Introducing Planning & Self Study for Program Assessment

Due Date for the Plan and Report: August 31, 2025

Watermark's Planning and Self Study (P&SS) is the new product for Program Assessment to replace TaskstreamAMS. There are 2 parts to the program assessment process in P&SS just like in Taskstream.

- First, liaisons will edit and add to the Program Information including the Mission, PSLOs, Measures, and Curriculum Map.
- Then liaisons will go into the AY2024-2025 Assessment Report and enter results, findings, actions, and outcomes analysis. Liaisons will review and submit the report.

The Assessment Committee Reviewers will use the reorganized <u>rubrics</u> included at the end of this document to rate the plan and report and give feedback on the assessment process written in the report.

Part 1 Entering an Assessment Plan for AY2024-2025

Step 1: Accessing Watermark Planning & Self-Study (P&SS)

The link to enter the Watermark products that you have access to at WU is on the Watermark Card on my.washburn.edu.

Home - MyWashburn



Your landing page on Watermark may look different depending on user access. Click on **Planning & Self-Study.** Student Learning & Licensure (SL&L) is used for USLOs score reporting for General Education courses. Course Evaluations and Surveys is used for accessing Student Perception Survey results for past semesters.



NOTE: If you find you have questions about navigating the software, you can always click question mark in the upper right corner to search for assistance and user guide information.

Watemark* Planning & Self-Study		0	
Welcome, Margo Rangel! Welcome, you'll see notifications of tasks and plans you are involved in. If you are teaching courses, you have access to your courses.			Î
My Leadership View and access the course(s), program(s), or organization(s) you lead. You will receive guided prompts and tasks for effective leadership. Navigate to their profile(s) to access more insights about its progress, success, and improvement.			
Washburn University Institution - Christa Smith, Joshua Huston, Kelly McClendon, Margo Rangel, Paul Mallory	ENTER I	NSTITUTION	ļ
PROJECTS IN PROGRESS	PROFILE PROGR	ESS	
Assessment Report for AY2024-2025	Mission:	View Missior	1
37 organizations included 0 outcomes being assessed	Outcomes:	5	
Outcome Progress and Results	Outcome Mapped:	1/5	
There are no outcomes for this plan.			
Early Adopters 2024-2025 Plan 7 organizations included 13 outcomes being assessed Outcome Progress and Results Not Started In Progress IM Met IN Not Met			

On the P&SS home page, you should see programs you are assigned to. You may have multiple programs and will need to scroll down to find the program you will be working on. Scroll down to find the program you want to enter information for and click on the program name.

NOTE: The icon with the 9 dots in the upper right-hand corner can be used to Log Out of the system.

Renning & Setf-Study		0	
Intensive English Department - Kelly McClendon, Margo Rangel	ENT	ER DEPARTMENT	
PROJECTS IN PROGRESS	PROFILE PRO	DGRESS	
🖬 Early Adopters 2024-2025 Plan	Mission:	View Missi	on
1 organization included 4 outcomes being assessed	Outcomes:	5	

Step 2: Checking the Program Mission Statement and writing about the Assessment Process for the Program

From this page, click on Program Information

Planning & Self-Study				
Organization Management > Exploratory: Intensive English Exploratory: Intensive English @ Assign Lead				
L Insights	Projects In Progress Access, monitor and track this program's projects that are active and in progress from this page.			
Program Information	Continuous Improvement Project(s) 2 projects			

Click the 3 dots on the right of the Mission Statement to edit the text here. Check the program Mission statement to be sure it matches the academic catalog. Then, copy the link to the page the mission statement is on in the academic catalog and paste it here. Clicking the insert link symbol from the tool bar in the textbox also works.

Organization Management > Exploratory: Intensive English Exploratory: Intensive English Ø Assign Lead			
1. Insights	Program Information		
C7 In Progress	Communicate the purpose and design of your organization, program or course through creation of outcomes and alignment to related organizations and courses for powerful reporting and connections.		
(i) Program Information			
🖺 Curriculum	Mission Statement		
 Actions Docs & 	The mission of the Intensive English Program (IEP) is to offer leveled English language courses to prepare non-native English speakers, including international students, for success in degree programs at the university and other academic and community settings. The IEP is committed to facilitating cross-cultural understanding and supporting the		
Reports	 university's values of academic excellence and inclusion. IE Catalog Link Each PSLO and curriculum within is reviewed on a 4-year schedule. PSLO2 was reviewed in 24-25, PSLO3 will be reviewed in 25-26, PSLO2 in 26-27, PSLO3 in 28-29, and PSLO5 is annual. IE faculty meet 6 times per year and use 1-2 of those meetings to review the assessment data over the past 4 years for the assigned PSLO, looking at syllab), assessments, SLO5 and student achievement data. This year, common rubrics across sections are concord to look or sections of the past to the past of the p		

Then, respond to the following questions about the program's Assessment Process inside the Mission Statement textbox. The character limit for the box is 2000. See **Program Assessment Rubrics** at the end of this document or in the Docs & Reports section of the program page in P&SS.

