

Program
Assessment
Report
2018-2019



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Introduction:

In the spring of 2019, Washburn University began a transition from the traditional paper-based assessment plan and report system after the purchase of Watermark AMS for electronic reporting and review. The School of Nursing (5 plans and reports), the Department of Education (9 plans and reports), and two Allied Health programs (Health Information Technology and Master of Health Science) were included in the pilot project and submitted electronically instead of preparing paper reports. The pilot group is not included in this report.

During the 2018-2019 academic year, the University Assessment Committee reviewed 12 assessment plans that were submitted for updates. The total number of plans that have been reviewed and approved is 80. Comparison of plan evaluations from 17-18 to 18-19 shows static or slight decreases of target ratings in all categories. This may be due to the decrease in number that were submitted through the paper process. Programs were asked to submit an assessment report for each major, minor, or certificate. Due to some duplication of Program Student Learning Outcomes (PSLOs), not all programs submitted individual reports.

Seventy-five reports were evaluated, a slight decrease from 2017-2018 due to the pilot reporting. Most categories have remained static from 17-18. A slight decline for 18-19 was identified in communication with students.

All plans and reports were submitted utilizing the templates provided on pages 16-21 of this document. All plans and reports were evaluated utilizing a standardized rubric (pages 22-27).

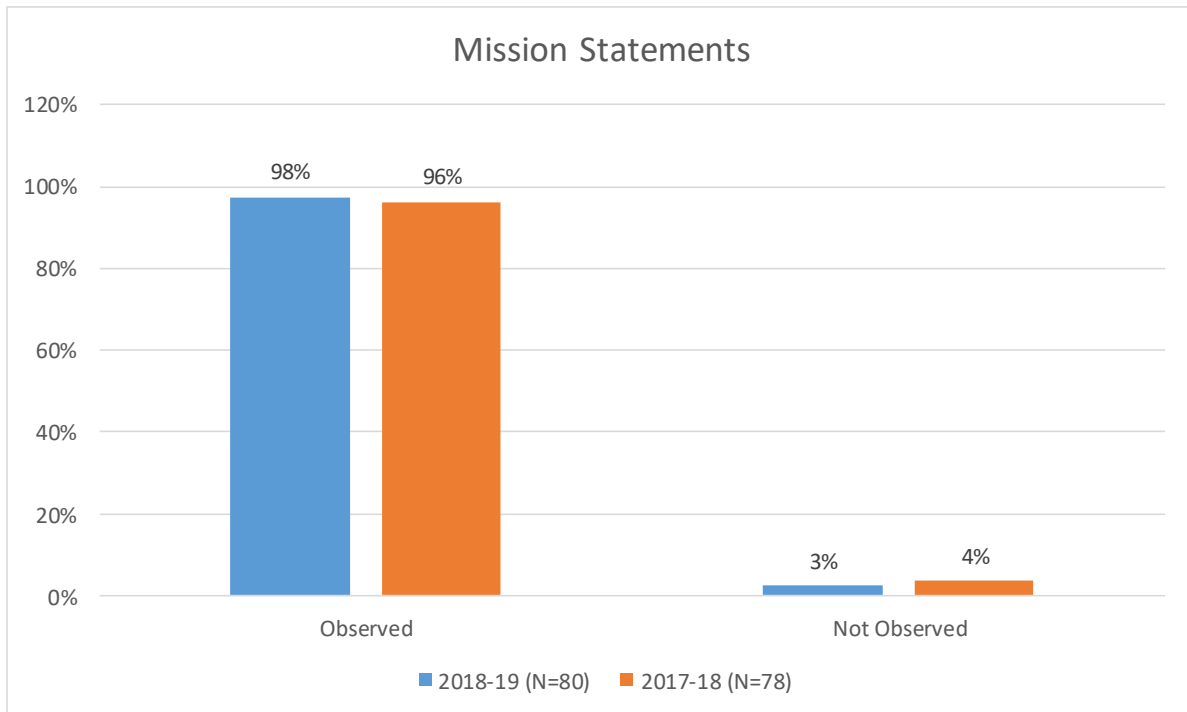
Evaluation of the plans represents the total number of plans received and reviewed by the committee. A comparison from 17-18 to 18-19 is provided. Evaluation of reports provides a comparison of 18-19 to ratings from the 2017-18 review, the 2016-17 review and the 2015-16 review.

The results of these reviews are on the following pages.



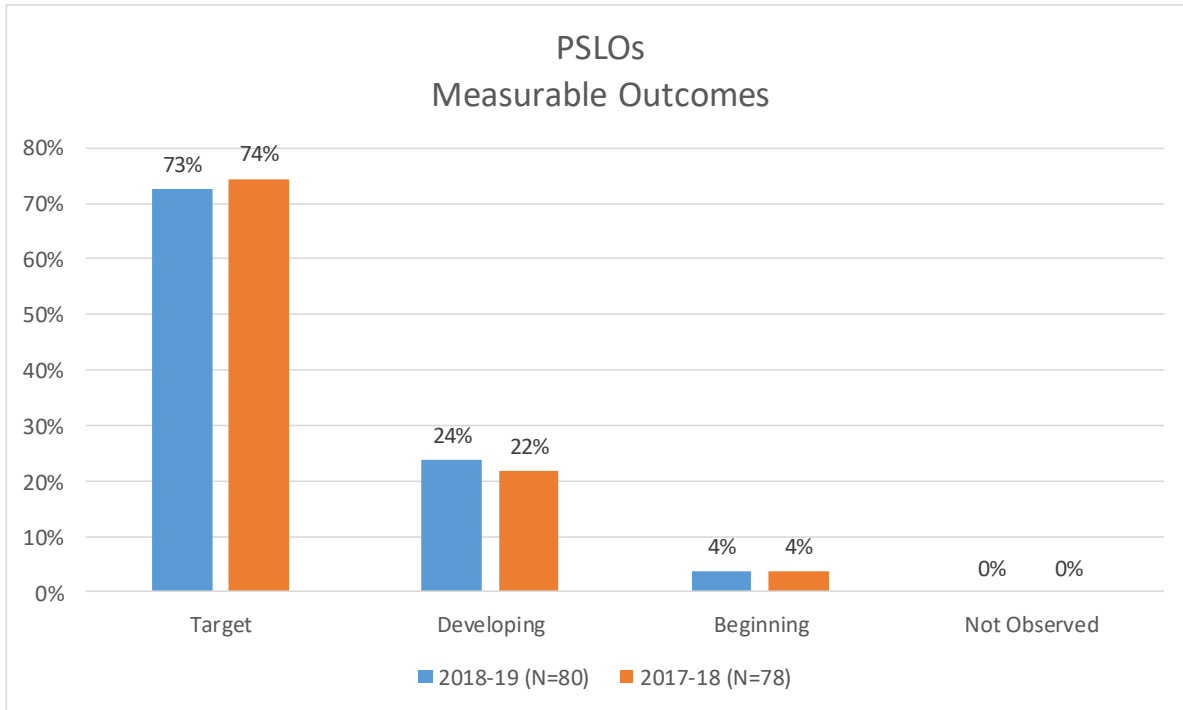
Mission

All plans were required to articulate the mission of the degree/minor/certificate. These mission statements were compared to existing catalog language. The mission statements are now reflected on 78 of 80 plans for a total of 98%.

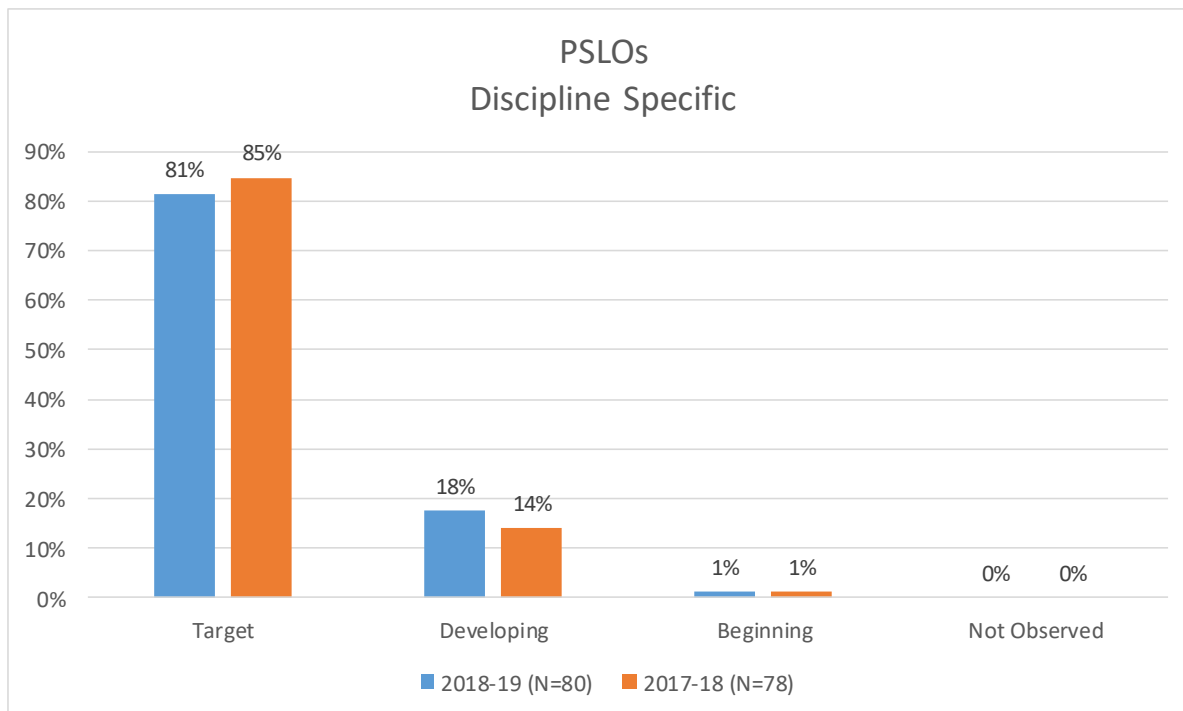


Program Student Learning Outcomes (PSLOs)

