

Assessment Extravaganza

February 4, 2016

Convocation Hall—BTC

Co-Sponsored By:

CTEL

Assessment Committee

Dear Washburn Community,

Thank you for being a part of the Washburn Assessment Extravaganza! The extravaganza this year focuses on the University Student Learning Outcomes and allows us to “close the loop” by reviewing and discussing campus-wide assessments which have taken place during previous semesters. The Extravaganza affords the presenters an opportunity to showcase assessment methodologies and allows faculty to start defining and discussing the “best practices” used at Washburn University.

Over the last few years, Washburn faculty have made concerted efforts to increase and improve assessment processes and the collection of data. The University has embraced Student Learning Outcomes through the foundation of general education coursework. Additionally, these university-level learning outcomes are enhanced by those courses offered through the student’s major curriculum and through co-curricular activities. The ultimate goal is to have all three of these components culminate in a Washburn University student who graduates having proficiency in all five university student learning outcomes:

- Oral/Written Communication
- Critical/Creative Thinking
- Information Literacy/Technology
- Quantitative/Scientific Reasoning
- Global Citizenship, Ethics and Diversity

It truly does take a village to provide a well-rounded learning community so students gain as much expertise in each of the learning outcomes as they possibly can. Year after year, this learning community embraces the challenge of ensuring our students have the proper information and skills to be successful in life. We are all responsible for helping students achieve their highest potential and I am deeply appreciative that members of the Washburn community—both faculty and staff assist students in this educational achievement.

I hope you find the information gathered and presented interesting and thought provoking. We will reach out to you after the Assessment Extravaganza to engage in conversations on how to improve the USLO outcomes and other assessment related activities in which the learning community should engage.

Best wishes for a good semester.

Randy Pembroke
Vice President of Academic Affairs

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USLO Timeline/Choice of Assessment Instruments

The Assessment Coordinator, in conjunction with the VPAA and AVPAA developed a campus-wide assessment plan based on best practices identified through attendance at Assessment and Higher Learning Commission conferences. A three-year rotation plan for university student learning outcome (USLO) assessment was chosen for the following reasons:

Conducting the assessment of one USLO each year appeared to be too far apart for comparison and use of results to make changes to the curriculum

Three-year rotation provides sufficient time between assessments so that significant changes in results might be achieved

The following USLO Assessment instruments were identified and a timeline was developed:

FY15/FY18/FY21 Critical Thinking (VALUE Rubric)/Creative Thinking (Torrance Tests of Creativity); Global Citizenship/Ethics/Diversity (Multi-Institutional Study of Leadership)
FY16/FY19/FY22 Oral Communication (VALUE Rubric)/Written Communication (VALUE Rubric); Quantitative/Scientific Reasoning (Madison Assessment Test)
FY17/FY20/FY23 Information Literacy (SAILS); Overall Critical Thinking/Mathematics/Reading/Writing (ETS Proficiency Profile)

Based on faculty feedback, the instruments identified on the poster are being implemented.

Questions to Consider:

In order to have a sample size which is large enough to provide meaningful data, approximately 200-250 students should complete the assessment process. With the assistance of our colleagues in EN 300, we should be able to obtain at least 200-250 artifacts for Critical Thinking and Written Communication; however, the number of assessments for the majority of the standardized assessment instruments and the videotaped sessions for Oral Communication are insufficient.

How can we increase the student participation in completing the standardized assessment instruments?

How can your academic unit assist in providing videotaped presentations of your seniors for assessment of the oral communication student learning outcome?

Do you believe the USLO timeline which has been developed is reasonable? If not, how would you change it?

Do you believe the USLO instruments which are being used are appropriate? If not, what suggestions do you have for instruments to obtain campus-wide or national assessment data comparison?