Answer these questions in the Mission textbox:

- 1. If the PSLOs are on a schedule for assessment, report that here. For example:
 - a. For example, each Intensive English PSLO and curriculum within is reviewed on a 4-year schedule. PSLO1 AY2023-2024, PSLO2 AY2024-2025, PSLO3 AY2025-2026, PSLO AY2026-2027, PSLO5 annually.
- 2. Explain how faculty collaborate within the program and, if applicable, between departments to create measures and discuss implications of assessment results.
- 3. Explain how PSLOs, measures, rubrics, and results are explicitly and directly communicated to students and, if appropriate, how students are given opportunities to collaborate on assessment practices. If the department has PSLO-specific processes, those can be mentioned in the Outcomes Analysis textboxes later.
- 4. Explain how PSLOs, measures, rubrics, and results are explicitly and directly communicated to external constituents (e.g., advisory boards, employers, community, alumni), and how they are given opportunities to collaborate and give feedback on assessment practices. List stakeholders and details of engagement or attempted engagement as applicable. If the department has PSLO-specific processes, those can be mentioned in the Outcomes Analysis textboxes later.

Step 3: Adding or Editing Existing PSLOs

The Assessment Team has pulled in the PSLOs and Measures that were in Taskstream from AY2022-2023 or the last time you submitted an assessment report. These will stay in the Program Information section and be carried over from cycle to cycle. You can edit or revise them here before you start the Assessment Report for the current cycle.

The current PSLOs are visible below the Mission Statement on this screen.

To begin adding or editing PSLOs, click on Manage Outcomes. For now, "Success Outcomes" will not be used on this Plan or Report. Those apply to co- or extra-curricular activities and programs.

Exploratory e Assign Lead	: Intensive English			
d, Insights	Program Information			
D In Progress	Communicate the purpose and design of your organizatic course through creation of outcomes and alignment to re and courses for powerful reporting and connections.	n, program or lated organizations		
Program Information				
Curriculum	Mission Statement		4	
C Actions	The mission of the Intensive English Program (IEP) is to offer prepare non-native English speakers, including international a programs at the university and other academic and communit facilitating cross-cultural understanding and supporting the u	eveloc English language courses to tudents, for success in degree y actitings. The IEP is committed to inversity's values of academic		
Reports	 excellence and inclusion. IE Catalog Link Each PSLO and curriculum within is reviewed on a 4-ye 24-25, PSLO1 will be reviewed in 25-26, PSLO2 in 26-23 	ar schedule. PSLO4 was reviewed in ; PSLO3 in 28-29, and PSLO5 is		
	 annual. It faculty meet 6 times per year and use 1-2 of those m data over the past 4 years for the assigned FSLO, looking student achievement data. This year, common rubrics a expectations about voice to avoid inappropriate use of matchedule the same even though reporting schedule cha WU. Faculty meet 6 times or more per academic year includi curricular rolview, and supporting suborts as we often areas, data and student teodback is also discussed. If Advisory Council meets one year. Assessment data 	aetings to review the assessment gat sylabl, assessments, SLOS and cross acctions are vericed to include generative AL Musion statement ctor decided to keep the plan ngod for Assessment reporting at ng all adjuncts, to collaborate on awe the same students across skill a adjunct feedback are shared,		
and the council is given chances to provide feedback and bring up any concerns they see with matriculated IP# students they are teaching or advang. • Relevant assessment data is posted on the II webpage and or syltabl. For example, IPS's of students pass SN01 after tailing IE20-QL creatly, students don't have an opportunity to offer feedback on assessment data, but the program is looking at adding a student member to the Advancy Council. Lost Updoted: 04/15/2025		do bing up any concerns may see and on a situation complete any set one on these an epoportunity to cooking at adding a student member		
	Outcomes EDIT OUTCOME MAD			
LEARNI	LEARNING OUTCOMES SUCCESS OUTCOMES			
Learning Ou by students	tcomes articulate the knowledge, skills, and dispositions attain through learning and/or co-curricular experiences.	ed		
PSL01		PSL02	PSL03	
Use Eng essays, social co meaning to find a	ish with minimal global grammar errors: Write short present short academic speeches, and participate in morecations with minimal grammar errors that confuse after applying linguistic knowledge and using strategies d correct their errors.	Upon completion of the IEP, students will read at 180 words per minute with 75% comprehension in order to succeed in courses with required college-level (low-advanced) reading.	Upon completion of the IEP, student will be able to take relevant organized notes from short lectures and deliver a college-level speech and presentation with clear points, organization, and proper citations.	
Gramm	ar Language Accuracy	Reading Comprehension	Speaking & Listening	
Mapping Assess	Mapping: I Connection Mapping: I Connection Mapping: I Connection Assessment Status: In Progress Assessment Status: In Progress Manage MEASURES			
PSLO4				
Upon co	mpletion of the IEP, students will be able to write a			

Click on Create New Outcome if you need to add a PSLO.

