

Program Assessment Report

2021-2022 Academic Year

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Introduction

Program assessment review is completed by the Washburn University Assessment Committee, comprised of 11 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 2021-2022 academic year. Requested materials for each program included a Mission Statement, Program Student Learning Outcomes, and Curriculum Map (referred to as Standing Requirements), and Program Assessment Plan and Program Assessment Findings. Standing requirements only needed to be submitted this year by programs who hadn't previously submitted program assessment materials, or by programs who made a change and wanted these any of these items re-reviewed. The number of programs that submitted materials for each of these categories varied, with the highest number being 66 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. The results of the Assessment Committee reviews of program assessment materials, with comparison to the 2020-2021 academic year, are reported on the following pages.

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 hadn't previously submitted program assessment materials or who made a change and wanted the Mission Statement re-reviewed (n = 12). Of the twelve Mission Statements reviewed, 10 of them (83.3%) matched the Mission Statements included in the University Catalog. A total of 65 programs had active Mission Statements (i.e., submitted during the prior two assessment cycles), and 57 of them (87.7%) matched the Mission Statements included in the University Catalog. This reflects an increase in the number of programs with a submitted Mission Statement (i.e., increase of 13 submissions), and an increase in the percentage of program with a "matched" Mission Statement (2020-2021, 80.8% matched; 2021-2022, 87.7% matched).

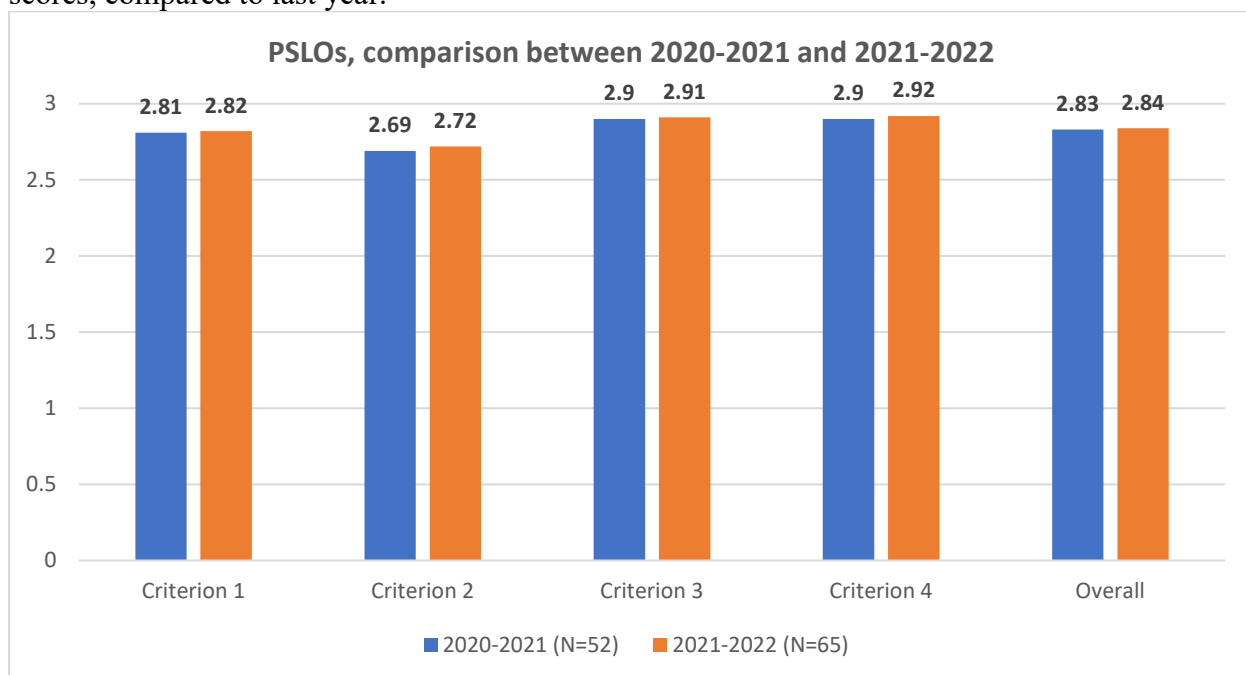
Program Student Learning Outcomes

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. This year, PSLOs were only submitted by programs who hadn't previously submitted program assessment materials or who made a change and wanted their PSLOs re-reviewed (n = 13). These 13 PSLOs were reviewed by the assessment committee members using the criteria detailed in the table below. These criteria were similarly used for programs that submitted PSLOs during the 2020-2021 assessment cycle. The associated rubric that details all levels (i.e., not observed, beginning, developing, target) is provided in Attachment A.