Course-Embedded USLO Assessment – General Education Courses

Nancy Tate, Vickie Kelly, Kayla Carter
2015-2016

HISTORY

After a lengthy and inclusive review of the existing general education program at Washington University, the initial phase of the new general education program was approved by General Faculty and the Washington University Board of Regents in spring 2012. Phase 1 of the general education refinement replaced the existing 9 skills with 5 university student learning outcomes (USLOs) and each general education course was required to identify one university student learning outcome to emphasize and to assess. Departments utilized FY13 to modify previously approved general education courses to identify the USLO each course would be assessing along with the appropriate activities and assessment methodologies.

GENERAL EDUCATION COURSE APPROVAL PROCESS



SAMPLE DEPARTMENTAL REPORT

Course No.	Section No.	Section Title	Section Type	Section Status	Section Dates	Section Credits	Section Faculty	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	
10100	10100	General Education	General Education	Active	2015-2016	3	Nancy Tate	1. Critical and Creative Thinking (CCT) – 59	2. Global Citizenship/Ethics/Diversity (GED) – 60	3. Oral/Written/Interpersonal Communication (COM) – 14	4. Quantitative/Scientific Reasoning (QSR) – 29	5. Information Literacy/Technology (ILT) – 5	6. Total - 167								

EXCERPTS 5-YEAR GENERAL EDUCATION COURSE REVIEWS

Section No.	Section Title	Section Type	Section Status	Section Dates	Section Credits	Section Faculty	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	Section USLOs	
10100	10100	General Education	General Education	Active	2015-2016	3	Nancy Tate	1. Critical and Creative Thinking (CCT) – 59	2. Global Citizenship/Ethics/Diversity (GED) – 60	3. Oral/Written/Interpersonal Communication (COM) – 14	4. Quantitative/Scientific Reasoning (QSR) – 29	5. Information Literacy/Technology (ILT) – 5	6. Total - 167								

NUMBER OF APPROVED GENERAL EDUCATION COURSES BY USLO

Creative/Critical Thinking (CCT) – 59
Global Citizenship/Ethics/Diversity (GED) – 60
Oral/Written/Interpersonal Communication (COM) – 14
Quantitative/Scientific Reasoning (QSR) – 29
Information Literacy/Technology (ILT) – 5
TOTAL - 167

SAMPLE DEGREE AUDIT - USLOs

Area: Critical & Creative Thinking – Met
Description: **STUDENT LEARNING OBJECTIVES – INFORMATION ONLY**
Met Attribute Req'd Term Subj Course Title Credits Grade
Yes CCT 0 201520 MU 100 Employment 3 A
201520 PY 100 Basic Conc. 3 B
Psychology 6 3.5
Total Credits and GPA

Communication – Met
Description: **STUDENT LEARNING OBJECTIVES – INFORMATION ONLY**
Met Attribute Req'd Term Subj Course Title Credits Grade
Yes COM 0 201430 CN 150 Public Speaking 3 A
201430 EN 300 Adv Comp 3 A
Total Credits and GPA 6 4.0

DISCUSSION QUESTIONS

- Faculty Discussion
- How is the general education course approval process working?
 - How is the five-year general education course review process working?
 - As we compare departmental ratings for the general education course offerings with campus-wide assessment results, how should we proceed if there is a discrepancy in the findings?
 - How can departments ensure that ALL course instructors in general education courses understand the USLO assessment process and the submission of USLO objective ratings?
 - How should we handle the lack of approved general education courses in the ILT USLO?
 - Should we attempt to holistically determine what the rating levels mean in order to compare results across departments?
 - Should advisors be encouraged to review the USLO courses their advisees are taking (or not taking)?

COURSE-EMBEDDED GENERAL EDUCATION ASSESSMENT PROCESS

(Approved General Education Discipline)

APPROVAL PROCESS:

Any course which already exists within an approved general education discipline may be submitted directly to the General Education Committee through the VPAA Office for approval as a general education course. In some cases, a proposed new course could be sent to the VPAA office PRIOR to the final approval obtained through the course approval process.

Note: New general education disciplines or single courses from non-general education disciplines follow CAS unit governance procedures for approval.