LEARNING OUTCOMES (5) SUCCESS OUTCOMES (6) Learning Outcomes articulate the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences. Image: Comparison of the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences. Intensive English Learning Outcomes () Image: Comparison of the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences. Image: Comparison of the knowledge, skills, and dispositions attained by students with minimal global grant comparison of the knowledge and using strategies to 19, 2024 Image: Comparison of the knowledge and using strategies to find and correct their errors. Manual Comparison of the Knowledge and using strategies to find and correct their errors. Image: Comparison of the Knowledge and using strategies to find and correct their errors. PSLO2 Commar Image: Comparison of the Knowledge and using strategies to 19, students will read at 180 words per minute with	× Manage Outcomes				
Examing Outcomes Intensive English Learning Outcomes Intensive English their Sould conversations with minimal global grammar errors: Write short essays, present schole in social conversations with minimal grammar errors: But confuse meaning after applying linguistic knowledge and using strategies to find and correct their errors. Image Accuracy Image Accuracy PSLO2 Image Accuracy PSLO2 Image Accuracy Psto3 Image Accuracy Descongelon of the IEP, students will read at 180 words per minute with	LEARNING OUTCOMES (5)	SUCCESS OUTCOMES	0)		
Intensive English Learning Outcomes CREATE NEW OUTCOME PSLO1 Image: Complexity of the provided and complexity of the provi		Learning Ou Learning Outcome students through I	tcomes articulate the knowledge, skills, and dispositions attained by arning and/or co-curricular experiences.		
PSLO1		Intensive E	Iglish Learning Outcomes 🖉	CREATE NEW OUTCOME	
PSLO2 Last updated: Nov 15, 2024 Upon completion of the IEP, students will read at 180 words per minute with		PSL01 Last updated: I Use English wi short academi minimal gramn knowledge and Grammar	lov 19, 2024 h minimal global grammar errors: Write short essays, present speeches, and participate in social conversations with ar errors that confuse meaning after applying linguistic using strategies to find and correct their errors. Language Accuracy	 (*) (*)	
75% comprehension in order to succeed in courses with required college- level (low-advanced) reading. Reading Comprehension		PSLO2 Last updated: 1 Upon completi 75% comprehe level (low-adva Reading Com	lov 15, 2024 on of the IEP, students will read at 180 words per minute with nison in order to succeed in courses with required college- nced) reading. zrehension	 (*) (*) (*) (*) 	
× Manage Outcomes	× Manage Outcomes				ONE
LEARNING OUTCOMES (6) SUCCESS OUTCOMES (0) Create New Outcome Learning Outcome articul, students through learning Fields marked with * are required.	LEARNING OUTCOMES (5) SUC	CESS OUTCOMES (0)	Create New Outcome X Enter details to describe the new outcome.		
Intensive English Outcome Title*		Intensive English	Outcome Title*	NEW OUTCOME	
PSLO1 Label the autcome by proficiency area if applicable. e.g. Written Communication, Critical Thinking, Civil Use English with mining short academic speech innimal gramma error knowledge and using a Grammar Langua Outcome Description		PSLO1 Last updated: Nov 19, 2 Use English with minim short academic speech minimal grammar errors knowledge and using t Grammar Langust	Label the sutsome by proficiency area if applicable, e.g. Written Communication, Critical Thinking, Civit Engagement. Outcome Description	• • •	
Tags			Tags		
Past uzdáteľ. Nov 15,2 Q. Enter Tag 0/30 Upon completion of thy 175% comprehension level (low-savanced) n Tags added: 0/5 Reading Comprehen Tags (low you to track outcomes across organizations using Bloom's Taxonomy or your own institutional kabels. You can add up to 5 logs.		PSLO2 Last updated: Nov 15, 2 Upon completion of the 75% comprehension in level (low-advanced) re Reading Comprehens	Q Enter Tag 0/30 Tags added: 0/5 7 Tags added: voir to track outcomes across organizations using Bloom's Taxonomy or your own Institutional labels. You can add up to \$ togs.	(*) (!)	
PSLO3		PSLO3	CANCEL CREATE		

To edit an existing PSLO, use the Add/Edit Outcomes click on the 3 Dots under Create New Outcome box. PSLOs can be reordered by clicking the arrows near the 3 dots.

If all PSLOs look correct after saving any edits, click Done at the to go back to the Program home environment in the Program Information tab.

