

# Program Assessment Report Academic Year 2022-2023

Prepared by  
Kelly McClendon, M.A. TESL, Director of Academic Assessment  
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## Introduction

Program assessment review is completed by the Washburn University Assessment Committee, comprised of 12 regular members appointed by their respective academic units, and the Director of Academic Assessment. The Committee reviewed program assessment materials submitted by academic programs for the 2022-2023 academic year. These materials for each program included a Mission Statement, Program Student Learning Outcomes (PSLOs), Curriculum Map, Program Assessment Plan and Program Assessment Findings Report. The Plan and Report were specific to 2022-2023. Programs needed to submit the standing requirements of a mission statement, PSLOs, and curriculum map only if they had not previously submitted program assessment materials, or if they had made a change and wanted any of these revised items reviewed. The number of programs that submitted materials during AY2023 for each of these categories varied, with the highest number being 58 programs.

All program assessment materials were submitted via Watermark's Taskstream AMS, then evaluated using standardized rubrics (see Attachment A). These rubrics were first used to review materials for the 2020-2021 academic year, with an updated version of the Program Assessment Report Rubric revised in spring 2023 by the Assessment Committee. The results of the Assessment Committee reviews of program assessment materials, with comparison to the 2021-2022 academic year, are reported on the following pages.

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## Mission Statement

All programs were asked to report their program Mission Statement during the 2020-2021 assessment cycle. Mission Statements are evaluated by the Assessment Committee solely on whether they are the same as what is documented in the catalog. This year, Mission Statements were only submitted by programs who had not previously submitted program assessment materials or who made a change and wanted it reviewed (n = 4). All four matched the Mission Statements included in the University Catalog. However, looking over the last three assessment cycles, a total of 69 programs have active Mission Statements with 61 of them matching the University Catalog at the time of submission.

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## Program Student Learning Outcomes

Programs are asked to document Program Student Learning Outcomes (PSLOs), which are specific statements that articulate the knowledge, skills, and abilities students should gain or improve through engagement in the academic program. These PSLOs submitted by programs have been reviewed using the criteria in the table below since the 2020-2021 academic year (See entire rubric [here in Appendix A](#)). This year, PSLOs were only submitted by programs who had not previously submitted program assessment materials or who made a change and wanted them reviewed (n = 4). These 4 PSLOs were reviewed by the assessment committee members using the criteria detailed in the table below.

Criterion	Criterion Description	Target
1	Measurable outcomes	All PSLOs are clearly stated in measurable terms.
2	Hierarchy of cognitive achievement	All PSLOs represent a variety of cognitive achievement levels reflecting the breadth of learning in the program.
3	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.
4	Number of PSLOs	All PSLOs may be reasonably evaluated on a regular basis if the program evaluates 1-3 per year

A total of seventy programs had active PSLOs (i.e., submitted during the prior three assessment cycles). The overall average (i.e., statistical mean) rating on a scale of 0 (Not Observed) to 3 (Target) was 2.84, and the median score was three.

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## Curriculum Map

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. This year, curriculum maps were only submitted by programs who had not previously submitted program assessment materials or who made a change and wanted them reviewed (n = 4). Program Curriculum Maps are evaluated by the Assessment Committee using the following criteria ([See rubric in Appendix](#)):

Criterion	Criterion Description	Target
1	PSLOs linked with specific courses	All PSLOs are clearly linked with specific courses required for majors
2	Curriculum progression	All PSLOs are measured throughout the curriculum (upper and lower division) to facilitate developmental acquisition of skills and knowledge.

A total of 64 programs had active curriculum maps (i.e., submitted during the prior two assessment cycles). The overall average (i.e., statistical mean) rating on a scale of 0 (Not Observed) to 3 (Target) was 2.86, and the median score was three. Of these previously submitted, fifty-one programs (79.7%) received an overall rating of a "3", which reflects being rated at the "Target" level on both criteria. This is noted as only four new curriculum maps were changed or submitted as new during 2022-2023 but is adding to the previous number of active curriculum maps.

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## Assessment Plan

Programs are asked to submit documentation regarding their assessment plan to Taskstream AMS annually. The assessment plan contains information about the PSLOs, measures for each PSLO, target achievement levels for each measure, and narrative content regarding stakeholder involvement, frequency of data collection, and plan for continuous review of the assessment plan.