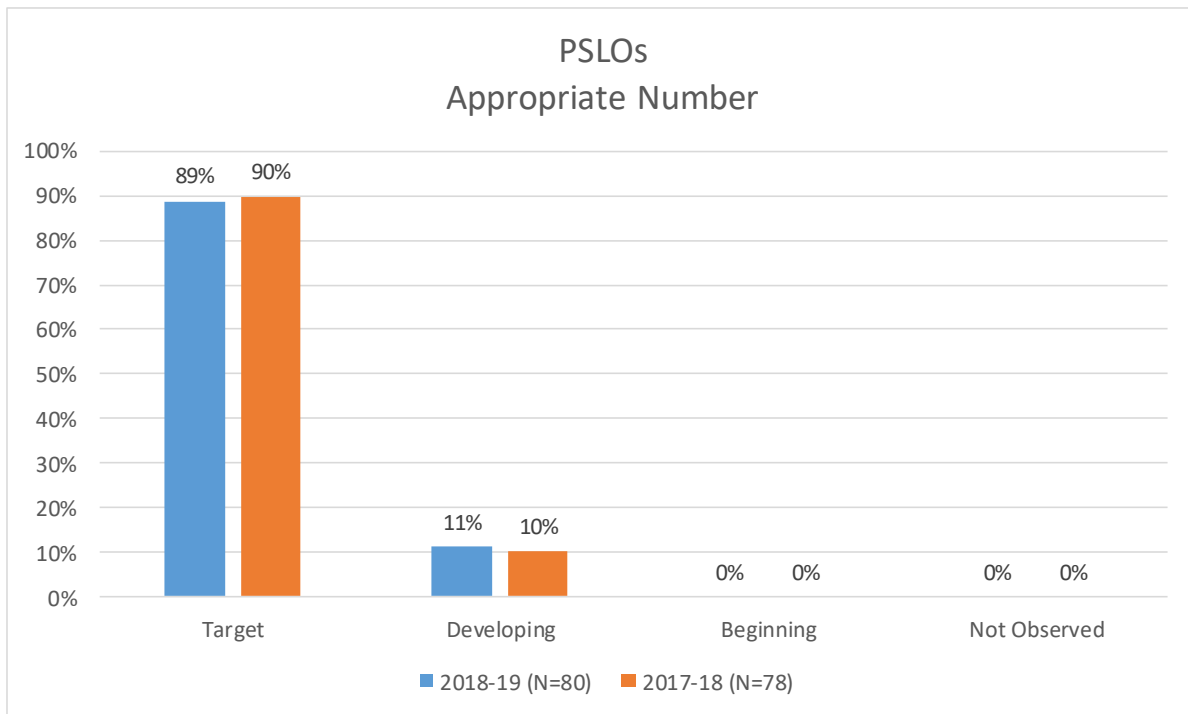
PSLOs articulate measurable outcomes.



PSLOs are formulated to express discipline specific knowledge.

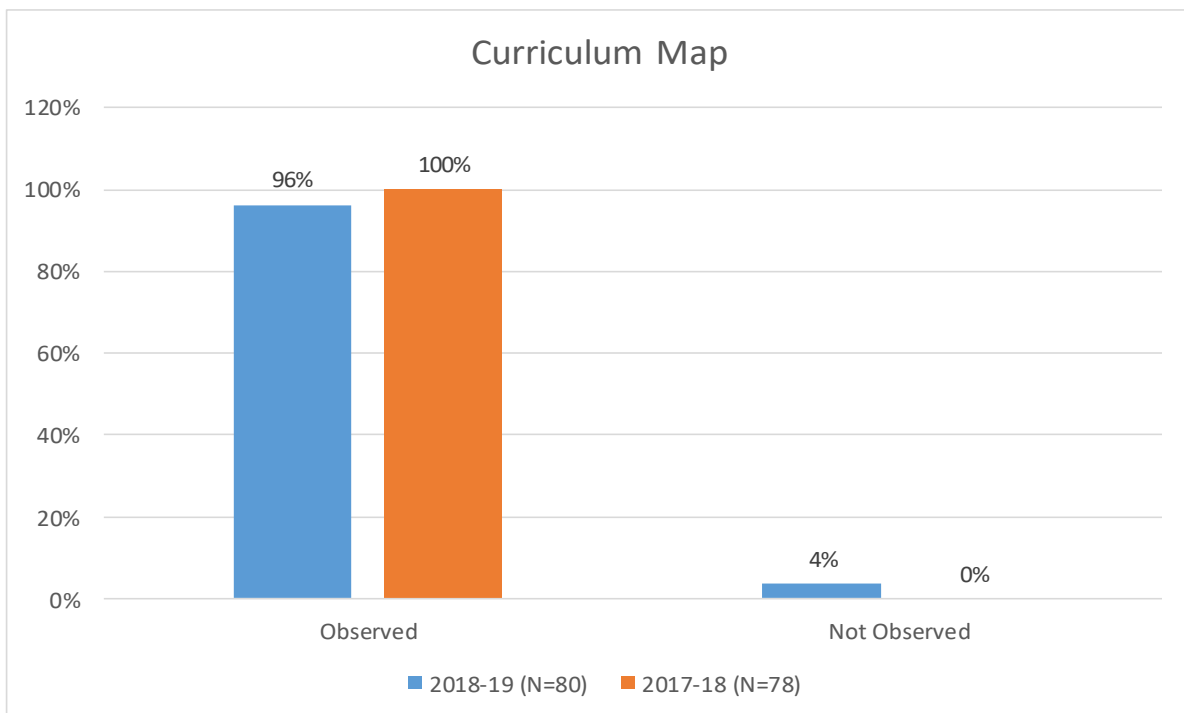


The number of PSLOs is limited and/or appropriate for the program and level (graduate v. undergraduate) of learning.

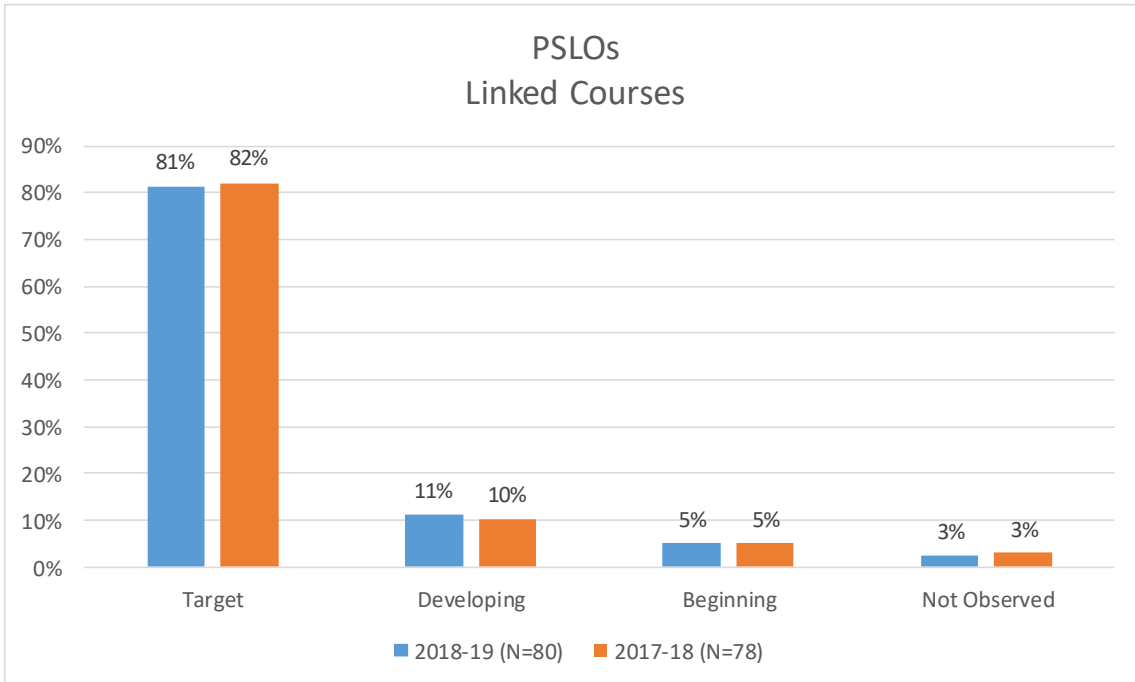


Curriculum Map

The Curriculum Map shows courses required for majors and identifies where in the curriculum specific PSLOs are taught, taught and assessed, or assessed only.