×	Manage Outcomes			
	LEARNING OUTCOMES (5)	SUCCESS OUTCOMES (0)		
		Learning Outcomes Learning Outcomes articulate the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences.		
		Intensive English Learning Outcomes		
		PSLO1 Last updated: Nov 19, 2024 Use English with minimal global grammar errors: Write short essays, present short academic speeches, and participate in social conversations with minimal grammar errors that confuse meaning after applying linguistic knowledge and using strategies to find and correct their errors. Grammar Language Accuracy		
		PSLO2 Last updated: Nov 15, 2024 Upon completion of the IEP, students will read at 180 words per minute with 75% comprehension in order to succeed in courses with required college- level (low-advanced) reading. Reading Comprehension	be recorded in the history. Archive Removes the outcome from this list but still keeps it in the records.	
		PSL03 Last updated: Nov 15, 2024 Upon completion of the IEP, student will be able to take relevant organized notes from short tectures and deliver a college-level speech and presentation with clear points, organization, and proper citations.		

Step 4: Adding or Editing Assessment Measures in a PSLO

Scroll down a little and inside a PSLO box, click on Manage Measures.

Watermark- Planning & Self-Study			0
Home → Intensive English			
C7 In Progress	LEARNING OUTCOMES SUCCESS OUTCOMES		
(i) Department Information	Learning Outcomes articulate the knowledge, skills, and dispositions attain by students through learning and/or co-curricular experiences.	ed	
🖺 Curriculum	PSL01	PSLO2	PSL03
C Actions	Use English with minimal global grammar errors: Write short essays, present short academic speeches, and participate in social conversations with minimal grammar errors that confuse meaning after applying inguistic knowledge and using strategies to find and correct their errors.	Upon completion of the IEP, students will read at 180 words per minute with 75% comprehension in order to succeed in courses with required college-level (low-advanced) reading.	Upon completion of the IEP, student will be able to take relevant organized notes from short lectures and deliver a college-level speech and presentation with clear points, organization, and proper citations.
	Grammar Language Accuracy	Reading Comprehension	Speaking & Listening
	Mapping: 1 Connection Assessment Status: In Progress	Mapping: © 1 Connection MANAGE MEASURES	Mapping: O 1 Connection MANAGE MEASURES

Click on Create New Measure Box if you need to add a measure.

÷	Manage Measures PSLOT		DONE
	Manage Measures Add measures to demonstrate assessment activities and provide evidence of student learning.		
	PSL01 Measures	CREATE NEW MEASURE	
	English Grammar Use IE204 Portfolio Rubric has a section on grammar use.	English Grammar Use Grammar is embedded in each core IE course. 20% of the grade for each course comes from assessing grammar outcomes. Assessments used to calculate this Read More	

You will enter a title for the measure, select method (drop down) and enter a brief description. Once information is entered, select Create Measure in the upper right-hand corner.

×	Create New Measure		BACK CREATE MEASURE
		Measure Definition Add details for the measure, set results preferences, and assign to outcomes. Title* Enter a tills for the measure 0/100 Method ✓ Select Method ✓ Description ✓ B j ¥ FONT FAMILY ¶ + 雪 雪 ≓ + ≔ + ⇔ ∽ ~ Å	
		Characters : 0/2000 Outcome PSL01 Department Intensive English Target Enter the target or criteria of success for this measure	

Below is an example of a completed Measure. Edit this measure by clicking Edit in the upper right-hand corner.

Check to see if each measure has been migrated from Taskstream accurately. Be sure to change or choose the Method for each measure. These may not have been migrated accurately as the method names were different in Taskstream.

×	Measure Details English Grammar Use			EDIT MEASURE DONE
		Measure De View the defini	finition for of the measure.	
		Title:	English Grammar Use	
		Method:	Portfolio	
		Description:	IE204 Portfolio Rubric has a section on grammar use.	
		Department:	Intensive English	
		Outcome:	PSL01	
		Target:	80% of students score greater than or equal to 3 on the grammar criterion of IE204 writing portfolio rubric.	
		Attachments:	Portfolio Rubric for 204cx.docx	

When you have finished checking, editing, or adding measures, save and exit back to the Program home.

Step 5: Checking the Curriculum Map

Go to the program home screen in P&SS. Click on the program name if you are not there already. Then click on Curriuculum tab.

•	Explorat 9 Assign Lead	ory: Intensive English
ևե	Insights	Program Information
Þ	In Progress	Communicate the purpose and design of your organization, program or course through creation of outcomes and alignment to related organizations and courses for powerful reporting and connections.
0	Program	
	Information	
۵	Curriculum	Mission Statement
0	Actions	The mission of the intensive English Program (IEP) is to offer leveled English language courses to prepare non-native English speakers, including international students, for success in degree programs at the university and other academic and community settings. The IEP is committed to
F	Docs & Reports	facilitating cross-cultural understanding and supporting the university's values of academic excellence and inclusion. IE Catalog Link
		 Each PSLO and curriculum within is reviewed on a 4-year schedule. PSLO4 was reviewed in 24-25, PSLO1 will be reviewed in 25-26, PSLO2 in 26-27, PSLO3 in 28-29, and PSLO5 is annual.

In the Curriculum Map box shown below, you can create, share or edit the curriculum map. To edit, click on purple pencil in the upper right-hand corner.