During the 2022-2023 Assessment Cycle, Assessment plans were submitted for review by 57 programs at Washburn University (CAS, including interdisciplinary programs = 35, Library = 1, Leadership Institute = 1, SAS = 15, SOB = 1, SON = 4). This submission number reflects a decrease of 12 programs from the 2021-2022 review cycle. Of the 69 total programs submitting to Taskstream, many had plans already reviewed and were copied from the previous cycle. All assessment plans have been reviewed by the assessment committee members using the following criteria detailed in the table below. The associated rubric that details all levels (i.e., not observed, beginning, developing, target) is provided in Attachment A.

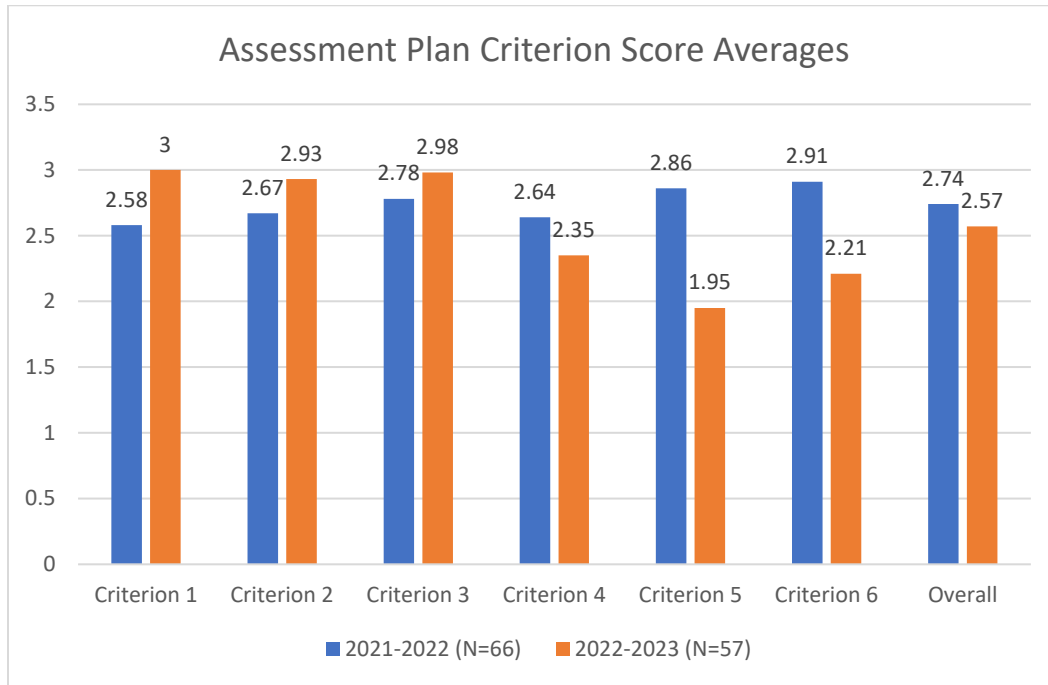
Criterion	Criterion Description	Target
1	Identifies how each outcome will be assessed	All of the types of PSLO measures used (i.e. direct, indirect,) are clearly identified.
2	Appropriate measures	All PSLOs include at least one direct measure. Summative assessment and/or indirect measures are in place where appropriate.
3	Acceptable program PSLO achievement level	All PSLOs have explicit achievement levels stated.
4	Frequency of data collection	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	Stakeholder involvement	All relevant stakeholders involved in curriculum improvement are identified with details of engagement and/or attempted engagement.
6	Plan revised as necessary	Plan for review is observed.

## Rubric Rating Results

The overall average (i.e., statistical mean) rating for all 66 programs was 2.57 (minimum = 1, maximum = 3), and the median score was 3. Thirty-three programs (58%) received an overall rating of a “3”, which reflects being rated at the “Target” level on all six criteria. The table below describes the overall ratings for CAS (including interdisciplinary programs) and SAS. Details for the other Schools/Institutes are not provided as this level due to having data for fewer than five programs.

School	Number	Mean	Median	Minimum	Maximum
CAS	32	2.75	3	1.5	3
SAS	15	2.58	3	1.5	3

Average ratings for individual criterion ranged from 1.95 (criterion 5) to 2.98 (criterion 3). The graph below displays the average overall rating, and ratings for each criterion, for the current and prior assessment cycles.



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## Assessment Findings Reports

Programs are asked to submit a report to Taskstream AMS annually that includes findings for all, or a subset, of PSLOs, and narrative discussion of the findings, recommendations, and assessment accomplishments. Programs are additionally asked to discuss faculty collaboration, collaboration with students, external stakeholders on assessment practices and reporting of results. All findings' reports were reviewed by the assessment committee members using the following criteria detailed in the table below. The rubric used for the findings was revised by the Assessment Committee in the spring of 2023. See this rubric in [Appendix A](#).