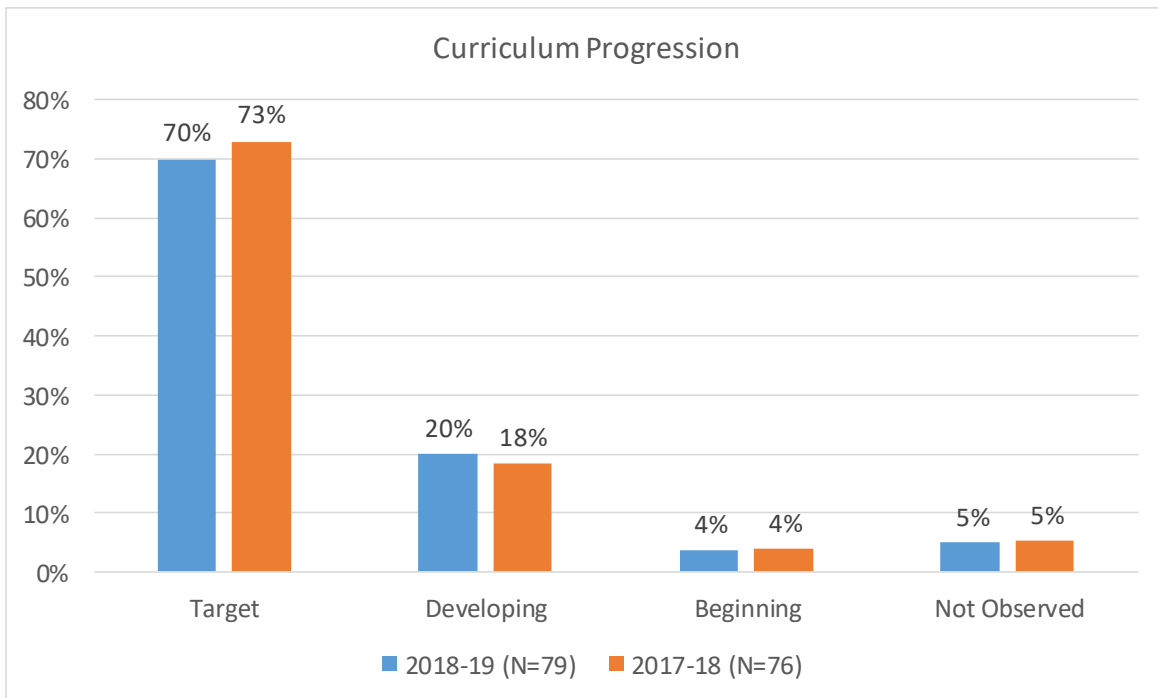


PSLOs linked with specific required courses for majors.



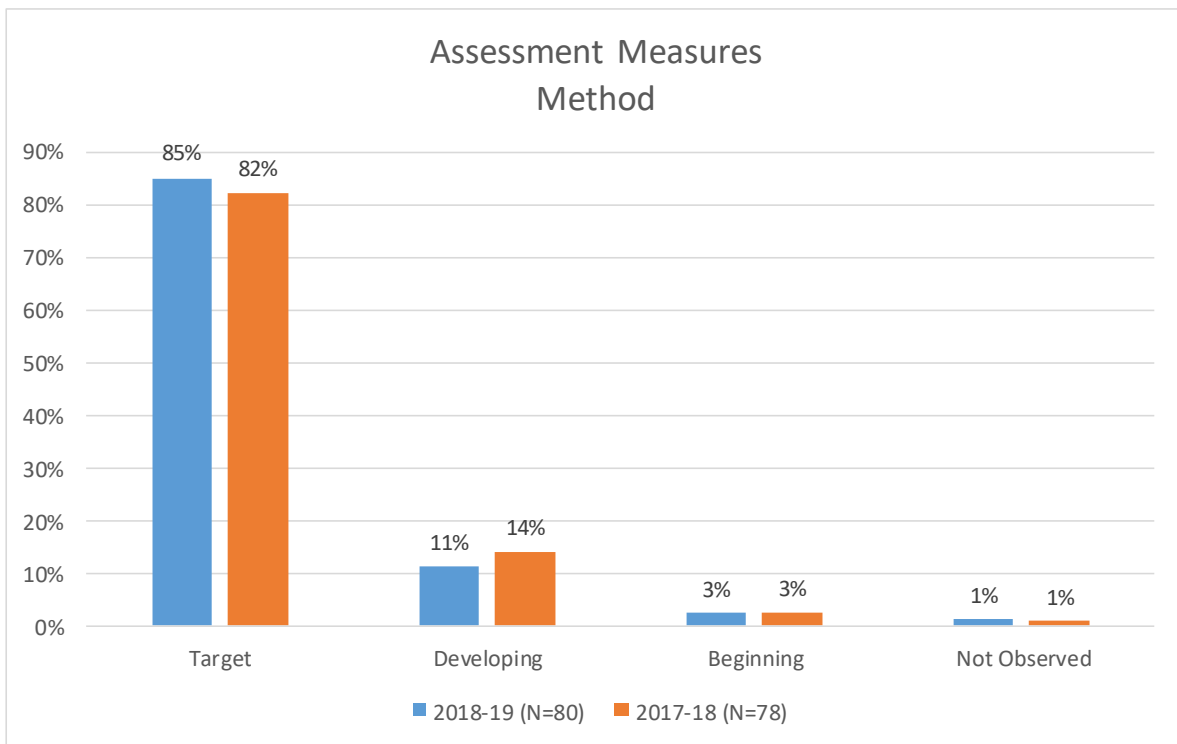
Curriculum Progression

Pedagogy, grading, and assessment is designed to provide opportunities for students to learn and develop at increasing levels of sophistication with respect to each outcome as they move through the program.



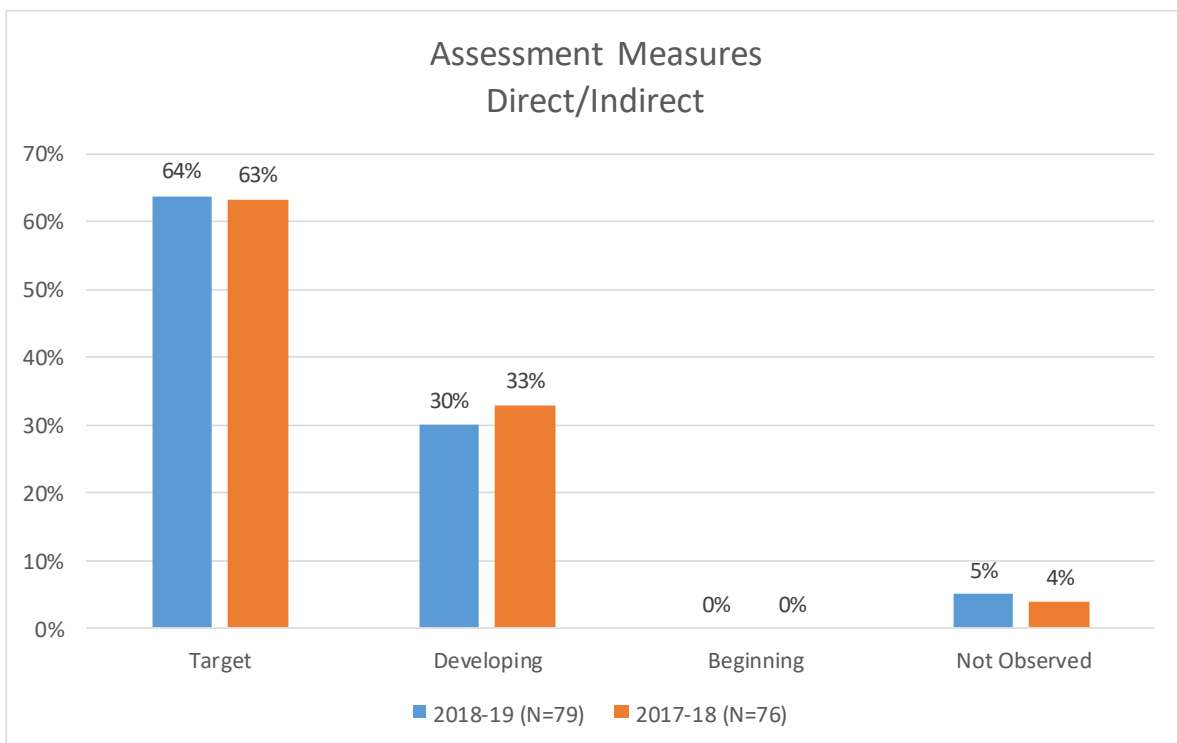
Assessment Measures

The Assessment Plan specifically identifies how each outcome will be assessed.