Planning & Self-Study			Ø (II
Unformation			
Curriculum	Statistics	Curriculum Map	
⊘ Actions	1390 184 183 3107 Courses Sections Instructors Students enrolled	11/16 5 Last Modified on Courses Mapped Outcomes 02/10/2025	1
E Docs &			
Reports	Course List		± DOWNLOAD CSV
	COURSE REQUI	ED COURSE SECTIONS	ASSESSMENT LEAD
	AC330 NO Accounting Information Systems	0 Course Sections	+± Assign Lead
	AC404 NO Indep Study - Accounting	0 Course Sections	⁴ Assign Lead

The screenshot below shows the Curriculum Map listing PSLOs and Courses. In the lefthand corner "Outcomes" and to the right "Courses", each has a purple pencil that allows for edits.

On the right hand you have two options: Share (share online and/or via PDF) and Save and Exit (save what you have edited and exit back to the Program home screen).

CN: Communication Major													SHARE		► SAV	YE AND EXIT
Outcomes 🕢	Cours	es 🕢														\leftrightarrow \rightarrow
CN: Communication Major Learning Outcomes	CN101	CN150	CN302	CN309	CN330	CN340	CN343	CN351	CN353	CN363	CN490	CN491	CN498	CN601	CN630	CN777
PSLO 1 Describe the purposes of communication in the 21st Century.		÷	R	+	+	+	+	R	+	R	+	÷	+	+	+	+
PSLO 2	+		+	+	р	Р	+	+	+	+	+	+	R	+	+	+
PSLO 3 Create messages to achieve specific communication goals.	+	1	+	+	Р	Р	+	+	+	+	+	R	R	+	+	+
PSLO 4 Apply communication skills and theory to generate new insights into contemporary communication situations.		÷	+	+	Р	Р	+	+	+	+	+	R	R	+	+	+
PSLO 5 Describe complexities such as race, gender, culture, and interpersonal history of communication situations.		+	р	R	R	R	+	+	R	+	+	+	+	+	+	+
Key: V Aligned I Introduced P Practiced	RR	inforced	A Assess	ment Activit	у											Ŧ

Outcomes for example PSLO 1 is Introduced and Assessed in CN 101. One can opt to include or remove Introduced, Practiced, Reinforced under the Alignment Box after clicking in the appropriate square where you see the "I", "R", or "P" or Assessed symbol.

A Key is provided for you and is located at the very bottom of the page.

	CN: Communication Major												SHARE	~	SAVE AND EXIT
	Outcomes 🕢	Cours	es 🕢								$\leftarrow -$	>	OUTCOME: PSLO 1		$\left(\times \right)$
	CN: Communication Major Learning Outcomes	CN101	CN150	CN302	CN309	CN330	CN340	CN343	CN351	CN353	CN363	CN4	Describe the purposes 21st Century.	of communication	on in the
\langle	PSLO 1 Describe the purposes of communication in the 21st Century.		+	R	+	+	÷	÷	R	+	R	1	MAP TO: CN101		
	PSI 0.2												Alignment		YES
		+		+	+	Р	Р	+	+	+	+		Practiced Reinforced		
	PSLO 3 Create messages to achieve specific communication goals.	+	1	÷	+	Р	Р	÷	+	+	÷	ł	Measures Add measures to demo assessment activities in	nstrate a course.	ADD MEASURE
	PSLO 4 Apply communication skills and theory to generate new insights into contemporary communication situations.	1	+	÷	+	Р	Р	÷	+	+	÷		TITLE CN 101 - Defining Communication Activity	METHOD Assignment	REFERENCE Early Adopters 2024-2025 Plan
	PSLO 5 Describe complexities such as race, gender, culture, and interpersonal history of communication situations.		+	Ρ	R	R	R	+	+	R	+				
	Key: - Aligned I Introduced P Practiced R Reinforced Assessment Activity											•			

To align another course, such as CN150, with PSLO1, click on the + sign to the left of the aligned course. Next to the Alignment box to the very right and make select by checking the appropriate boxes, click radio button "Yes" and go to the top right to Save and Exist

CN: Communication Major												SHARE V SAVE AND EXIT
Outcomes 🕢	Cours	es 🕢								\leftrightarrow	•	OUTCOME: X
CN: Communication Major Learning Outcomes	CN101	CN150	CN302	CN309	CN330	CN340	CN343	CN351	CN353	CN363	CN4	Describe the purposes of communication in the 21st Century.
PSL0 1 Describe the purposes of communication in the 21st Century.		+	R	+	+	÷	+	R	+	R	^	MAP TO: CN150
PSLO 2	÷		+	+	Р	Р	+	+	+	+		Introduced Practiced Reinforced
PSL0 3 Create messages to achieve specific communication goals.	+		+	+	Р	Р	+	+	+	+		Measures Add measures to demonstrate assessment activities in a course.
PSLO 4 Apply communication skills and theory to generate new insights into contemporary communication situations.		+	+	+	Р	Р	+	+	+	÷		TITLE METHOD REFERENCE No measures added.
PSL0 5 Describe complexities such as race, gender, culture, and interpersonal history of communication situations.		+	Р	R	R	R	+	+	R	÷		
Key: ~ Aligned I Introduced P Practiced	R Re	inforced	A Assess	sment Activit	y						ľ	