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 65 programs had active PSLOs (i.e., submitted during the prior two assessment cycles), and 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 3. Forty-six programs (70.8%) received an overall rating of a “3”, which reflect being rated at the “Target” level on all four criteria. This reflects an increase in the number of programs with submitted PSLOs, and small increases in average scores, compared to last year.

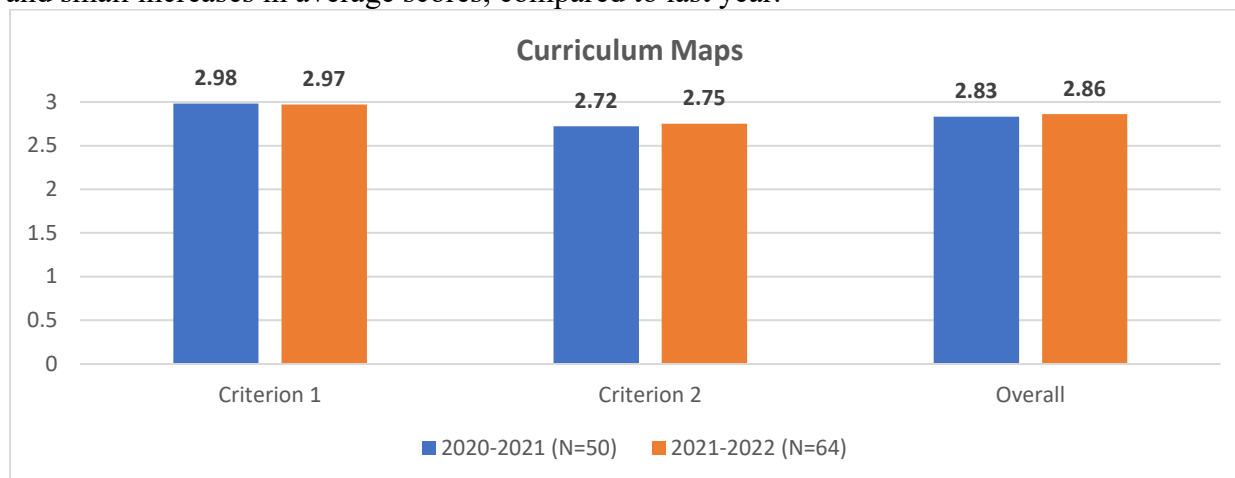


Curriculum Map

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 hadn't previously submitted program assessment materials or who made a change and wanted their curriculum maps re-reviewed (n = 14). Program Curriculum Maps are evaluated by the Assessment Committee on two dimensions:

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 3. Fifty-one programs (79.7%) received an overall rating of a “3”, which reflect being rated at the “Target” level on both criteria. This reflects an increase in the number of programs with submitted curriculum maps, and small increases in average scores, compared to last year.



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.

Assessment plans were submitted by 66 programs at Washburn University (CAS, including interdisciplinary programs = 38, Library = 1, Leadership Institute = 1, SAS = 21, SOB = 1, SON = 4). This submission number reflects an increase of 17 programs from the 2020-2021 review cycle. All 66 assessment plans were 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.