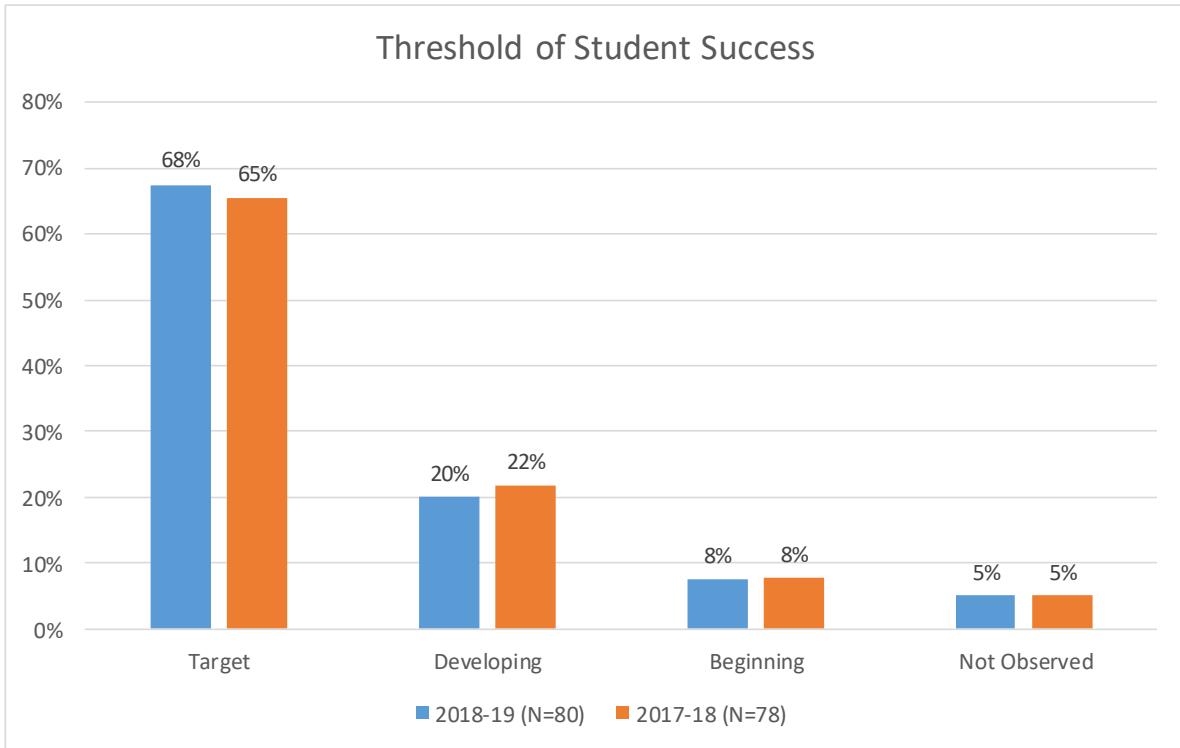
Direct/Indirect

All PSLOs include at least one direct measure, summative assessment, and indirect measures are in place when appropriate.



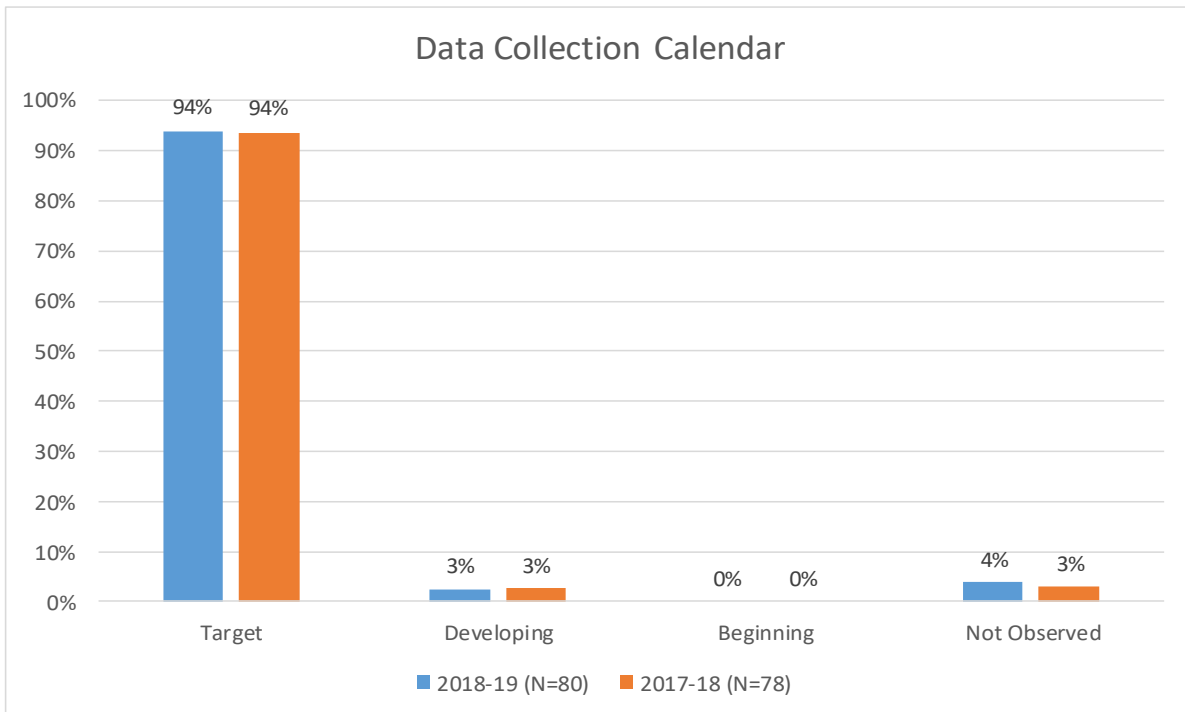
Threshold of Student Success

Acceptable Program PSLO Achievement Level.



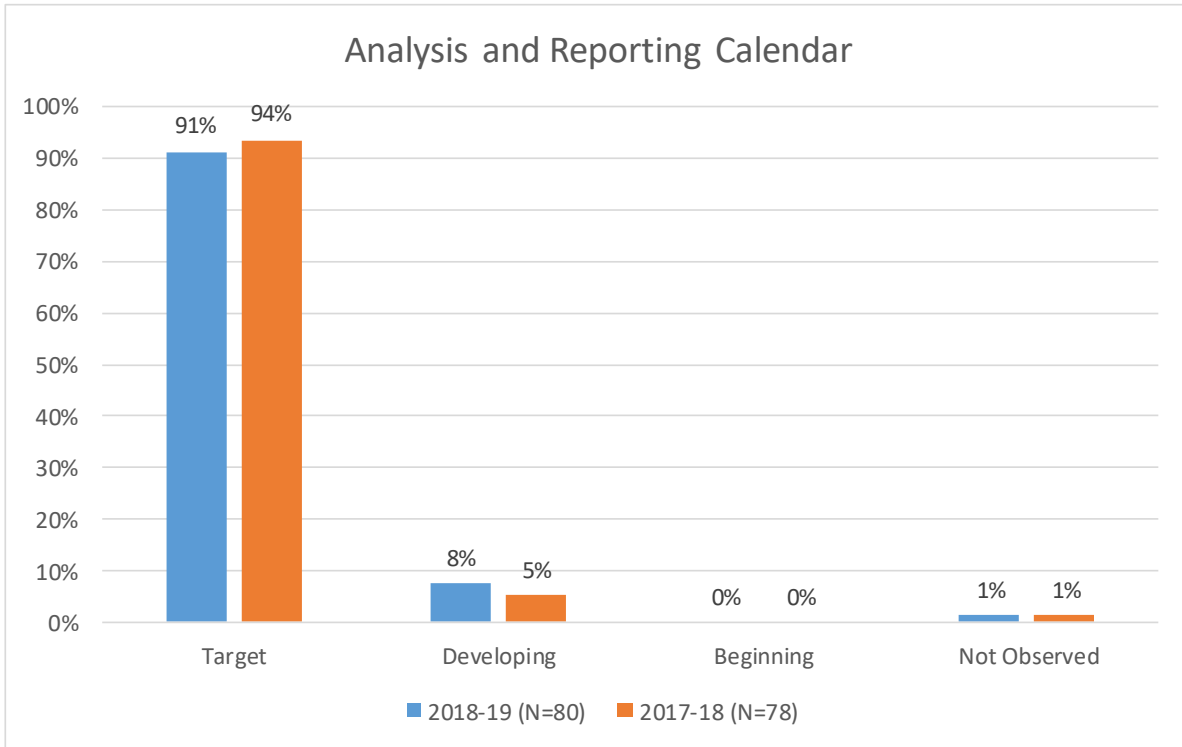
Data Collection Calendar

Assessment results are regularly collected, compiled, and archived.

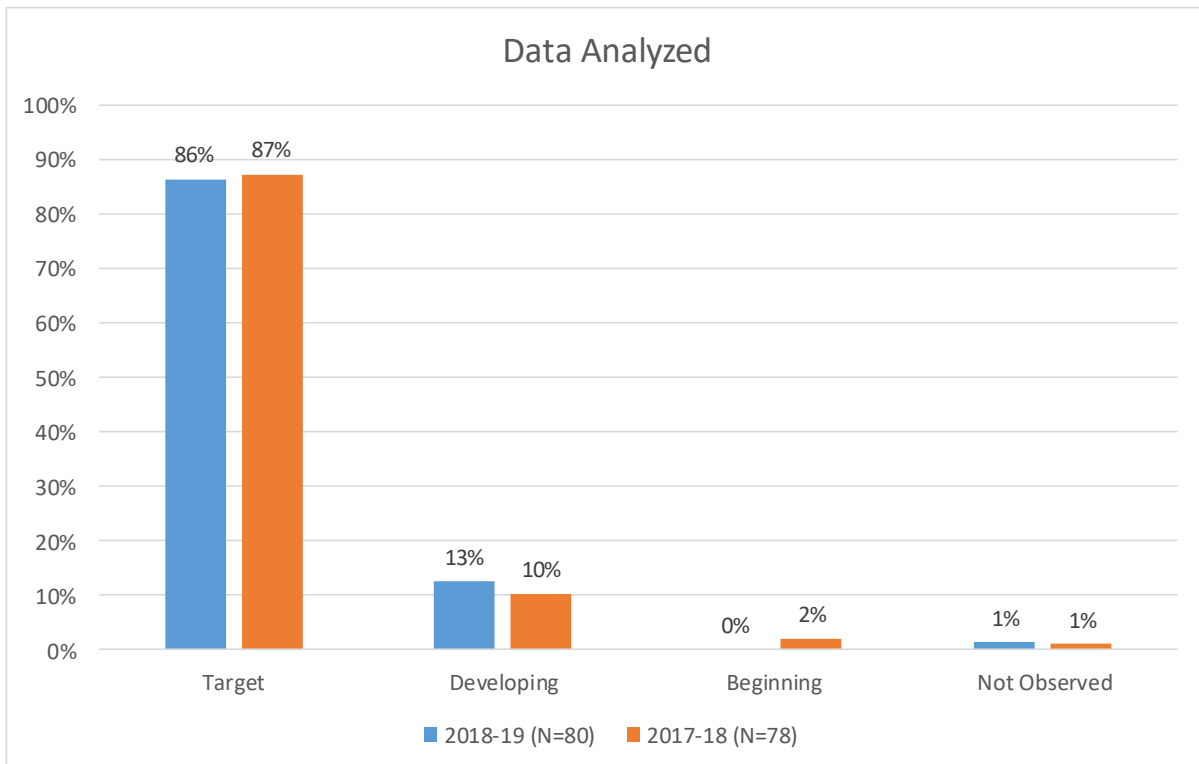


Analysis and Reporting Calendar

A sustainable, multi-year Assessment Plan is in place that identifies when assessment will take place (Assessment Calendar).