If you do not see a course that needs to be included in the map, a course can be added by clicking on the purple pen after the Courses at the top of the map. A box pops up to the right and you can search for the courses needed. **DO NOT SELECT "Include all" to the right of the search window.**

INCLUDE COURSES CN: Communication Major	×
Below is the list of all courses aligned to this program. You can choose which to include in the curriculum map, or align more courses to the program if needed.	
Q. Search courses by course code	Include all O NO
COURSE	
AC330 Accounting Information Systems	() NO
AC404 Indep Study - Accounting	() NO
AC421 Adv Financial Accounting	() NO

When adding the course, you will select use the radio button Yes/No to the right of course and click the radio button to "Yes." See below with CN150. When finished adding the courses you need, click the Close button on the bottom right.

INCLUDE COURSES CN: Communication Major	×
Below is the list of all courses aligned to this program. You can choose which to include in the curriculum map, or align more courses to the program if needed.	
Q CN150	Include all O NO
COURSE	INCLUDE IN MAP
CN150 Public Speaking	(YES •

Part 2: Entering Results and Findings and Submitting the Report

Step 1: From inside your Program home page, click on the "In Progress" tab at the left.

Click on "Assessment Report for AY2024-2025"

Click on Select Outcomes if you cannot see the list of PSLOS for the program.

Dipters 2024-2025 Report :AY2024-2025 Assessment Year Iy McClendon Due Date: 08/31/2025	
Test Environment Outcomes	
SELECT OUTCOMES	

Select the outcomes (PSLOs) that you want to include in the Assessment Report for AY2024-2025. This can be changed later if you need to.

Select Outcomes for Assessment	0 Outcomes Selected	APPLY SELECTION
Test Environment Select outcomes for assessment for AY2024-2025 Assessment Year.		
Test Environment Learning Outcomes (2) Outcomes that articulate the knowledge, skills, and dispositions attained by students through learning and/or co-curricular experiences.		
PSLOI Academic Speech		:
PSLO2: Technology Applications		:
CREATE NEW OUTCOME		

Step 2: Enter results, analyze results, and add actions for each Measure of the first PSLO.

- You can find detailed instructions on entering and uploading results for each Measure for that PSLO in the following Watermark help article starting on the next page and also accessed at this link: <u>How to Enter Results, Findings, and Actions in an Assessment Plan – Watermark</u>.
 - a. Note: Results can be imported from D2L Brightspace. Please let us know if you have problems doing this. There are other help articles on the Watermark "help" site accessed from the ? at the top right of P&SS application. Currently, only results from one section can be pulled in. This could be ideal for a capstone of only one section. In the future, we hope to have other solutions for multiple sections by connecting to other Watermark modules.

Watermark Help Article for Entering Results

How to Enter Results, Findings, and Actions - Updated 1 year ago Watermark Support

Adding Results to the Assessment Report

After you enter the "AY204-2025 Assessment Report and select the PSLOs to report on, you will see a list of your PSLOs. Click on one of the PSLOs. From here you will see the measures under the PSLO and you can begin to add results to each measure.

To begin, click the Add Results button for the Measure.

Capstone Project	:

This will present a page from which the Results format can be selected. Please note that you may not see all of the following options, based on the type of Outcome assessed, and details associated with the Measure.

uld like to use for this measure. mary once results have been add	ed.	
I want to upload the assessment results files	I want to enter the count of students who meet/do not meet the criteria	Collect results from another system
	uld like to use for this measure. mary once results have been add	uld like to use for this measure. mary once results have been added.

Options for Results:

- I want to send emails and collect scores from faculty: This option is only available for Measures associated with Courses. Additionally, the Courses themselves must have associated Course Sections that fall within the Reporting Year connected to the Plan itself. If this option is chosen, Planning & Self Study will send an email to the faculty members that lead those specific course sections, prompting them to enter their students' scores. If the option to Send Emails and Collect Scores from Faculty is not present, please check to ensure that the Measure Data Request email notification is enabled. (Managing Email Notifications)
- I want to upload the assessment results files: This will allow the user to upload a data file as evidence.
- I want to enter the count of students who meet/do not meet the criteria: This option allows the users to enter the number of students who met or did not meet criteria for outcome achievement, and those results will display as a data graphic. A single record of Counts can be added, or an individual Count can be documented per Course Section.
- I want to align results from another system: This option allows adding Results that were collected in the institution's LMS OR from additional Watermark products (Student Learning & Licensure; Outcomes Assessment Projects, Course Evaluations & Surveys).

For information on adding Results from **Brightspace (D2L)**, please click <u>HERE</u>.

