

Program Assessment Report

Academic Year 2023-2024

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 2023-2024 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 Assessment Committee decided in Spring 2023 to move to a three-year cycle of Program Assessment. This academic year is the first year of reporting for that cycle. The departments submitting are Creative Performing Arts (CAS), Interdisciplinary Studies (CAS), School of Nursing, School of Business, Leadership and Community Engagement, and Honors according to the cycle below. The number of programs that submitted materials during AY2024 for each of these categories varied, with the highest number being 22 programs.

- 2023-2024 - Creative Performing Arts (CAS), Interdisciplinary Studies (CAS), School of Nursing, School of Business, Leadership and Community Engagement ; Honors
- 2024-2025 - School of Applied Studies and Library/CSSR
- 2025-2026 - Remaining College of Arts and Sciences divisions: HUM, NSM, and SS, MM/KN; using Planning & Self-Study software

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 2022-2023 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 ($n = 1$). This program's mission statement matched the Mission Statement included in the University Catalog. However, looking over the last three assessment cycles, a total of 70 programs have active Mission Statements with 62 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 = 1). The 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 71 programs have 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 2.87, 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 = 1). 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 69 programs have 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 2.87, and the median score was three. Of these previously submitted, 57 programs (82%) received an

overall rating of a “3”, which reflects being rated at the “Target” level on both criteria. This score is beyond AY23 by 5%. One new curriculum map was changed or submitted as new during 2023-2024 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 2023-2024 Assessment Cycle, Assessment plans were submitted for review by 22 programs at Washburn University International Programs = 1, Leadership Institute = 1, CAS = 12, SOB = 2, SON = 4, Interdisciplinary Studies = 3. 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.

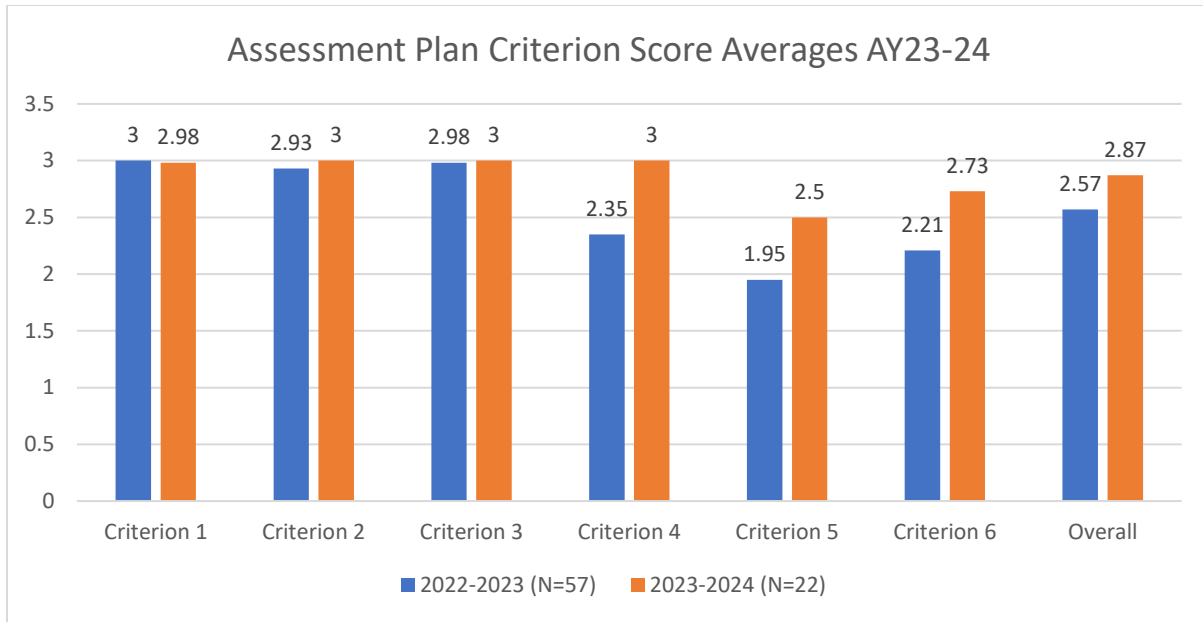
Criterion	Criterion Description	Target
1	Identifies how each outcome will be assessed	All of the types of PSLO measures used (i.e. direct, indirect,) are clearly identified.
2	Appropriate measures	All PSLOs include at least one direct measure. Summative assessment and/or indirect measures are in place 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 22 programs was 2.87 (minimum = 2.33, maximum = 3), and the median score was 3. 13 programs (59%) received an overall rating of a “3”, which reflects being rated at the “Target” level on all six criteria and is one percentage point over AY23. The table below describes the overall ratings for CAS (including interdisciplinary programs). 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	12	2.90	3	2.33	3

Average ratings for individual criterion ranged from 2.58 (criterion 5) to 3 (criteria 1, 2, 3, and 4). 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 22 programs in the group required to report according to the assessment reporting cycle (n = 22), International Programs = 1, Leadership Institute = 1, CAS = 12, SOB = 2, SON = 4, Interdisciplinary Studies = 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 354 measures were entered on program assessment plans. Seventy-six percent (81%) of the measures were identified by programs as direct which is higher than AY22-23 with 76%. This year, 18% were identified as indirect measures. The most common type of direct measure was “student artifact” (54%), and the most popular indirect measure was a “survey” (18%). Some were not specified.