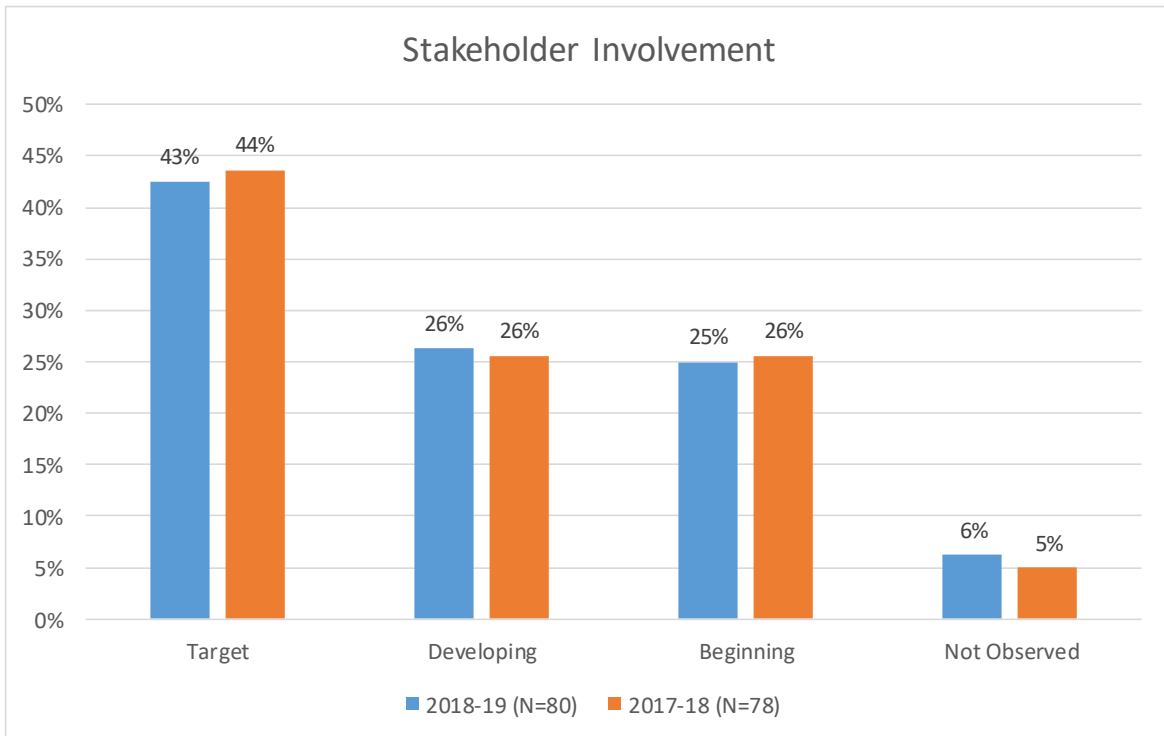


Data is considered or analyzed.



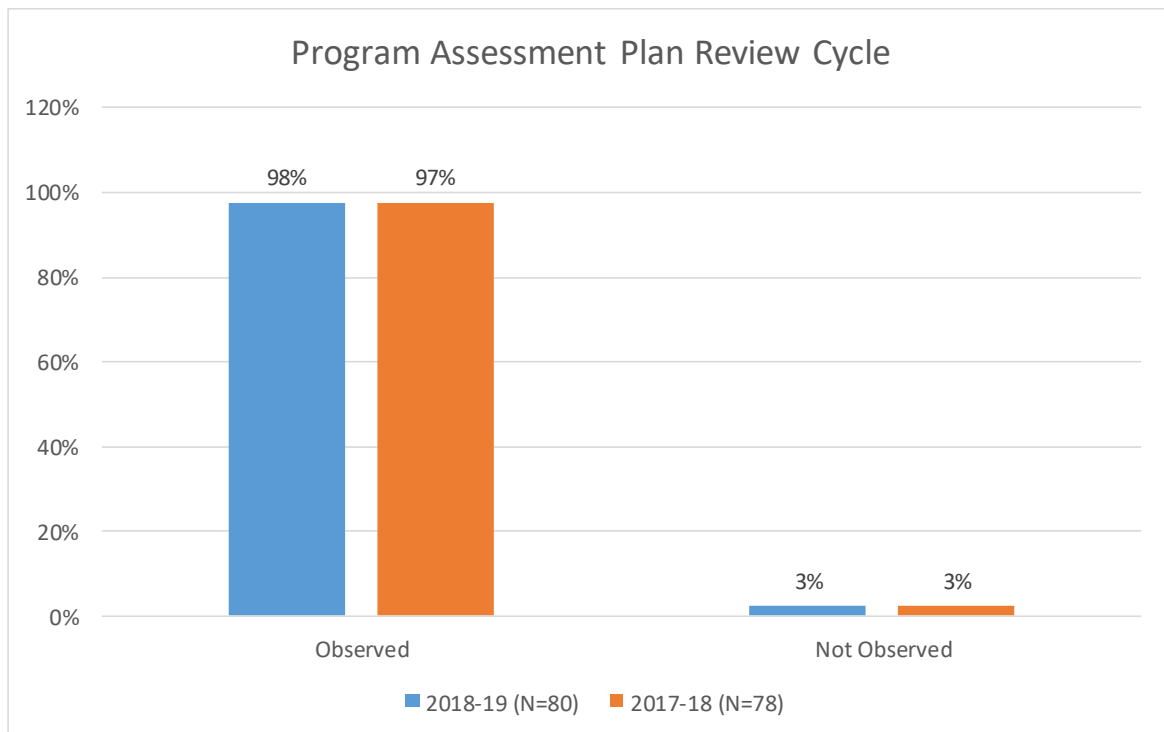
Stakeholder Involvement

Stakeholder involvement in the development, implementation, and continuous improvement of the Assessment Plan.



Program Assessment Plan Review Cycle

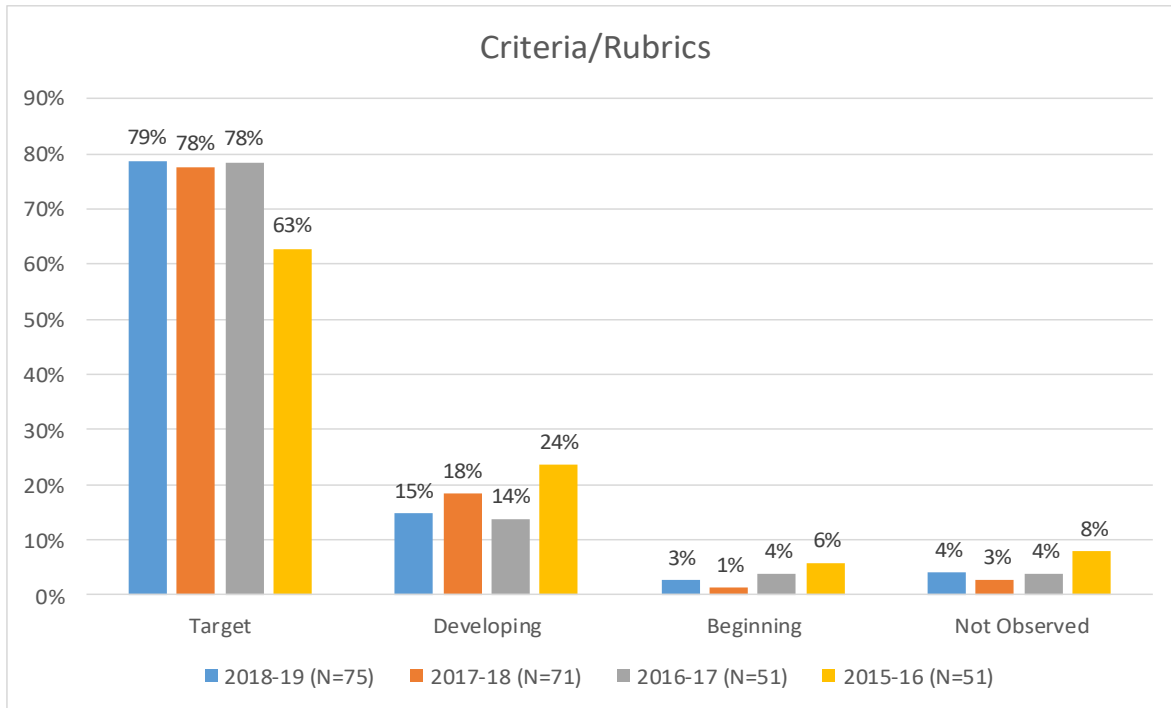
The plan is examined and revised as necessary. The results of the review are shared with stakeholders.