Deadlines for Submission to the General Education Committee to be effective in the new academic year are: October 1 and February 1. Online submission includes:

- The general education new course submission form including the USLO to be emphasized
- The course master syllabus
- Assessment methods used
- Rubrics used in the course
- Definition of ratings (1-4) awarded

The General Education Committee, through the Assessment Coordinator, provides guidance if modifications are needed. Once the proposal is approved, the course is then placed within the 5-year General Education course review cycle.

EACH SEMESTER:

Faculty members teaching sections of approved general education courses submit ratings for the individual objectives which emphasize the chosen USLO along with an overall summary rating of achievement. Department chairs and relevant dean receive report of USLO ratings for all sections of all courses. Departments review the findings and determine if changes are required to increase student proficiency and develop a plan to implement the changes.

FIVE-YEAR COURSE REVIEW:

Longitudinal results are reported to General Education Committee. At the time of the 5-year course review, major modifications to the course can be proposed. During the 5 years prior to the review, minor adjustments can be made in consultation with the Assessment Coordinator and the Associate Vice President for Academic Affairs.

FACULTY DISCUSSION:

1. How is the general education course approval process working?
2. How is the five-year general education course review process working?
3. As we compare departmental ratings for the general education course offerings with campus-wide assessment results, how should we proceed if there is a discrepancy in the findings?
4. How can departments ensure that ALL course instructors in general education courses understand the USLO assessment process and the submission of USLO objective ratings?
5. How should we handle the lack of approved general education courses in the ILT USLO?
6. Should we attempt to holistically determine what the rating levels mean in order to compare results across departments?
7. Should advisors be encouraged to review the USLO courses their advisees are taking (or not taking)?

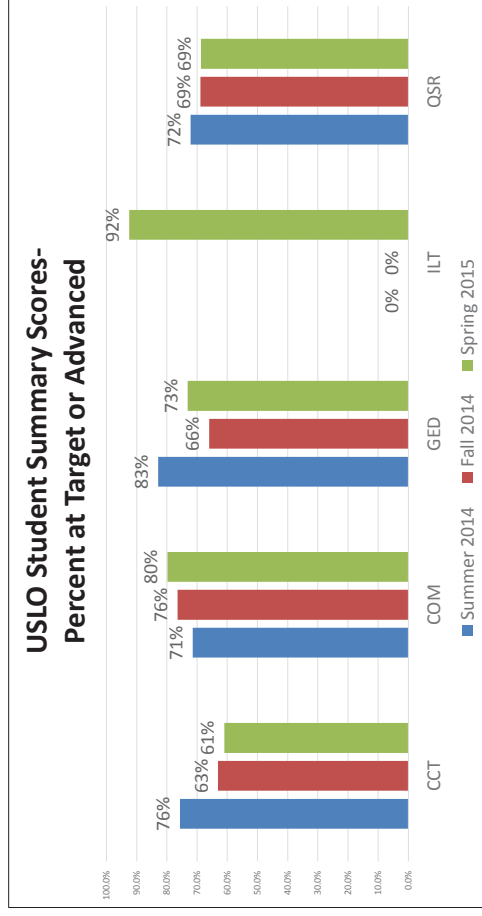
General Education Course-Embedded University Student Learning Outcomes

The Washburn University Student Learning Outcomes consist of Critical and Creative Thinking (CCT), Communication (COM), Global Citizenship, Ethics and Diversity (GED), Information Literacy and Technology (ILT), and Quantitative and Scientific Reasoning (QSR). **Student summary scores are rated as: 0 (Not Observed), 1 (Beginning), 2 (Developing), 3 (Target), or 4 (Advanced).**

The percent of students rated as being at Target or Advanced, omitting the Not Observed from the calculations, are reported to examine trends in the various USLO's and the subjects/courses categorized under those USLO's.

Critical and Creative Thinking

- The percent of students at Target/Advanced decreased from 76% in summer 2014 to 63% in fall 2014, and decreased slightly to 61% by spring 2015.
- Overall, the percent of CCT Student Summary Scores at Target/ Advanced decreased 15%.
- CCT courses increased from 5 to 21 to 30, and valid student summary scores increased from 107 to 815 to 1297.