For information on adding Results from **Student Learning & Licensure**, please click <u>HERE</u>.

For information on adding Results from **Outcomes Assessment Projects**, please click **HERE**.

For information on adding Results from **Course Evaluations & Surveys**, please click <u>HERE</u>.

Please note that, while you cannot change the Results method without deleting the data that has already been collected, the Results that were entered for the chosen method can be edited at a later point. In other words, if the option to enter Counts is selected, the actual Counts themselves can be edited later on.

Once the Results are added, select Save & Close at the top-right.



Uploading Assessment Results Files

After selecting "I want to upload the assessment results files", click the Upload New File button. This will produce the computer's file directory, from which a single or multiple files can be selected for upload.

Results Evaluation of the measure activity
Upload results file
FILES SUMMARY
UPLOAD NEW FILE Accepted file types: .pdf, .txt, .log, .xml, .doc, .docx, .xls, .xlsx, .ppt, .pptx, .gif, .jpg, .jpeg, .png, .csv

After the file(s) is uploaded, it will appear with options to download or remove it.



There is also the option of the Summary tab, where additional Narrative information relevant to the Results can be added.

Upload resu	sults file	
FILES	SUMMARY	
Summary		
Summari	rize the results of the measure activity	

Entering Count of Students who Meet / Do Not Meet Criteria

Selecting "I want to enter the count of students who meet/do not meet the criteria" will present the option to enter Count data for students who Exceeded, Met, Approached, or did not meet the outcome connected to the Measure.

Please Note: The category titles may vary based on the institution's settings in Planning & Self-Study.

After the Counts are entered, select "View Results".

Res Eval	sults uation of the measure activity	Change Collection Method
Ent Sele	er met/not met counts ect the level of detail for met/not met counts:*	
۲	Overall counts for this measure activity.	
	If you do not have values for some of the categories, you can leave them bla	nk.
	Exceeded Met Approx 10 25 15	S
	Met Total: 35 Not Me	et Total: 20
0	Counts for each section Enter counts for individual course sections, based on the term they occurred	
	in. Unavailable: This plan is not associated to a course section	VIEW RESULTS

The data will now display as a bar graph.



Selecting "Edit Results" in the bottom right will allow the Count data to be edited as needed.

There is also the option to enter student Counts broken down by Course Section, if your Measure is associated with a Course that has Course Sections offered during your Plan year.

To begin, select "Counts for each section" and click "Enter Counts". Planning & Self-Study will automatically aggregate totals across all Course Sections.



In addition to entering Count data, users can also upload supporting documentation as well as a Narrative Summary. Start by expanding the "Toggle Summary" setting, which presents both the file uploader and Summary entry box.

Include result files and a summary of results (optional)	Îm
FILES SUMMARY	Toggle Summary
UPLOAD NEW FILE Accepted file types: .pdf, .txt, .log, .xml, .doc, .docx, .xls, .xlsx, .ppt, .pptx, .gif, .jpg, .jpeg, .png, .csv	

Remove and Change Results

It may be the case that after a user begins entering Results, they decide that they would prefer to start over using a different Results collection method. In this case, they can easily delete the Results that have already been entered and start over by selecting "Change Collection Method", which appears in the top-right of the Results entry area.



This will open a pop-up window which will prompt the user to confirm their decision. Selecting "Yes, Delete Results" will delete all data already entered and allow for a new Results collection method to be selected.

Delete existing results?		×	
Changing the format will delete all existing results & result settings for this measure. A you sure you want to continue?			
	NO, KEEP EXISTING FORMAT	YES, DELETE RESULTS	

Analyzing Results with Findings

Once the Results have been documented, the next step is to enter the Findings.

To begin, select "Analyze Results" under the Measure title.



Next, scroll down to the Findings category.

analysis of the results	PAST FINDINGS
Aeasure Status	
Select Measure Status	~
nalysis	
Please enter a narrative analysis of the results	
Actions	
here are no actions for this measure	
⊕ ADD NEW ACTION	

The first option in this category is to document the Measure Status for this Measure. From the dropdown menu a user can select whether the criteria for this Measure was Met or Not Met, based on the Results.

Adding/Editing Actions

Once Results and Findings have been documented, the user will have the opportunity to create Actions, thereby closing the loop on assessment planning. Selecting "Add Actions" under the Measure title will begin the process.

Written Communication Written Communication	
Capstone Project MET	:

Next, scroll down to the Findings entry area and select "Add New Action".

Actions

There are no actions for this measure



This will open the Actions panel on the right-hand side of the page, in which the user would select the type of Action they would like to document:

Add New Action		×
Select the type of action you recommend.		
Revise Curriculum		
Restructure Outcome Statement		
Revise Measurement / Assessment		
Gather Additional Data		
Revise Benchmark / Target		
Implement New Program Or Services		
Community Partnership		
Modify Position / Personnel		
Modify Policies / Procedures		
Adopt Or Expand Technologies		
Additional Training		
Collaborate With Another Department / Unit / Program		
Modify Physical Environment		
Maintain Assessment Strategy		
Other		~
	CANCEL	CREATE ACTION
		23 P a g e

Once the Type is selected, the Action Status, Description, and optional Due Date can be entered.