ASSESSMENT REPORTS:

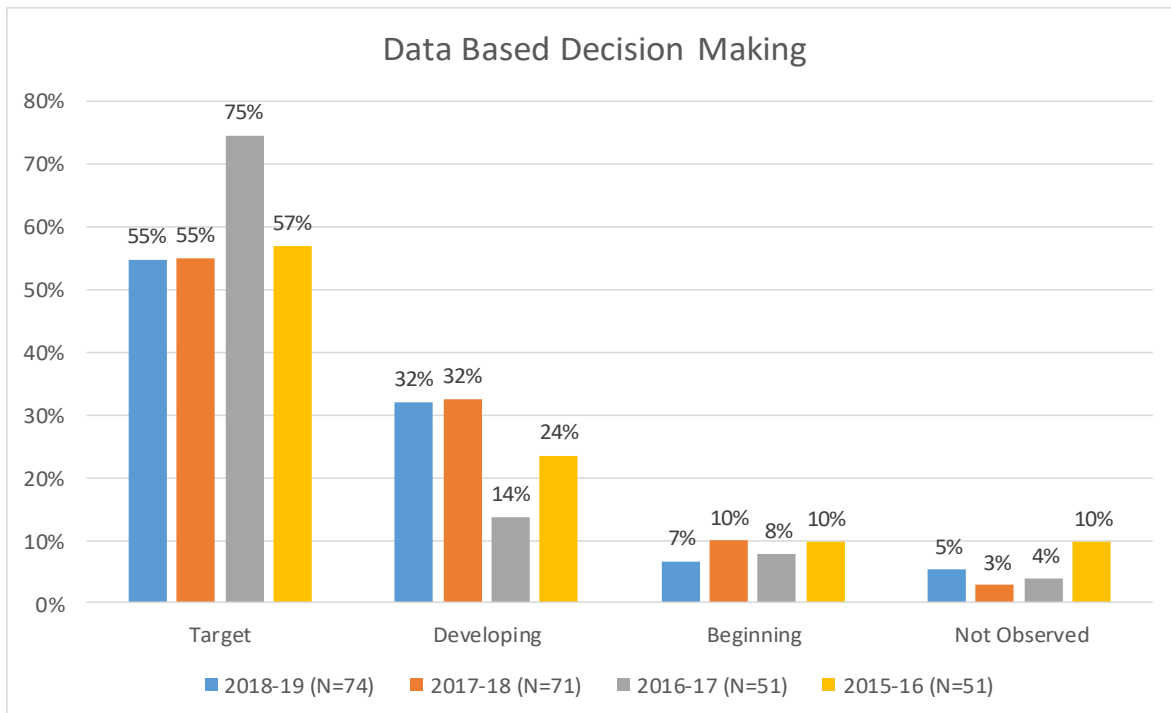
Assessment Criteria/Rubrics

Criteria/rubrics in place.



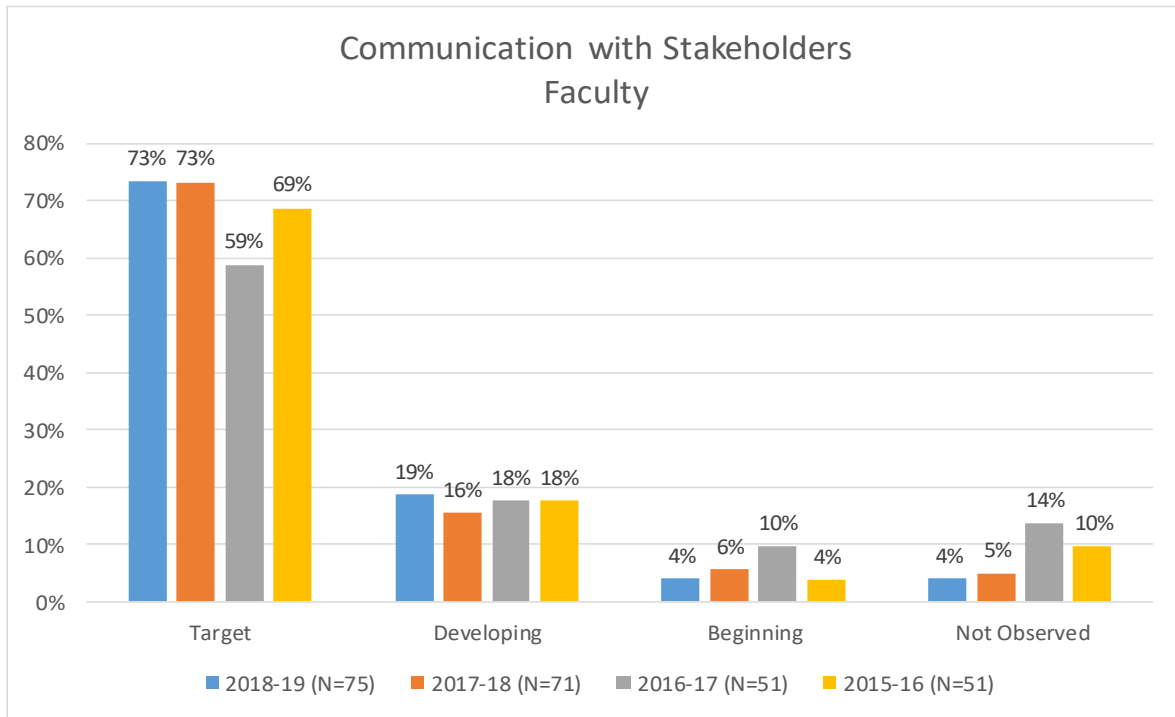
Data Based Decision Making

Using Assessment Data to guide curriculum/course changes or to "stay the course".