Assessment findings reports were submitted by 50 programs at Washburn University (CAS (including interdisciplinary programs) = 28, Library = 1, Leadership Institute = 1, SAS = 13, SOB = 1, SON = 3). This submission number reflects a decrease of 10 programs from the 2022-2023 review cycle.

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

2	Using assessment data to guide curriculum/course changes or to maintain current trajectory	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	Alignment and contribution to mission	All plans to make curriculum/course changes or to maintain current trajectory clearly align with and contribute to the mission of the program. Alignment is discussed clearly and/or supportive evidence is provided.
4	Faculty Collaboration	Faculty thoroughly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment results.
5	Communication and/or Collaboration with Students	PSLOs, measures, rubrics, and results are explicitly and directly communicated to students in two or more ways. If deemed appropriate, students are given opportunities to collaborate on assessment practices.
6	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.

### Measures

From all participating programs, a total of 1061 measures were entered on program assessment plans. Seventy-six percent (76%) of the measures were identified by programs as direct, 24% were identified as indirect measures. The most common type of direct measure was “student artifact” (60%), and the vast majority of indirect measures were labeled as a “survey” (82%). Nearly all measures were reported as being either course-level (38%) or program-level (53%) measures.

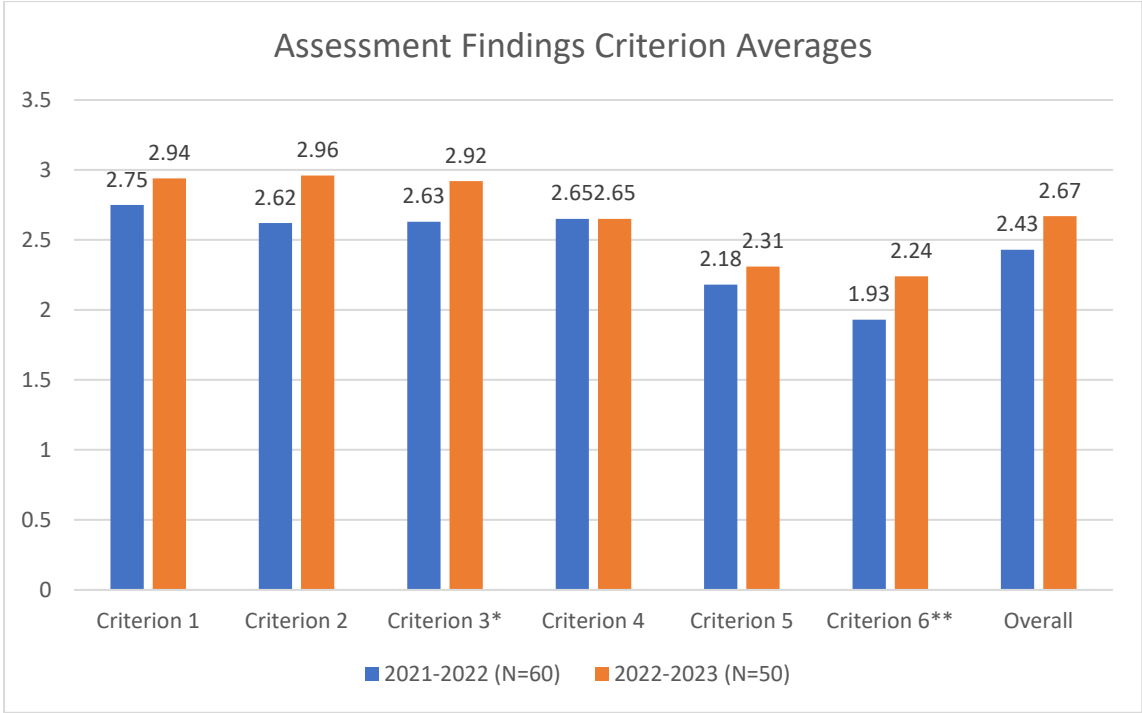
Of the total measures entered, 872 had findings provided on the assessment findings report, and 554 reported target achievement as “exceeded” or “met. A small number of measures were recorded as “not met” (n=63). The remainder of the findings were ones that were not analyzed during the current Assessment Cycle. Part of the assessment process for programs is to schedule the analysis and evaluation of data for PSLOs according to a schedule so that they have more results or can see more changes over time and can divide up the work across cycles.