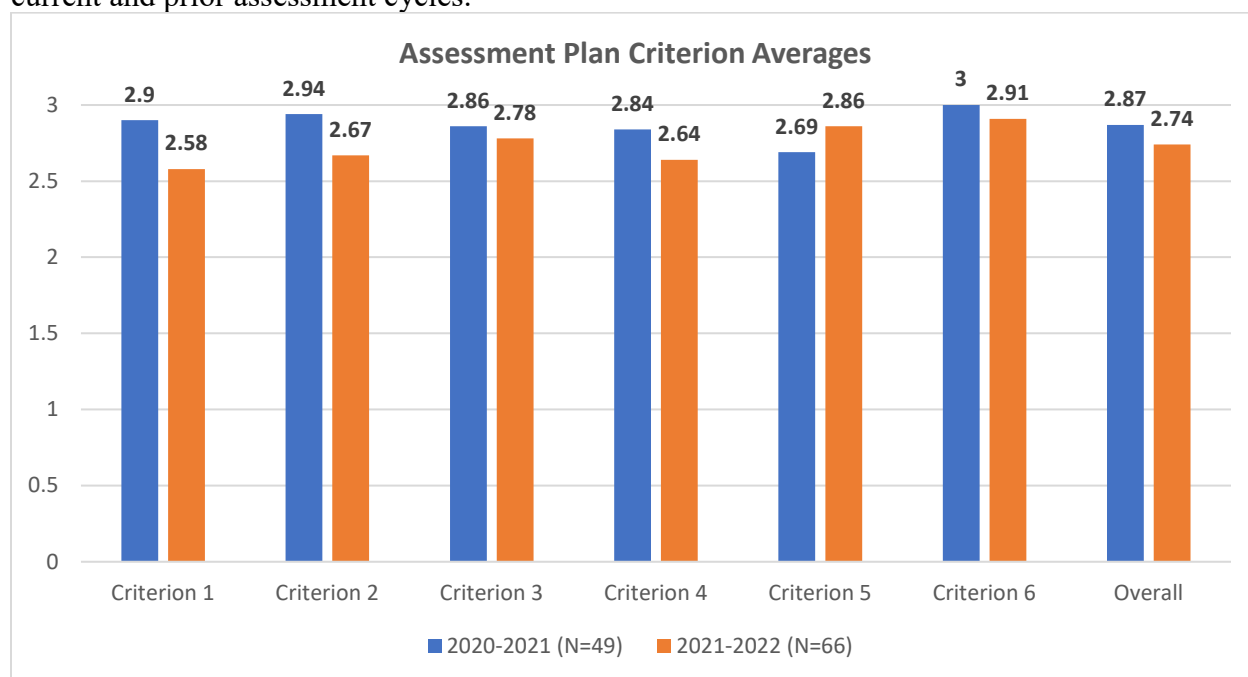
Criterion	Criterion Description	Target
1	Identifies how each outcome will be assessed	All of the types of PSLO measures used (i.e. direct, indirect,) are clearly identified.
2	Appropriate measures	All PSLOs include at least one direct measure. Summative assessment and/or indirect measures are in place 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 2.74 (minimum = 1, maximum = 3), and the median score was 3. Thirty-seven programs (56.1%) received an overall rating of a “3”, which reflect 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	38	2.67	2.83	1	3
SAS	21	2.93	3	2.5	3

Average ratings for individual criterion ranged from 2.58 (criterion 1) to 2.91 (criterion 6). The graph below displays the average overall rating, and ratings for each criterion, for the current and prior assessment cycles.



Assessment Findings

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 collaboration with students, external stakeholders, and other institutional entities on assessment practices and reporting of results.

Assessment findings reports were submitted by 60 programs at Washburn University (CAS (including interdisciplinary programs) = 33, Library = 1, Leadership Institute = 1, SAS = 20, SOB = 1, SON = 4). This submission number reflects an increase of 16 programs from the 2020-2021 review cycle. All 60 findings reports were 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	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.
4	Faculty Collaboration	All faculty thoroughly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment results.
5	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.
6	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.
7	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

Across all programs, a total of 978 measures were entered on program assessment plans. Seventy-eight percent (78%) of the measures were identified by programs as direct measures, and 22% were identified as indirect measures. Of note, seven measures (0.72%) were not identified as a direct nor indirect. The most common type of direct measure was “student artifact” (55%), and the vast majority of indirect measures were labeled as a “survey” (78%). Nearly all measures were reported as being either course-level (37%) or program-level (55%) measures.

