



Summary of Academic Year 2024-2025 Program Assessment Report Review

Introduction

Program assessment review is completed by the voting members of the Washburn University Assessment Committee, appointed by their respective academic units, and the Director of Academic Assessment. They reviewed program assessment materials submitted by academic programs for the 2024-2025 academic year. These materials for each program included a Mission Statement, Program Assessment Plan and Process, Program Student Learning Outcomes, Curriculum Map, and Program Assessment Report with data specific to 2024-2025. This was the first year using Watermark's Planning & Self Study software for this review. Mission Statements, Program Student Learning Outcomes, Measures for each outcome and Curriculum Maps were transferred from TaskstreamAMS, the previous software. Assessment Liaisons for each program updated these or added new ones in the new software. Programs scheduled for reporting for AY2024-2025 were from the School of Applied Studies (SAS) and the Center for Student Success and Retention (CSSR). The Information Literacy Minor is the only program in CSSR and it was decided they were not required to submit as minor programs usually do not submit a separate program assessment report. Therefore, the number of programs that submitted and were reviewed for AY2024-2025 was 20.

The 3-year Assessment Reporting Cycle

- 2024-2025 - School of Applied Studies and Library/CSSR; using Planning & Self-Study (P&SS) software
- 2025-2026 - College of Arts and Sciences divisions: HUM, NSM, and SS; using Planning & Self-Study (P&SS) software
- 2026-2027 - Creative Performing Arts (CAS), MM/KN (CAS), Interdisciplinary Studies (CAS), School of Nursing, School of Business, Leadership and Community Engagement ; Honors

All program assessment materials were submitted via P&SS software and then evaluated using the standardized rubric ([Appendix A](#)). The previous rubrics used since 2023 were combined into one rubric that was entered into the new P&SS software. The content remained unchanged, but the order of the criteria was rearranged for ease of use. The results of the Assessment Committee reviews of program assessment materials, with comparison to the 2023-2024 or 2022-2023 academic year where appropriate, are reported on the following pages.

Assessment Plan and Process

Mission Statement

Mission Statements are evaluated by the Assessment Committee solely on whether they are the same as what is documented in the current catalog. For AY2024-2025, the most common score was 3, with 75% (n=20) of the programs had statements matching the catalog link. The fact that not all the programs scored 3 could be due to a new process in the new software. As of Fall 2024, 62 of 70 programs submitted over the last 3 years had mission statements in their Program Assessment reports that matched the catalog link.

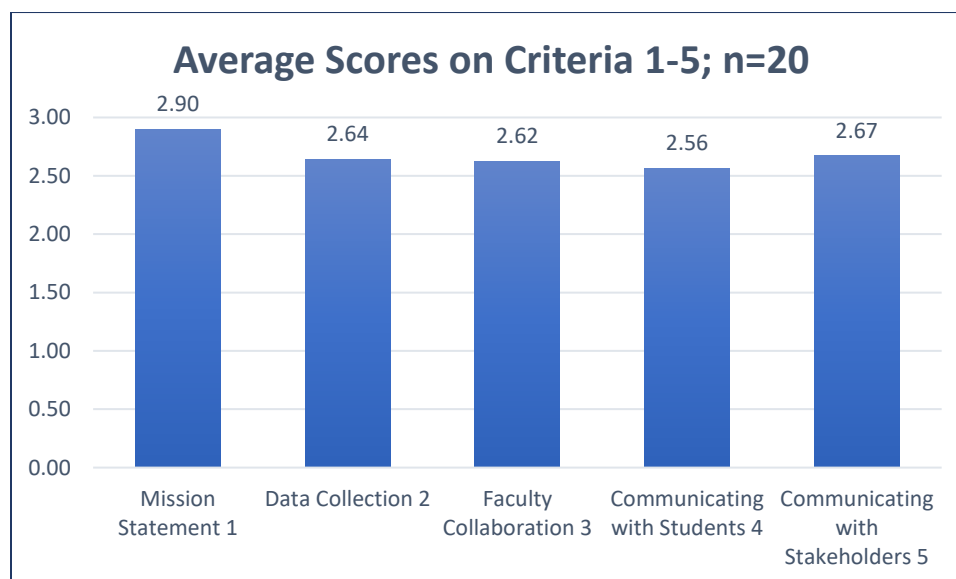
Collecting Data and Collaborating

Programs are required to submit information stating how frequently they collect data on each Program Student Learning Outcome (PSLO), how faculty collaborate with each other in reviewing assessment data and using it in