Quantitative and Scientific Reasoning

- The percent of students at Target/ Advanced decreased from 72% in summer 2014 to 69% in fall 2014, and remained stable at 69% for spring 2015.
- Overall, the percent of QSR Student Summary Scores at Target/ Advanced decreased over 3%.
- QSR courses increased from 4 to 21 to 29, and student summary scores increased from 104 to 1142 to 1412.

Communication

- The percent of students at Target/Advanced increased from 71% in summer 2014 to 76% in fall 2014, and increased to 80% by spring 2015.
- Overall, the percent of COM Student Summary Scores at Target/Advanced increased over 8%.
- COM courses increased from 3 to 9 to 12, and student summary scores increased from 105 to 696 to 1101.

Global Citizenship, Ethics, and Diversity

- The percent of students at Target/ Advanced decreased from 83% in summer 2014 to 66% in fall 2014, and increased to 73% by spring 2015.
- Overall, the percent of GED Student Summary Scores at Target/Advanced decreased by almost 9%.
- GED courses increased from 4 to 21 to 29, and student summary scores increased from 82 to 862 to 1405.

Information Literacy and Technology

- There were no ILT courses or students rated during summer 2014 or fall 2014; the percent of students at Target/ Advanced for spring 2015 was 93%.
- Overall, the percent of ILT Student Summary Scores at Target/Advanced increased 92%.
- ILT courses increased from 0 to 4, and student summary scores increased from 0 to 199.

Each academic subject's course USLO Student Summary Scores were examined.

Presented below are the percent of students at the Target/Advanced level in each USLO for spring 2015 with comparisons to summer and fall 2014 when available. The number of courses offered in that subject area and the number of student summary scores (N) can be found in parentheses.

Critical and Creative Thinking (CCT)			
Subject Area	Summer 2014	Fall 2014	Spring 2015
Political Sciences			96% (1, N=27)
Honors		80% (2, N=15)	94% (2, N=69)
English	89% (1, N=13)	82% (4, N=74)	80% (4, N=244)
Anthropology			79% (1, N=28)
Music	96% (1, N=25)	89% (1, N=99)	79% (4, N=154)
Kinesiology			74% (1, N=31)
Theatre	87% (2, N=23)	68% (4, N=102)	69% (3, N=118)
Art		65% (4, N=99)	64% (5, N=132)
History		88% (1, N=40)	60% (2, N=244)
Psychology			59% (1, N=165)
Sociology	74% (1, N=19)	74% (1, N=87)	55% (1, N=53)
Philosophy		70% (1, N=30)	39% (2, N=18)
Biology	44% (1, N=27)	34% (2, N=243)	22% (2, N=207)
Communications (COM)			
Subject Area	Summer 2014	Fall 2014	Spring 2015
English	67% (2, N=91)	74% (5, N=481)	82% (6, N=636)
Art			80% (1, N=25)
Theatre		92% (2, N=62)	79% (2, N=71)
Communications	100% (1, N=14)	79% (2, N=153)	77% (3, N=369)
Information Literacy and Technology (ILT)			
Subject Area	Summer 2014	Fall 2014	Spring 2015
Interdisciplinary Studies			100% (1, N=74)
Mass Media			95% (1, N=65)
Computer Science			80% (2, N=60)

