessment Committee on seven dimensions:

1. Criterion 1: Criteria/rubrics in place (Target: Criteria for evaluation such as rubrics are consistently developed and provided, including clear thresholds for performance at varying levels.)

2. Criterion 2: Using assessment data to guide curriculum/course changes or to maintain current trajectory (Target: All accomplishments and recommendations to make curriculum/course changes or to maintain current trajectory are explicitly based on assessment data and (when applicable) national benchmarks.)

3. Criterion 3: Alignment and contribution to mission (Target: All plans to make curriculum/course changes or to maintain current trajectory clearly align with and contribute to the mission of the program.)

4. Criterion 4: Faculty Collaboration (Target: All faculty thoroughly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment results.)

5. Criterion 5: Communication and Collaboration with Students (Target: PSLOs, measures, rubrics, and results are explicitly and directly communicated to students in two or more ways, and students are given opportunities to collaborate on assessment practices.)

6. Criterion 6: Communication and Collaboration with University Individuals, Constituencies, and Governance Structures (e.g., Assessment, CTEL), and (Target:

Program representatives (e.g., liaisons) engage with university individuals, constituencies (e.g., Assessment Committee, CTEL), and governance structures to make sense of and respond to assessment data.)

7. Criterion 7: Communication and Collaboration with External Stakeholders (Target: PSLOs, measures, rubrics, and results are explicitly and directly communicated to external constituents (e.g. advisory boards, employers, community, alumni), who are given opportunities to collaborate on assessment practices.)

Of the 44 programs for which Assessment Findings were reviewed (2019-2020 review cycle $N = 37$; 2018-2019 review cycle $N = 19$), the overall average rating on a scale of 0 (Not Observed) to 3 (Target) was 2.49 ($SD = 0.55$).

2020-2021 Assessment Findings
Average Ratings by Criterion and Overall ($N = 44$)

Curriculum Map (2021)

EXPORT TO WORD

	Target (3)	Developing (2)	Beginning (1)	Not observed (0)	Score/Level
PSLOs linked with specific required courses for majors	All PSLOs are clearly linked with specific courses required for majors.	Most PSLOs (50%+) are linked with specific courses required for majors.	Some PSLOs (less than 50%) are linked with specific courses required for majors.	No link between required courses and PSLO provided.	
Curriculum Progression	All PSLOs are measured throughout the curriculum (upper and lower division) to facilitate developmental acquisition of skills and knowledge.	Most PSLOs (50%+) are measured throughout the curriculum (upper and lower division) to facilitate developmental acquisition of skills and knowledge.	Some PSLOs (less than 50%) are measured throughout the curriculum (upper and lower division) to facilitate developmental acquisition of skills and knowledge.	PSLOs may be assessed in individual classes, but no overall sequence of assessment is in place that assures evaluation at multiple stages (upper and lower division) in the curriculum to facilitate developmental acquisition of skills and knowledge.	

Program Assessment Plan Rubric (2021)

EXPORT TO WORD

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)	Score/Level
Assessment Plan specifically identifies how each outcome will be assessed (Measures)	All of the types of PSLO measures used (i.e. direct, indirect,) are clearly identified.	Most (50%+) of the types of PSLO measures used are clearly identified.	Some (less than 50%) of the types of PSLO measures used are clearly identified.	No plan is in place to assess each PSLO.	
Appropriate measures (Measures)	All PSLOs include at least one direct measure. Summative assessment and/or indirect measures are in place where appropriate.	Most (50%+) PSLOs include at least one direct measure, and most also use summative assessment and/or indirect measures where appropriate.	Some (less than 50%) PSLOs include one direct measure, and few use summative assessment and/or indirect measures where appropriate.	PSLOs lack at least one direct measure and do not use summative assessment and/or indirect measures where appropriate.	
Acceptable program PSLO achievement level (Measures > Acceptable Target)	All PSLOs have explicit achievement levels stated.	Most (50%+) PSLOs have explicit achievement levels stated.	Some (less than 50%) PSLOs have explicit achievement levels stated and/or achievement levels are not explicit.	No PSLOs have explicit achievement levels stated.	
Frequency of data collection (Analysis and Reporting Calendar)	Data for 1-3 PSLOs are collected and analyzed yearly to facilitate curriculum adjustment in a timely manner (unless course calendar prevents such collection).			Data for 1-3 PSLOs are not collected and analyzed yearly to facilitate curriculum adjustment in a timely manner.	
Stakeholder Involvement (e.g., advisory boards, employers, community, alumni)	All relevant stakeholders involved in curriculum improvement are identified with details of engagement and/or attempted engagement.			No relevant stakeholders are identified.	