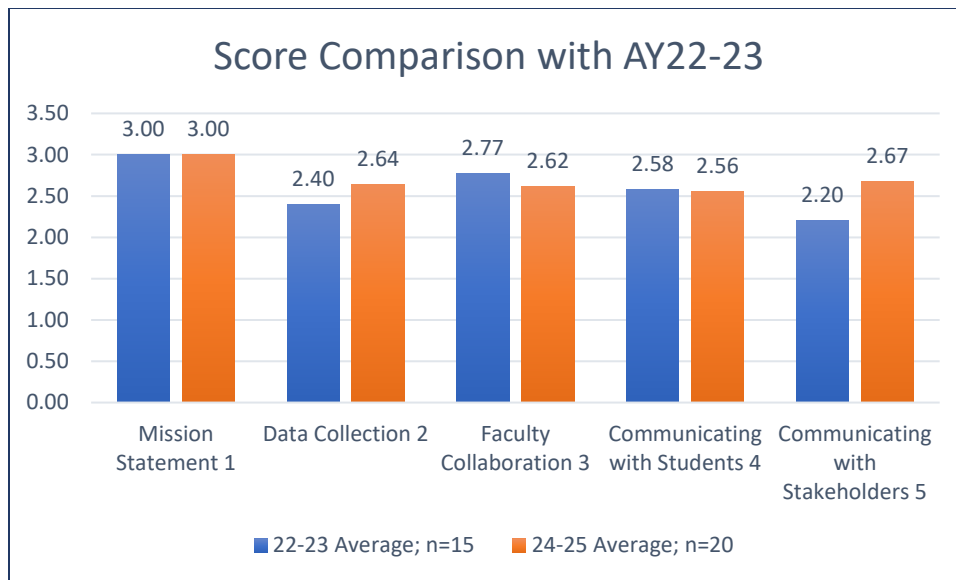
decision-making. Programs also reported how they involve students and external stakeholders in their assessment process. These are rated on the following criteria with the following targets described (See Appendix A).

Criterion Description	Target (3 points)
1 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.
2 Assessment Process: 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).
3 Assessment Process: Faculty Collaboration (Mission Textbox)	Faculty thoroughly collaborate within and, as appropriate, between departments to create assessment measures and discuss the implications of assessment rubrics.
4 Assessment Process: Students 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.
5 Assessment Process: Stakeholders 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.

Programs submitting for AY2024-2025 had the following scores on these criteria:



There were some technical difficulties encountered in this section because the narrative box had a limited character analysis and at least one program could not upload additional information. Still, the mean and median of scores are high. Compared with AY2023, three of the criterion ratings were almost equal and two of them increased this year.



Curriculum Map

Curriculum Maps identify the degree to which PSLOs are addressed across the program's entire curriculum, demonstrating the progression of learning that students experience throughout the program. Program Curriculum Maps are evaluated by the Assessment Committee using the following criteria ([See Appendix A](#)):

Criterion Description	Target (3 points)
12: Curriculum Map Alignment: PSLOs linked with specific required courses for majors	All PLOs are clearly linked with specific courses required for program participants.
13: Curriculum Map Progression	All PSLOs are measured throughout the curriculum (upper and lower division) to facilitate developmental acquisition of skills and knowledge.