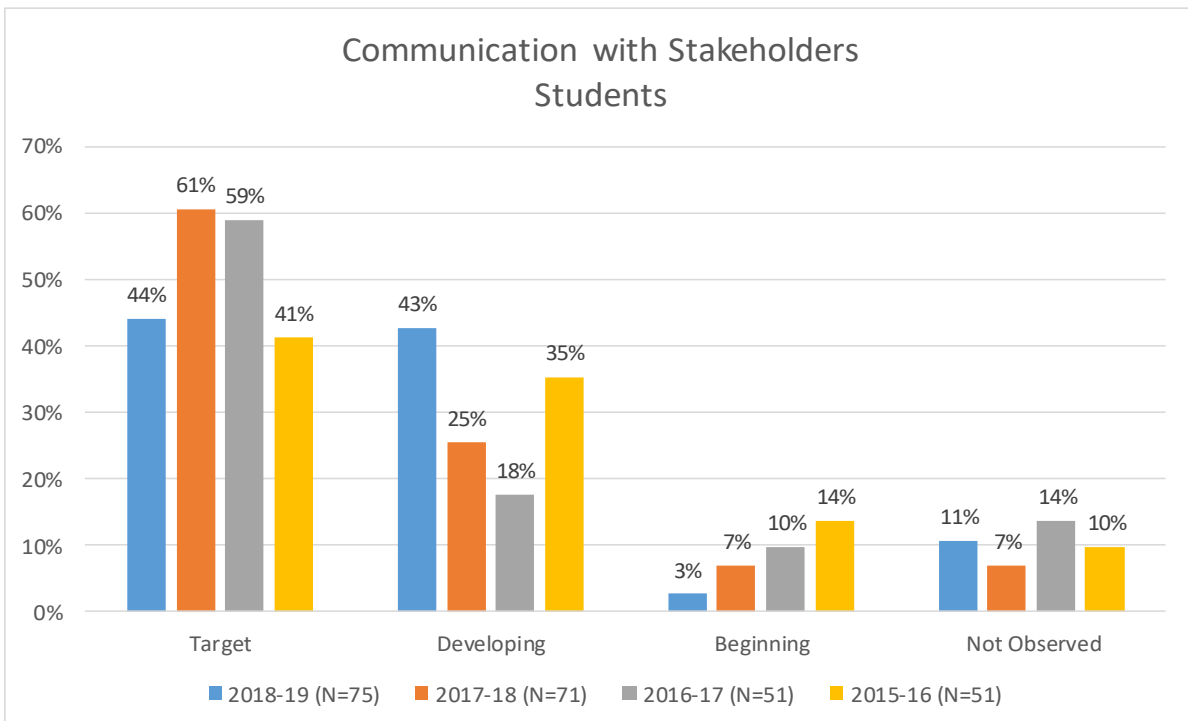


Communication with Stakeholders

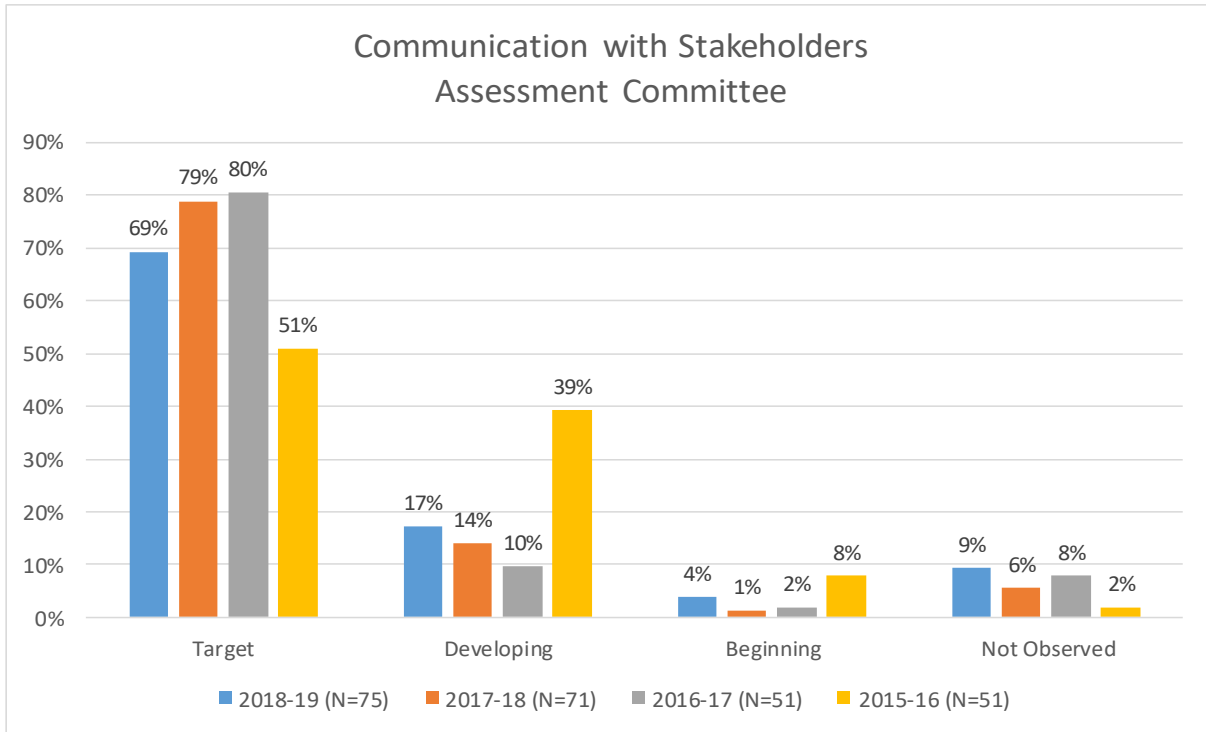
Communication with/between faculty.



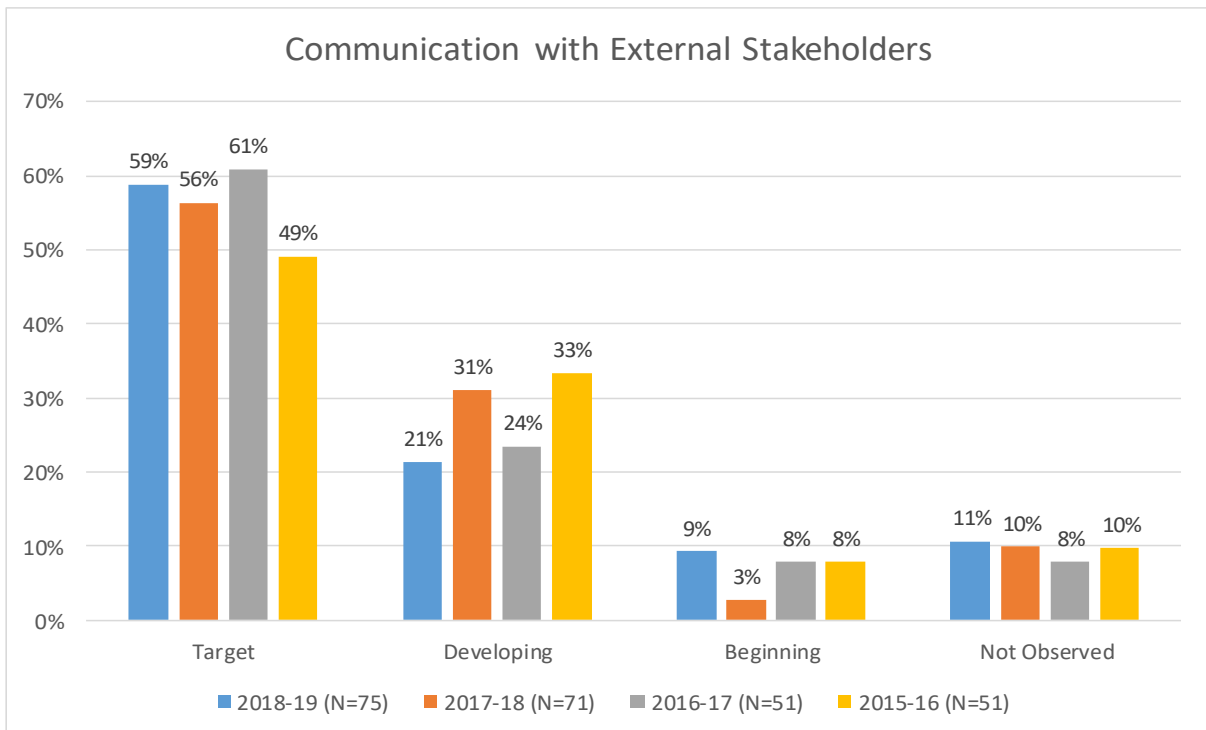
Communication with students.



Communication with University Assessment Committee and other University wide entities.

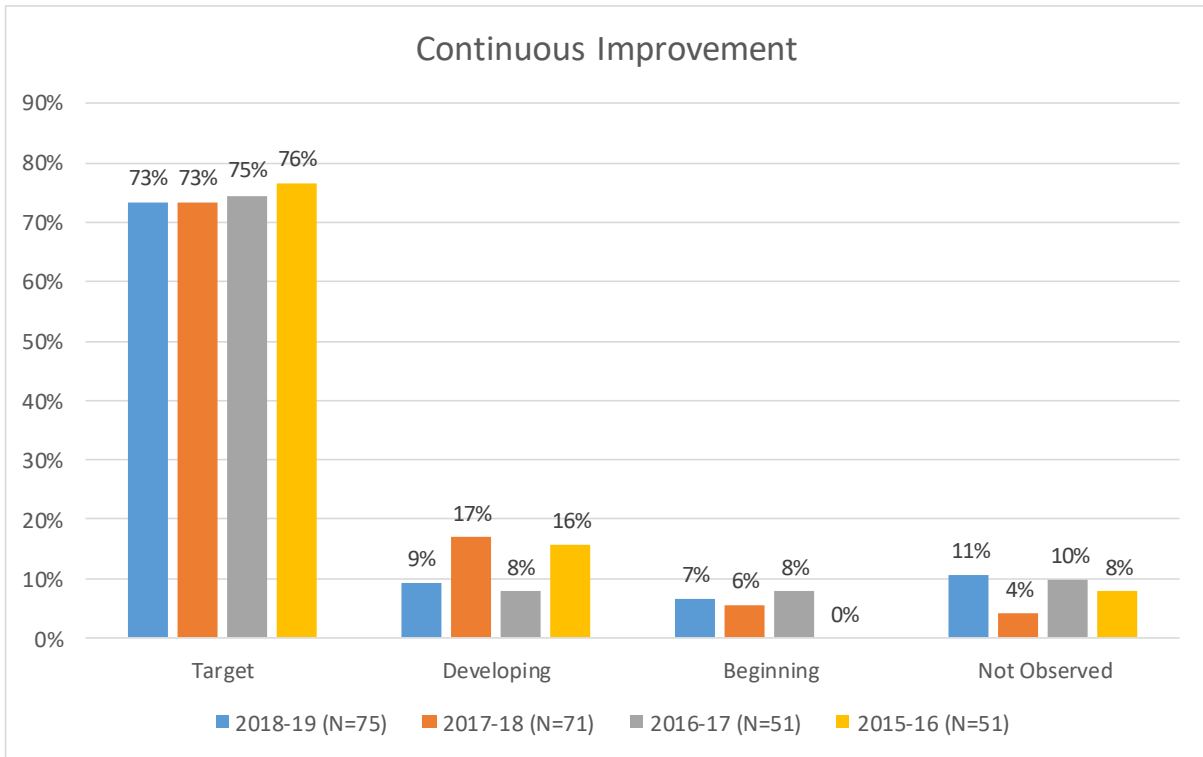


Communication with external constituents (e.g. advisory boards, employers, community, alumni, etc.).



Continuous Improvement

Alignment, analysis, and improvement.



PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

UNIT	
Department (if applicable)	
Degree/Program	
Date Prepared	
Date Revised	

PROGRAM MISSION

Cell will expand to accommodate text.

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.

Upon completion of the program students will be able to:

PSLO 1	
PSLO 2	
PSLO 3	
PSLO 4	
PSLO 5	
PSLO 6	

CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6
DIRECT						
Portfolio						
Performance Assessment (Art, Music, Theatre, etc.)						
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)						
Professional Credentialing Exam						
Major Field Test or National Exam						
Course Embedded Assignment						
Project Evaluation (e.g. research)						
Course Grades						
Other (Describe)						
INDIRECT						
Surveys						
Exit Interviews/Focus Groups						
Other (Describe)						

THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

(example: 75% of students will receive B or better) - see Assessment Plan Guide for additional instructions.

Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.

PSLO	MEASURE	THRESHOLD

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

S=every semester

Y=every year

2=every other year

3=every 3 years, (etc.)

O-Other (please explain)

If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.

	Frequency of Data Collection
PSLO 1	
PSLO 2	
PSLO 3	
PSLO 4	
PSLO 5	
PSLO 6	

ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.

Cycle will repeat after Year 6.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6
Year 1/2013-14						
Year 2/2014-15						
Year 3/2015-16						
Year 4/2016-17						
Year 5/2017-18						
Year 6/2018-19						

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

Cell will expand to accommodate text.

STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

Cell will expand to accommodate text.

PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

This document only needs to be updated when changes are made.

PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

Cycle repeats after Year 6.

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14		
Year 2/2014-15		
Year 3/2015-16		
Year 4/2016-17		
Year 5/2017-18		
Year 6/2018-19		

ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2015-2016 through 2018-2019)

CURRENT YEAR - AY 2015-2016 (Year 1)

Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to assessment@washburn.edu by **June 30** each year.

UNIT	
Department (if applicable)	
Degree/Program	
Prepared By:	
Name	
Email	
Ext.	

Use size 10 font

2015-2016 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? <i>Cell will expand to accommodate your text.</i>
<input type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2015-2016 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
PSLO # _____	Direct:		
	Indirect:		
	Direct:		

[Department/Program] Annual Assessment Report

Report Template Modified July 2014

PSLO # ____	Indirect:		
	Direct:		
PSLO # ____	Indirect:		
	Direct:		
PSLO # ____	Indirect:		
	Direct:		
PSLO # ____	Indirect:		
	Direct:		
PSLO # ____	Indirect:		
	Direct:		
Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.			
Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.			

2015-2016 Academic Year
During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

2015-2016 Academic Year
In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.

Assessment Plan Evaluation Rubric ~

Mission

Observed	Not Observed	Comments
<i>Program Mission Statement articulates with University Mission Statement and identifies student learning as central.</i>		Agrees with most current University Catalog: () Yes () No

Program Student Learning Outcomes (PSLO)

Target	Developing	Beginning	Not Observed	Comments
All PSLO are clearly stated in terms of measurable outcomes and represent a variety of levels of cognitive achievement (Bloom's taxonomy).	Not all PSLO are stated in measurable terms and do not represent an hierarchy of cognitive achievement levels.	List of outcomes is problematic (e.g. incomplete, overly detailed, too broad) or not measurable. May confuse learning process (e.g. internship) with learning outcomes. Do not represent an hierarchy of cognitive achievement.	No PSLO stated.	Agree with most current University Catalog () Yes () No No
All PSLO clearly describe what students need to know, be able to do and/or care about to be successful in careers or further study.	Some PSLO clearly describe what students need to know, be able to do and/or care about to be successful in careers or further study.	PSLO are not formulated to express discipline specific knowledge.	No PSLO stated.	
Number of PSLO is limited and/or appropriate for the program and level (graduate v. undergraduate) of learning	List of PSLO may be excessively long or short. Long lists may not be reasonably evaluated on a regular basis. Short lists may not adequately reflect the breadth of learning in the program.		No PSLO stated.	

Assessment Plan Evaluation Rubric ~

Curriculum Map (Alignment)

		Observed	Not Observed	Comments
<i>Curriculum Map shows courses required for majors and identifies where in the curriculum specific PSLO are taught, taught and assessed, or assessed only.</i>				
Target	Developing	Beginning	Not Observed	Comments
PSLO clearly linked with specific courses required for majors.	PSLO are linked with curriculum but exposure for some is limited. Developmental acquisition of skills and knowledge is not clearly identified.	All PSLO are not linked with the curriculum.	No link between required courses and PSLO provided.	
<i>Curriculum Progression</i>	Pedagogy, grading, assessment is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome as they move through the program. Developmental acquisition of skills and knowledge is appropriate and is measured throughout the curriculum.	Measurements are not linked to appropriate developmental acquisition of skills and knowledge.	PSLO are 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.	

Assessment Plan Evaluation Rubric ~

Assessment Measures (Method)					
	Target	Developing	Beginning	Not Observed	Comments
<i>Assessment Plan specifically identifies how each outcome will be assessed</i>	The types of PSLO measures used (i.e. direct, indirect,) are clearly identified. There is a documented mechanism for adapting plan if needed.	Assessments are described and consistently applied but not strongly linked to each outcome.	Assessments are not clearly linked to the outcomes and are not consistently applied.	No plan is in place to assess each PSLO.	
<i>Direct/Indirect</i>	All PSLO include at least one direct measure, summative assessment, and indirect measures are in place where appropriate.	Most of the PSLO include a direct measure, summative assessment, and appropriate indirect measures.		PSLO do not identify what students should be able to do, know, or care about in order to demonstrate student learning.	
Threshold of Student Success					
<i>Acceptable Program PSLO Achievement Level</i>	All PSLO have explicit achievement levels stated.	Some PSLO have explicit achievement levels stated.	PSLO achievement levels stated are not explicit.	No PSLO achievement levels stated.	
Data Collection Calendar					
<i>Data collected reflecting performance of majors within the program</i>	Assessment results are regularly collected, compiled, and archived. Collection calendar is clear and consistent with curriculum.	Assessments are collected but calendar is not clearly linked to the curriculum.	Assessment results are compiled irregularly.	Assessment results are not collected, compiled, or archived.	

Assessment Plan Evaluation Rubric ~

Analysis and Reporting Calendar

	Target	Developing	Beginning	Not Observed	Comments
<i>Sustainable, multi-year Assessment Plan is in place that identifies when assessment will take place (Assessment Calendar)</i>	The plan has a fully-articulated, sustainable, multi-year Assessment Calendar that describes <u>when</u> each outcome will be assessed and documented and evaluation of viability of assessment calendar.	Plan is established but does not clearly identify a mechanism for continuous improvement.	Regular scheduling of assessment has not been formalized, but efforts are being made to work toward this goal.	No schedule or calendar is in place to assess each PSLO.	
<i>Data considered or analyzed</i>	Plan establishes a clear and productive mechanism for analysis and reflection resulting in appropriate opportunities for continuous improvement.	Plan does not clearly identify an appropriate cycle for analysis so opportunity for continuous improvement is not identified.	Plan does not describe a mechanism for analysis and continuous improvement.	No Plan.	

Stakeholder Involvement

	Target	Developing	Beginning	Not Observed	Comments
<i>Stakeholder involvement in the development and continuous improvement of the Assessment Plan</i>	All relevant stakeholders are identified and explicitly engaged in continuous improvement.	Stakeholders are identified but not all are engaged in continuous improvement.	Appropriate stakeholders are not comprehensively identified.	No stakeholders identified.	

Program Assessment Plan Review Cycle

	Observed	Not Observed	Comments
<i>The plan is examined and revised as necessary. The results of the review are shared with stakeholders.</i>			

Annual Program Assessment Report Evaluation Rubric ~ [Department/Program] ~ [Academic Year]

Assessment Criteria/Rubrics					
	Target	Developing	Beginning	Not Observed	Comments
<i>Criteria/rubrics in place</i>	Faculty have agreed and explicitly linked assessments to program activities and have identified threshold of performance at varying levels for each outcome. Documented review and improvement process in place.	Criteria for evaluation such as rubrics are in place but could be developed or elaborated more fully by identifying threshold for performance at varying levels for each outcome.	Criteria for evaluation such as rubrics are developed only to a rudimentary level. Thresholds for performance at varying levels are not well developed.	No criteria or rubrics in place.	

Data Based Decision Making					
	Target	Developing	Beginning	Not Observed	Comments
<i>Using Assessment Data to guide curriculum/course changes or to "stay the course"</i>	Assessment data explicitly used to make changes to curriculum or courses or to "stay the course." Changes are benchmarked against national trends, when applicable.	Assessment data may be used to make changes to courses but not employed to evaluate the curriculum as a whole.	Assessment data are collected and analyzed but not actively used to make decisions about the curriculum.	Assessment data not used to make decisions.	

Communication with Stakeholders					
	Target	Developing	Beginning	Not Observed	Comments
<i>Communication with/between faculty</i>	Intra- and interdepartmental collaboration on creating assessment measures and active discussion of the implications of assessment results.	Faculty collaborate on creating assessment measures but may not discuss the implications of assessment results.	Only a small portion of faculty involved in creating assessment measures and considering implication of assessment results.	Communication about assessment issues minimal or non-existent.	

Annual Program Assessment Report Evaluation Rubric ~ [Department/Program] ~ [Academic Year]

Communication with Stakeholders (continued)					
	Target	Developing	Beginning	Not Observed	Comments
<i>Communication with students</i>	Students well acquainted with program outcomes, measures, and rubrics used for the evaluation of student learning.	Students somewhat aware of PSLOs, measures, and rubrics used for the evaluation of student learning.	Students not aware of program outcomes, measures, and rubrics used for the evaluation of student learning.	Communication with students about assessment minimal or non-existent.	
<i>Communication with University Assessment Committee and other University wide entities</i>	Program representatives (liaisons) communicate with Assessment Committee and regularly participate in University wide assessment activities, meetings, trainings.	Program representatives (liaisons) communicate with Assessment Committee and occasionally participate in University wide assessment activities, meetings, trainings.	Program representatives (liaisons) communicate with Assessment Committee but do not participate in University wide assessment activities, meetings, trainings.	Program representatives (liaisons) do not communicate with Assessment Committee or participate in University wide assessment activities, meetings, trainings.	
<i>Communication with external constituents (e.g. advisory boards, employers, community, alumni, etc.)</i>	External constituents well acquainted with program outcomes, measures, and rubrics used for the evaluation of student learning.	External constituents somewhat aware of PSLOs, measures, and rubrics used for the evaluation of student learning.	External constituents not aware of all aspects of program assessment.	Communication with external constituents minimal or non-existent	

Continuous Improvement					
	Target	Developing	Beginning	Not Observed	Comments
<i>Alignment, analysis, and improvement</i>	Department plans are consistent with analysis of assessment data and contribute to the mission of the program.	Plans are weakly linked to assessment data but contribute to the Program Mission.	Plans are not linked to assessment data.	None noted.	