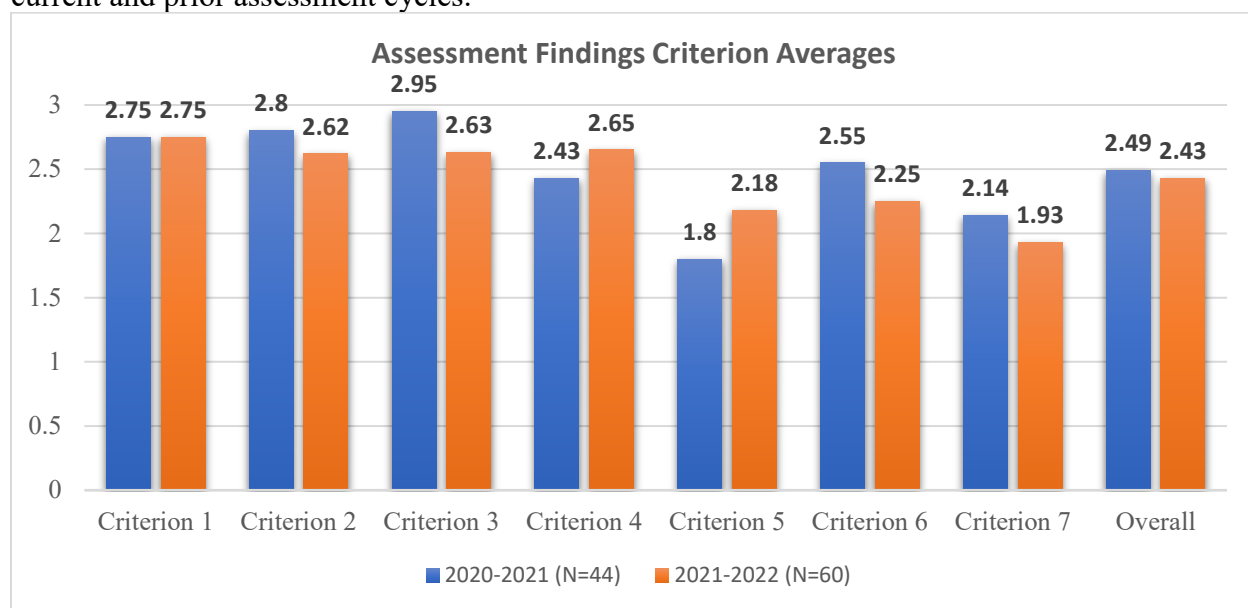
Of the 978 measures entered, 791 had findings provided on the assessment findings report, and 715 reported on target achievement. Of those 715, approximately 50% (n = 356) had their target achievement specified as “exceeded”, 32% (n = 227) specified target achievement as “met”, and 18% (n = 132) specified that the target was “not met”.

Rubric Rating Results

The overall average (i.e, statistical mean) rating for all 60 programs was 2.43 (minimum = 0, maximum = 3), and the median score was 2.785. Twenty-six programs (43.3%) received an overall rating of a “3”, which reflect being rated at the “Target” level on all seven 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	33	2.46	2.86	0	3
SAS	20	2.59	2.79	1.14	3

Average ratings for individual criterion ranged from 1.93 (criterion 7) to 2.75 (criterion 1). The graph below displays the average overall rating, and ratings for each criterion, for the current and prior assessment cycles.



Discussion

The number of programs submitting program assessment materials has increased each year. The programs that submitted materials this year represent approximately 50% of all 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, however there are also quite a few Major programs. Efforts to identify programs that should be consolidated in Taskstream AMS, and to increase submission of program assessment materials, are continuing.

There were some notable decreases for criterion scores on the assessment plan and assessment findings reports, compared to the prior year. It is likely that this is due, at least in part, to changes with interpretation and application of the rubrics, resulting from assessment director and assessment committee changes. For example, while a number of programs identified their measures as “direct”, the committee noted that they were not in fact direct measures (e.g., using an overall course grade), and thus a lower score was provided on criteria one and two on the assessment plan rubric. The assessment committee plans to engage in additional conversation regarding the rubrics, and to identify training needs and opportunities for faculty.

Attachment A: Rubrics

Program Student Learning Outcomes (2021)



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	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.	

Curriculum Map (2021)

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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)

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	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)

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	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.	