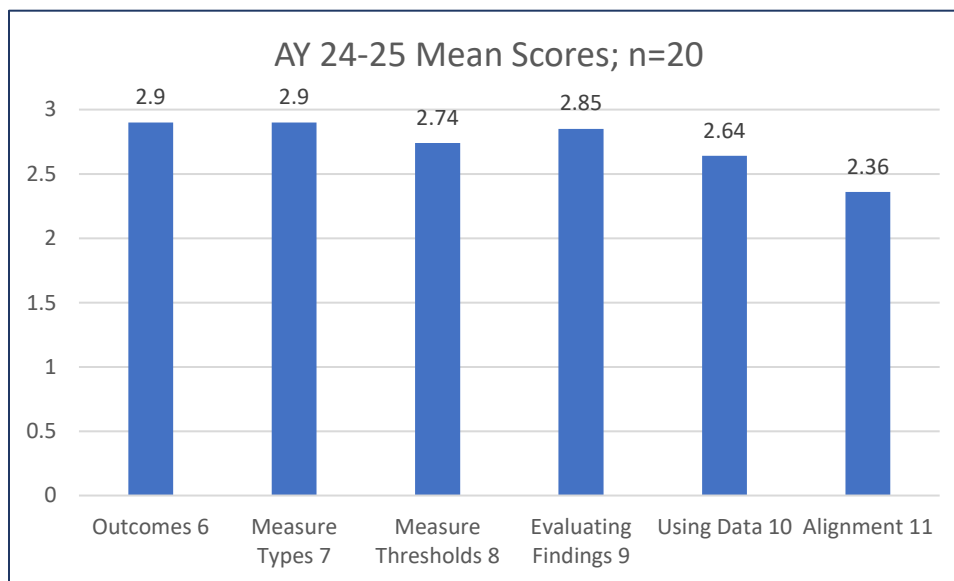
The overall average (i.e., statistical mean) rating on a scale of 0 (Not Observed) to 3 (Target) was 2.78 over both criteria, and the median score was three. Eighteen programs (90%) received an overall rating of a “3”, which reflects being rated at the “Target” level on the second criteria. All programs submitted maps in the new software.

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. The PSLOs are also documented in the University catalog. These PSLOs submitted by programs have been reviewed using the criteria in the table below since the 2020-2021 academic year.

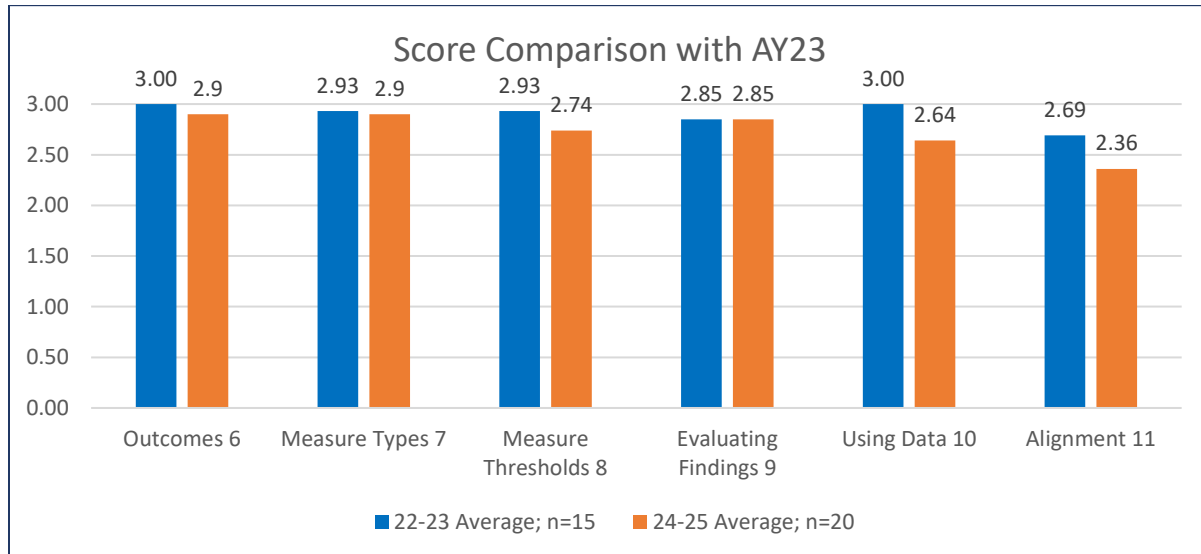
Criterion Description	Target (3 points)
6 Assessing Outcomes: Plan specifically identifies how each outcome will be assessed	All of the types of PSLO measures used (i.e., direct, indirect,) are clearly identified.
7 Measures: Appropriate measures	All PSLOs include at least one direct measure. Summative assessment and/or indirect measures are in place where appropriate.
8 Measures: Acceptable program PSLO achievement level	All PSLOs have explicit achievement levels stated.
9 Evaluating Findings: Criteria/rubrics in place	Criteria for evaluation such as rubrics are consistently developed and provided, including clear thresholds for performance at varying levels.
10 Closing the Loop: Using Data 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.
11 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.