### Rubric Rating Results

The overall average (i.e., statistical mean) rating for all 49 programs was 2.67 (minimum = 0, maximum = 3), and the median score was 2.83. 31 programs (63%) received an overall rating of a “3”, which reflects being rated at the “Target” level on all six criteria. The table below describes the overall ratings for CAS (including interdisciplinary programs) and SAS. Details for the other Schools/Institutes are not provided as this level due to having data for fewer than five programs.

School	Number	Mean	Median	Minimum	Maximum
CAS	28	2.61	2.83	1.33	3
SAS	13	2.76	3	1.5	3

Average ratings for individual criterion ranged from 2.31 (criterion 5) to 2.96 (criterion 2). The graph below displays the average overall rating, and ratings for each criterion, for the current and prior assessment cycles.



Note:

\*In the revised rubric, Criterion 3 had additional wording for the target.

\*\*In the 2021-2022 rubric, Criterion 7 is the same as Criterion 6 in the revised rubric.

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## Discussion

The number of programs submitting program assessment materials had previously increased each year. This year, the number of programs submitting did not increase in each category as before. However, in the findings for the programs that submitted 2022-2023, the mean scores in each category increased over 2021-2022. The programs that submitted materials overall in the last two years represent more than 50% of the total number of academic programs at Washburn University that are asked to submit program assessment materials. Many of the programs that have not submitted program assessment materials are Minor or Certificate programs. There are still some Major programs that need to go through the process and submit next time. In 2022-2023, many programs were simultaneously going through curricular revisions because of forthcoming changes to the General Education courses at



Washburn University. In addition, there were a few programs that were involved in large self-studies by an outside accreditor. These may have contributed to the decrease in reports. Efforts to identify programs that should be consolidated in Taskstream AMS, and to increase submission of program assessment materials, are continuing.

Because programs were not asked to submit Mission Statements, PSLOs, and Curriculum Maps unless they had substantively changed and they wanted them reviewed, the reporting for these areas just included four programs. Nonetheless, it notes that continuous improvement is part of the process.

Three of the six criteria for the Assessment Plan evaluation showed an increase in average scores over the previous year. So, it would seem that improvement is happening in including measures, appropriate measures and levels stated for those measures. The next three criteria are where there could be some improvement, especially in planning for stakeholder involvement. The assessment committee recognized this as reviewing was taking place this year. Plans are being made to engage programs in discussions about ideas for improving this part of their plans, including at the Assessment Extravaganza event at the beginning of 2024.

The criterion scores on the Assessment Findings improved over the previous year. The rubric for evaluation of these criteria was revised before the submission and reviewing for this cycle. It would seem that the revision might have been helpful. There were still programs submitting measures as direct that the reviewers rated as not direct as noted in the 2021-2022 Program Assessment Report. The assessment committee will continue its endeavors to identify needs and opportunities for training faculty.

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## Appendix A

### Curriculum Map Rubric (2021)

	<b>Target (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not observed (0)</b>
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 Student Learning Outcomes Rubric (2021)

	<b>Target (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not observed (0)</b>
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.

## Program Assessment Plan Rubric (2021)

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

Program Assessment Report Rubric (2023)

	<b>Target (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Observed (0)</b>
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 (Overall Recommendations)	Plans to make curriculum/course changes or to maintain current trajectory clearly align with and contribute to the mission of the program. Alignment is discussed clearly and/or supportive evidence is provided.	It is stated that plans to make curriculum/course changes or to maintain current trajectory align with and contribute to the mission of the program. The discussion and/or supportive evidence provided is vague.	It is stated that plans to make curriculum/course changes or to maintain current trajectory align with and contribute to the mission of the program, but there is no discussion or supportive evidence provided.	Alignment and contribution to mission is not addressed.
Faculty Collaboration	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 with faculty about assessment issues is minimal or non-existent.

	<b>Target (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>	<b>Not Observed (0)</b>
Communication and/or Collaboration with Students	PSLOs, measures, rubrics, and results are explicitly and directly communicated to students in two or more ways. If deemed appropriate, students are given opportunities to collaborate on assessment practices.	PSLOs, measures, rubrics, and results are directly communicated to students in one way. If deemed appropriate, students are given opportunities to collaborate on assessment practices.	PSLOs, measures, rubrics, and results are communicated passively and indirectly to students.	Communication with students about assessment is minimal or non-existent.
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.	PSLOs, measures, rubrics, and results are explicitly and directly communicated to external constituents (e.g., advisory boards, employers, community, alumni), but external stakeholders are not given opportunities to collaborate on assessment practices.	Communication with external stakeholders is minimal, and external stakeholders are not given opportunities to collaborate on assessment practices.	Communication and collaboration with external stakeholders are non-existent.

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