Action Type	
Revise Curriculum	
Change Action Type	
Status	
Not Started 🗸	
Action Description*	
Sample Action Description	
Recommended Due Date	
12/31/2023	

There is also the option to enter an optional Budget component, should the Action require budgetary approval. This can be done by selecting "Add Budget Request".

Once the Action is created, it will appear below the Findings entry area. Actions can be edited or deleted at any time by selecting either the Edit or Delete options to the right of the Action Name.



Step 3: Analyzing the entire PSLO/Outcome

After all of an Outcome's Measures have been created, and their Results, Findings, and Actions have been documented, an overall Analysis of the Outcome is required for Washburn's documentation.

To begin, select "Analyze Outcome", located beneath the list of Measures.

Capstone Project MET Action: Revise Curriculum View Results	:	New Measure
View Results		

This will present an Outcome Analysis text entry area, as well as an Outcome Status dropdown.

The Outcome Analysis area, pictured below, allows for relevant Narrative to be added. This is a text box that the Washburn Assessment Committee reviewers will read and give feedback on the second part of the Assessment Report rubric.

Follow these guidelines for Outcome Analysis:

- 1. Type your analysis of the findings for the PSLO as a whole.
- 2. State how this data will guide curriculum/course changes or lead the department to maintain current trajectory.
- 3. Explain how these plans to make changes or maintain trajectory align with and contribute the program mission statement.
- 4. Choose Met/Not Met for this outcome/PSLO
- 5. Add any General PSLO actions as appropriate.

Next, use the Outcome Status drop-down to select whether the overall results met or did not meet the criteria called for by the Outcome.

Lastly, there will also be the opportunity to document any Actions that are not specifically tied to a Measure.

Provide analysis o	the outcome and its combine	ed measure(s).	
Jutcome Status]		
Select Status	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		

Step 4: Continue with the other PSLOs/Outcomes to be included in the report by repeating Steps 2 and 3.

Part 3: Submitting the Report

Reviewing the "Report"

- At the top right of the screen, you can see "Review and Submit" button.
- 2. Click that button to see the HTML version of your report. This is where you can review everything before submission. This is exactly how it will appear to the Assessment Committee reviewer when you submit. This HTML report can be checked against the rubrics at this point.



- 3. This report can be downloaded as a PDF and shared with others (see below).
- 4. Click "Edit" to go back in and make any changes.

÷	Early Adopters 2024-2025 Report Reporting Year: AY2024-2025 Assessment Year Plan Admin: Kelly McClendon Due Date: 08/31/2025	-
Intens	sive English	
Rev Rev the able	eview Assessment Report: Intensive English view your assessment report for this Program. You can continue to edit in outcomes workspace by clicking "Edit". Once submitted, you will still be le to edit this report until it is permanently closed by the administrator.	ĺ
	EARLY ADOPTERS 2024-2025 REPORT Intensive English Download as a PDF	
	Mission	
	The mission of the Intensive English Program (IEP) is to offer leveled English language courses to prepare non-native English speakers. including international students. for success in degree programs at the	

Submitting the Report

To submit the final report, click submit (shown above in the blue box). After submitting, the report can be recalled and edited until the reviewer has started the review.

The deadline for submission is August 31, 2025.

Program Assessment Rubrics

1 Assessment Process Rubric: Mission Statement and Process of Assessment evaluated in the **Mission Statement textbox**

Criterion Description	Target (3)	Developing (2)	Beginning (1)	Not observed (0)
Mission Statements are evaluated solely on whether they are the same as what is documented in the catalog. Include link to catalog in text box.	Program Mission statement matches that in the current Academic Catalog.			Not observed
Frequency of data collection (Analysis and Reporting Calendar) (Mission Textbox)	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.
Faculty Collaboration (Mission Textbox)	Faculty thoroughly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment rubrics.	Faculty moderately collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment rubrics.	Faculty slightly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment rubrics.	Communication with faculty about assessment issues is minimal or non- existent.
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.

2 Method, Measures, Analysis Rubric: Evaluated in Program Information and in the 2024-2025 Assessment Report: PSLOs, Measures, Targets, Results, Actions, Outcomes Analysis

Criterion				
Description	Target (3)	Developing (2)	Beginning (1)	Not observed (0)
Plan specifically identifies how each outcome will be assessed	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	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 assessment and/or indirect measures where appropriate.
Acceptable program PSLO achievement level	All PSLOs have explicit achievement levels stated.	Most (50%+) PSLOs have explicit achievement levels stated.	Less than 50% of PSLOs have explicit achievement levels stated.	No PSLOs have explicit achievement levels stated.
Criteria/rubrics in place	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	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	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.

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

Notes:	
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