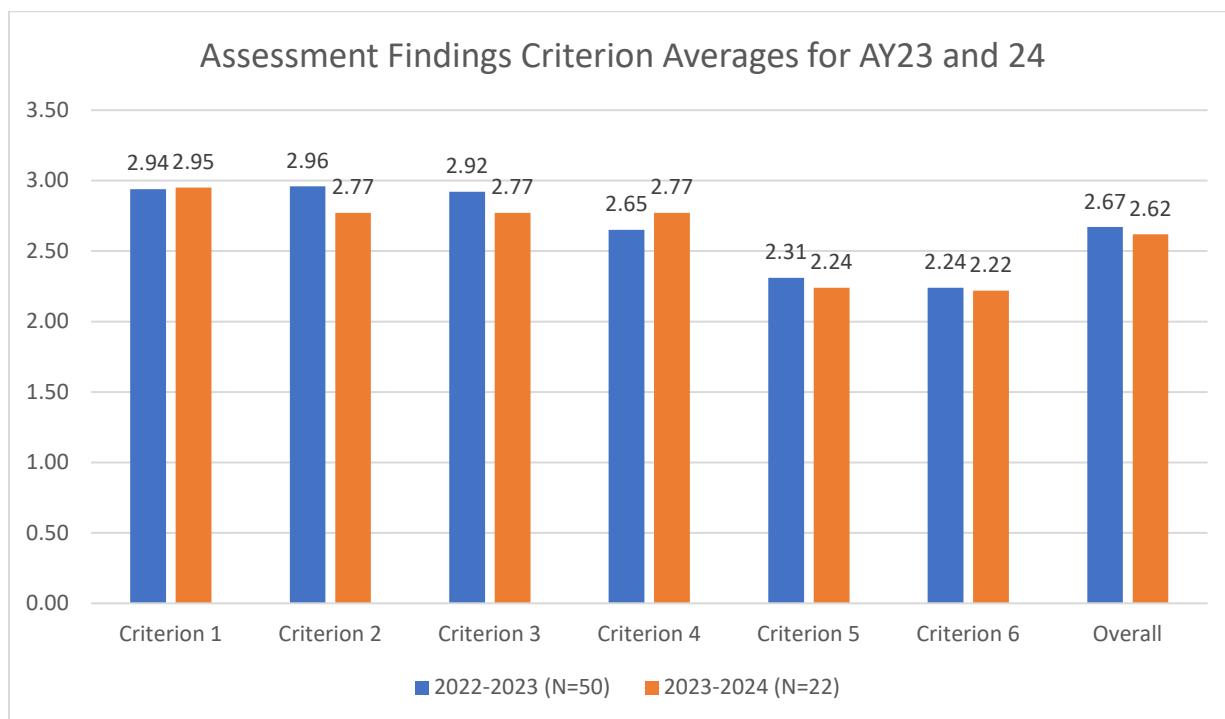
Of the total measures entered, 245 had findings provided on the assessment findings report, and 214 reported target achievement as “exceeded” or “met.” A small number of measures were recorded as “not met” (n=10). The remainder of the findings were ones that were not analyzed during the current Assessment 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 22 programs was 2.62 (minimum = 0, maximum = 3), and the median score was 2.75. 4 programs 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). Note that one department had too few students for useful data reporting and this outlier appears to have affected the minimum below. Details for the other Schools/Institutes are not provided as this level due to having data for fewer than five programs.

School	Number	Average	Median	Minimum	Maximum
CAS	15	2.57	2.75	.50	3

Average ratings for individual criterion ranged from 2.22 (criterion 6) to 2.95 (criterion 1). The graph below displays the average overall rating, and ratings for each criterion, for the current and prior assessment cycles.



Note:

*In the 2022-2023 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, 22 program submitted which is about a third of those submitting last year. As the programs were divided into 3 cohorts, this cohort has similar participation as the whole group last year. Some of the average scores decreased by a small amount, but the number participating was lower. Many of the programs that have not submitted program assessment materials are Minor or Certificate programs that are not submitted separately but considered in the assessment of the larger program in that department. There are still some Major programs that need to go through the process and submit next time.

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 one new program. Nonetheless, it notes that continuous improvement is part of the process.

Two of the six criteria for the Assessment Plan evaluation showed an increase in average scores over the previous year even though the total number of programs being compared is less than half of last year's group. So, it would seem that continuous improvement is happening overall. There is room for improvement, especially in planning for stakeholder involvement. The assessment committee recognized

this as reviewing was taking place this year. These topics have been addressed at the Assessment Extravaganza event with presentations specifically aimed at this. When looking at a decrease in the Criterion 2 scores, the Assessment Team has plans to address this by more clearly stating questions to be answered in the Assessment Report software upgrade being implemented in the Spring of 2025.

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Appendix A

Curriculum Map Rubric (2021)

	Target (3)	Developing (2)	Beginning (1)	Not observed (0)
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)

	Target (3)	Developing (2)	Beginning (1)	Not observed (0)
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)

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)
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)

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)
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.

	Target (3)	Developing (2)	Beginning (1)	Not Observed (0)
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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