Global Citizenship, Ethics, and Diversity (GED)			
Subject Area	Summer 2014	Fall 2014	Spring 2015
English			100% (1, N=20)
German			100% (1, N=4)
Spanish			100% (2, N=35)
Art		92% (1, N=36)	94% (1, N=34)
Political Sciences	86% (1, N=22)	84% (3, N=162)	94% (2, N=123)
Japanese		100% (1, N=6)	88% (2, N=16)
History			82% (4, N=129)
Sociology	89% (1, N=36)	73% (1, N=41)	82% (1, N=304)
Biology	89% (1, N=18)	67% (1, N=102)	80% (1, N=92)
French	83% (1, N=6)	100% (2, N=11)	77% (2, N=13)
Anthropology		67% (1, N=216)	71% (1, N=264)
Geography		49% (2, N=57)	68% (1, N=4)
Interdisciplinary Studies			60% (1, N=5)
Psychology		63% (3, N=76)	56% (1, N=61)
Religion		27% (3, N=44)	59% (3, N=65)
Philosophy		47% (3, N=113)	43% (4, N=119)
Quantitative and Scientific Reasoning (QSR)			
Subject Area	Summer 2014	Fall 2014	Spring 2015
Biology	85% (1, N=18)	88% (2, N=64)	84% (2, N=186)
Economics	100% (1, N=14)	67% (1, N=85)	75% (3, N=226)
Mathematics	79% (2, N=28)	64% (6, N=808)	70% (7, N=897)
Physics		92% (3, N=111)	62% (4, N=133)
Philosophy	100% (1, N=8)	57% (1, N=28)	57% (1, N=30)
Astronomy	53% (1, N=32)	74% (2, N=122)	56% (2, N=105)
Anthropology		52% (1, N=31)	
Geology	33% (1, N=9)	64% (2, N=123)	50% (2, N=129)

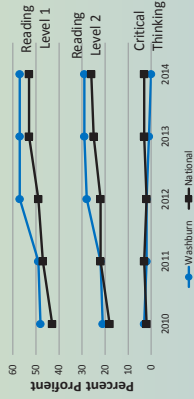
Discussion Questions: (for #4-#5 refer to the departmental 2014-2015 USLO reports received by chairs in October)

- 1) In which USLOs are students doing well overall? In which USLOs are students struggling to be at Target?
- 2) What trends do you see in the percent of students at the Target/Advanced level for each USLO?
- 3) What trends do you see in your department's general education course USLO student summary scores?
- 4) How do your department's course and section results compare to the University overall in relevant USLOs?
- 5) How do the results for the individual course USLO objectives compare to the student summary scores?
- 6) How can you/your department improve the individual objective and student summary scores for relevant USLOs?

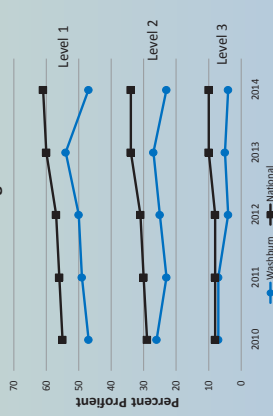
ETS Proficiency Profile

FRESHMEN

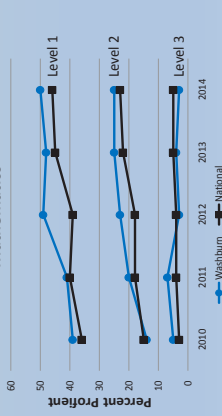
Reading and Critical Thinking



Writing

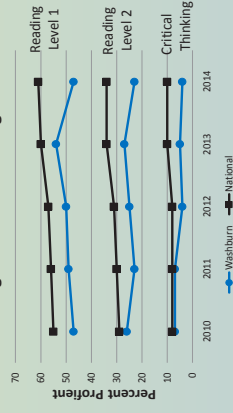


Mathematics

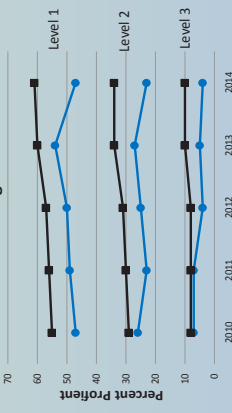


SENIORS

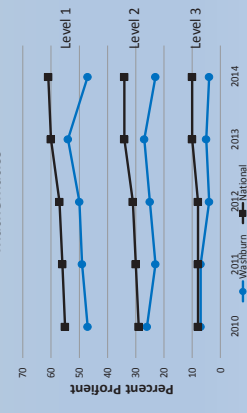
Reading and Critical Thinking



Writing



Mathematics



Level 1 Reading: recognize factual material explicitly presented in a reading passage; understand the meaning of particular words or phrases in the context of a reading passage