The following chart shows the mean score (n=20) for each criterion in this section.



These scores show that this group of programs were strongest in clear outcomes, measures, thresholds, and methods of evaluating findings. The score relating to using data was slightly lower, but still almost 3. The scores for Alignment and Contribution varied among raters and programs. The content of the narrative for this question was interpreted differently. This rating might be improved during norming with the raters and guided instruction discussion with the liaisons going forward.

The next chart shows the comparison of criteria 6 through 11 to AY2022-2023 for the same group of programs. Ratings for Outcomes, Measure Types, and Evaluating Findings stayed the same. The other three categories of ratings were slightly lower this time. Focusing on the use of data, we can see the ratings were the most different. This is an area that the Assessment Committee is focussing on and working to improve. The reporting group’s average score was in the developing range. Programs received feedback from the committee raters, including some ideas on how to improve or encouragement when target scores were reached.



Measures with Results

From all participating programs, a total of 312 measures were entered on program assessment plans. Seventy-six percent (73%) of the measures were identified by programs as direct, 27% were identified as indirect measures. The most common type of direct measures were assignments (63), field assessments (48), and certification/licensure exams.

Of the total measures entered (312), 78% were marked as “met”. A small number of measures were recorded as “not met” (6%). 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. This means that some programs did not choose to report results and analyze data for some of their PSLOs. This increases the number of scores so that changes over time can be seen more easily and the data set can be larger.

Discussion

The three-year program assessment cycle has made the job of scoring and giving meaningful feedback to programs more reasonable for the Assessment Committee members. In addition, it has eased the burden of implementing new software and training each liaison. This will also facilitate efforts to increase submission of program assessment materials going forward.

In the process of adapting the rubric and to the new software, questions were added to the instructions to guide Assessment Liaisons in documenting how they use data at the program or department level to improve curriculum and make decisions. In the previous software, some programs were not writing narrative on this point, and the committee could not score or give feedback. Overall, the twenty programs involved in this report have scored well in these areas. The new instructions added to the guide are as follows:

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.

Point number three has been rewritten to clearly outline what the committee is expecting for criterion ten in the rubrics ([See Appendix A](#)).

In the new software, programs can document actions they will be taking over the next cycle to improve results of their own findings and fine tune their assessment processes. The most common action type recorded was “maintain assessment strategy” as those outcomes had been met. Other common ones recorded were to gather additional data or revise the measure.

Overall, the ratings of all submitting programs for the academic year of 2024-2025 were at target or developing. Of the twenty programs reporting PSLOs for 2024-2025, the overall average (i.e., statistical mean) rating on a scale of 0 (Not Observed) to 3 (Target) was 2.69, and the median score was 2.68. A chance for all programs to check their mission statements, write a specific narrative documenting their assessment software with guiding questions, and switching to upgraded software contributed to the success of this year’s program assessment project.

Kelly McClendon, Director of Academic Assessment
February 6, 2026

Appendix A: Program Assessment Rubrics

1 Assessment Process Rubric: Mission Statement and Process of Assessment evaluated in the Program Information tab in the Mission Statement textbox

Criterion Description	Target (3)	Developing (2)	Beginning (1)	Not observed (0)
1 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
2 Assessment Process: 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.
3 Assessment Process: 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.
4 Assessment Process: Students Communication and/or Collaboration with Students (Mission Textbox)	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.
5 Assessment Process: Stakeholders Communication and Collaboration with External Stakeholders (Mission Textbox)	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)
6 Assessing Outcomes: 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.
7 Measures Types	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.
8 Measure Thresholds : 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.
9 Evaluating Findings: 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.
10 Closing the Loop: 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.
11 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)
12: Curriculum Map Alignment: PSLOs linked with specific required courses for majors	All PLOs are clearly linked with specific courses required for program participants.	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.
13: Curriculum Map 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.