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)	Score/Level
The plan is examined and revised as necessary. (Program Assessment Plan Review Cycle)	Observed			Not Observed	

Program Assessment Report Rubric (2021)

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)	Score/Level
Criteria/rubrics in place (Findings Per Measure)	Criteria for evaluation such as rubrics are consistently developed and provided, including clear thresholds for performance at varying levels.	Criteria for evaluation such as rubrics are usually (50%+) developed and provided (e.g., may need elaboration of thresholds for performance at varying levels).	Criteria for evaluation such as rubrics are sometimes (less than 50%) developed and provided. (e.g., may need further development of thresholds for performance at varying levels).	No criteria or rubrics are in place.	
Using assessment data to guide curriculum/course changes or to maintain current trajectory (Accomplishments, Findings Per Measure Recommendations, Overall Recommendations)	All accomplishments and recommendations to make curriculum/course changes or to maintain current trajectory are explicitly based on assessment data and (when applicable) national benchmarks.	Most (50%+) accomplishments and recommendations to make curriculum/course changes or to maintain current trajectory are explicitly based on assessment data/national benchmarks, OR assessment data may be used to make changes to courses but not employed to evaluate the curriculum as a whole.	Some (less than 50%) accomplishments and recommendations to make curriculum/course changes or to maintain current trajectory are explicitly based on assessment data/national benchmarks.	Assessment data are not explicitly used to make decisions.	
Alignment and Contribution to Mission (Findings Per Measure Recommendations, Overall Recommendations, Overall Reflection)	All plans to make curriculum/course changes or to maintain current trajectory clearly align with and contribute to the mission of the program.	Most plans (50%+) to make curriculum/course changes or to maintain current trajectory clearly align with and contribute to the mission of the program.	Some plans (less than 50%) to make curriculum/course changes or to maintain current trajectory clearly align with and contribute to the mission of the program.	Plans to make curriculum/course changes or to maintain current trajectory do not clearly align with and contribute to the mission of the program.	

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)	Score/Level
Faculty Collaboration	All faculty thoroughly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment results.	Faculty moderately collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment results.	Faculty slightly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment results.	Communication about assessment issues minimal or non-existent.	
Communication and Collaboration with Students	PSLOs, measures, rubrics, and results are explicitly and directly communicated to students in two or more ways, and students are given opportunities to collaborate on assessment practices.	PSLOs, measures, rubrics, and results are somewhat communicated to students, who may be given opportunities to collaborate on determining assessment practices.	PSLOs, measures, rubrics, and results may be communicated passively and indirectly to students, who may not be given opportunities to collaborate on assessment practices.	Communication with students about assessment minimal or non-existent, and students are not given opportunities to collaborate on assessment practices.	
Communication and Collaboration with University Individuals, Constituencies (e.g., Assessment, CTEL), and Governance Structures	Program representatives (e.g., liaisons) engage with university individuals, constituencies (e.g., Assessment Committee, CTEL), and governance structures to make sense of and respond to assessment data.			Program representatives (e.g., liaisons) do not engage with university individuals, constituencies (e.g., Assessment Committee, CTEL), and governance structures to make sense of and respond to assessment data.	
Communication and Collaboration with External Stakeholders	PSLOs, measures, rubrics, and results are explicitly and directly communicated to external constituents (e.g. advisory boards, employers, community, alumni), who are given opportunities to collaborate on assessment practices.			Communication with external stakeholders minimal or non-existent, and external stakeholders are not given opportunities to collaborate on assessment practices.	

Program Student Learning Outcomes (2021)

	Target (3)	Developing (2)	Beginning (1)	Not observed (0)	Score/Level
PSLOs articulate measurable outcomes	All PSLOs are clearly stated in measurable terms.	Most PSLOs (50%+) are stated in measurable terms.	Some PSLOs (less than 50%) are stated in measurable terms (e.g., may be incomplete, overly detailed, too broad; may confuse learning process with learning outcomes).	PSLOs are not measurable.	
PSLOs represent a hierarchy of cognitive achievement (e.g., Bloom's taxonomy)	All PSLOs represent a variety of cognitive achievement levels reflecting the breadth of learning in the program.	Most PSLOs (50%+) represent a variety of cognitive achievement levels reflecting the breadth of learning in the program.	Some PSLOs (less than 50%) represent a variety of cognitive achievement levels reflecting the breadth of learning in the program.	PSLOs do not represent a variety of cognitive achievement levels reflecting the breadth of learning in the program.	
PSLOs express discipline specific knowledge, skills, and dispositions	All PSLOs clearly describe knowledge students should have, behaviors they should engage in, and/or professional attitudes, values, and beliefs they should hold to be successful.	Most PSLOs (50%+) clearly describe knowledge students should have, behaviors they should engage in, and/or professional attitudes, values, and beliefs they should hold to be successful.	Some PSLOs (less than 50%) describe knowledge students should have, behaviors they should engage in, and/or professional attitudes, values, and beliefs they should hold to be successful.	PSLOs do not describe knowledge students should have, behaviors they should engage in, and/or professional attitudes, values, and beliefs they should hold to be successful	
Number of PSLOs (typically 3-8 depending on program length/level) assessed allows time for evaluation (i.e. to reflect, make decisions, attempt change, and see if change worked)	All PSLOs may be reasonably evaluated on a regular basis if the program evaluates 1-3 per year.	Most PSLOs (50%+) may be reasonably evaluated on a regular basis if the program evaluates 1-3 per year.	Some PSLOs (less than 50%) may be reasonably evaluated on a regular basis if the program evaluates 1-3 per year.	PSLOs are unlikely to be reasonably evaluated on a regular basis if the program evaluates 1-3 per year.	