Level 2 Reading: synthesize material from different sections of a passage; recognize valid inferences derived from material in the passage; identify accurate summaries of a passage or of significant sections of the passage; understand and interpret figurative language; discern the main idea, purpose or focus of a passage or a significant portion of the passage

Critical Thinking: evaluate competing causal explanations; evaluate hypotheses for consistency with known facts; determine the relevance of information for evaluating an argument or conclusion; determine whether an artistic interpretation is supported by evidence contained in a work; evaluate the appropriateness of procedures for investigating a question of causation; evaluate data for consistency with known facts, hypotheses or methods; recognize flaws and inconsistencies in an argument

Level 1 Writing: recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions); recognize appropriate transition words; recognize incorrect word choice; order sentences in a paragraph; order elements in an outline

Level 2 Writing: incorporate new material into a passage; recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases; combine simple clauses into single, more complex combinations; recast existing sentences into new syntactic combinations

Level 3 Writing: discriminate between appropriate and inappropriate use of parallelism; discriminate between appropriate and inappropriate use of idiomatic language; recognize redundancy; discriminate between correct and incorrect constructions; recognize the most effective revision of a sentence

Level 1 Mathematics: solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality; solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent); solve problems requiring a general understanding of square roots and the squares of numbers; solve a simple equation or substitute numbers into an algebraic expression; find information from a graph

Level 2 Mathematics: solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing and embedded ratios; simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities; interpret a trend represented in a graph, or choose a graph that reflects a trend; solve problems involving sets

Level 3 Mathematics: solve word problems that would be unlikely to be solved by arithmetic; solve problems involving difficult arithmetic concepts, such as exponents and roots, and percent of increase or decrease; generalize about numbers (e.g., identify the values of x) for which an expression increases as x increases; solve problems requiring an understanding of the properties of integers, rational numbers, etc.; interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots, percent of increase or decrease; solve problems requiring insight or logical reasoning

ETS® Proficiency Profile Content

The *ETS®* Proficiency Profile was developed to measure and demonstrate the outcomes of general education programs in order to help institutions improve the quality of instruction and learning. It is a test of college-level skills in reading, writing, critical thinking and mathematics designed to measure the academic skills developed through general education courses, rather than the subject knowledge specifically taught in those courses. All of the subject knowledge required to answer each question is contained in the question itself or the supporting materials that accompany the question.

Reading

College-level reading questions measure students' ability to:

- ✦ interpret the meaning of key terms
- ✦ recognize the primary purpose of a passage
- ✦ recognize explicitly presented information
- ✦ make appropriate inferences

recognize rhetorical devices

Writing

College-level writing questions measure students' ability to:

- ✦ recognize the most grammatically correct revision of a clause, sentence or group of sentences
- ✦ organize units of language for coherence and rhetorical effect
- ✦ recognize and reword figurative language

organize elements of writing into larger units of meaning

Critical Thinking

Critical thinking questions measure students' ability to:

- ✦ distinguish between rhetoric and argumentation in a piece of nonfiction prose
- ✦ recognize assumptions
- ✦ recognize the best hypothesis to account for information presented
- ✦ infer and interpret a relationship between variables

draw valid conclusions based on information presented

Mathematics

Mathematics questions measure students' ability to:

- ✦ recognize and interpret mathematical terms
- ✦ read and interpret tables and graphs
- ✦ evaluate formulas
- ✦ order and compare large and small numbers
- ✦ interpret ratios, proportions, and percentages
- ✦ read scientific measuring instruments

recognize and use equivalent mathematical formulas or expressions

Questions for Discussion:

Why do you think our trends are declining?

What strategies do you think we can implement to help?

Is this the right test? Are we testing the right things?

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP (MSL) Global Citizenship, Ethics, and Diversity

The MSL is comprised of over 400 variables, scales, and composite measures representing students' demographics and pre-college experiences, experiences during college, and key outcome measures. It is adapted from the **Socially Responsible Leadership Scale (SRLS; Tyree, 1998)**, which measures the eight core values of the social change model (HERI, 1996); and the MSL focuses on understanding the influences of higher education in shaping social responsible leadership capacity and other leadership-related outcomes such as complex cognitive skills, leadership efficacy, social change behaviors, seeing alternative social perspectives, spiritual development, racial identity, resiliency, and agency.

Multi-Institutional Study of Leadership 2014-2015 Mean Comparison Results

SRLS Mean Composite Scores	Mean Composite Scores Range from 1 = Strongly Disagree to 5 = Strongly Agree				Comparison to National Benchmark				Comparison to Custom Peer Group							
	Washburn	National	Sig	Eff Size	Washburn	National	Sig	Eff Size	Washburn	Peer Grp	Sig	Eff Size	Washburn	Peer Grp	Sig	Eff Size
Consciousness of Self	4.09	4.05	Signif	Trivial	4.09	4.04	4.04	Signif	Trivial							
Congruence	4.26	4.24			4.26	4.26	4.26									
Commitment	4.42	4.40			4.42	4.42	4.42									
Collaboration	4.18	4.18			4.18	4.19	4.19	Signif	Trivial							
Controversy with Civility	4.21	4.23			4.21	4.26	4.26	Signif	Trivial							
Citizenship	3.91	3.94			3.91	4.00	4.00	Signif	Trivial							
Resiliency	3.95	3.88	Signif	Trivial	3.95	3.85	3.85	Signif	Trivial							
Omnibus SRLS	4.17	4.17			4.17	4.19	4.19									
Mean Composite Scores Range from 1 = Not at All Confident to 4 = Very Confident																
MSL Mean Composite Scores	Comparison to National Benchmark				Comparison to Custom Peer Group				Comparison to National Benchmark				Comparison to Custom Peer Group			
Leadership Efficacy	3.08	3.12			3.08	3.12	3.12									
Mean Composite Scores Range from 1 = Not Grown at All to 4 = Grown Very Much																
MSL Mean Composite Scores	Comparison to National Benchmark				Comparison to Custom Peer Group				Comparison to National Benchmark				Comparison to Custom Peer Group			
Complex Cognitive Skills	3.17	3.18			3.17	3.21	3.21									
Mean Composite Scores Range from 1 = Does Not Describe Me Well to 5 = Describes Me Very Well																
MSL Mean Composite Scores	Comparison to National Benchmark				Comparison to Custom Peer Group				Comparison to National Benchmark				Comparison to Custom Peer Group			
Social Perspective Taking	3.92	3.88			3.92	3.84	3.84	Signif	Trivial							
Mean Composite Scores Range from 1 = Definitely False to 8 = Definitely True																
MSL Mean Composite Scores	Comparison to National Benchmark				Comparison to Custom Peer Group				Comparison to National Benchmark				Comparison to Custom Peer Group			
Hope Agency	6.67	6.62			6.67	6.69	6.69									
Hope Pathways	6.54	6.50			6.54	6.50	6.50									
Mean Composite Scores Range from 1 = Strongly Disagree to 7 = Strongly Agree																
MSL Mean Composite Scores	Comparison to National Benchmark				Comparison to Custom Peer Group				Comparison to National Benchmark				Comparison to Custom Peer Group			
Private Collective Racial Esteem	5.63	5.52	Signif	Trivial	5.63	5.38	5.38	Signif	Small							
Public Collective Racial Esteem	5.02	4.94			5.02	4.91	4.91									
Importance to Identity	3.50	3.59			3.50	3.55	3.55									

Washburn University (N=1586, Response Rate 44.7%, Completion Rate 87.1%)
National Benchmark (N=77489, Response Rate 31.0%, Completion Rate 80.2%)
Custom Peer Group includes Denison, Drake, Elon, Kalamazoo, Mills, New Haven (N=156082)

Green= WU Higher
Yellow= WU Equal
Red= WU Lower

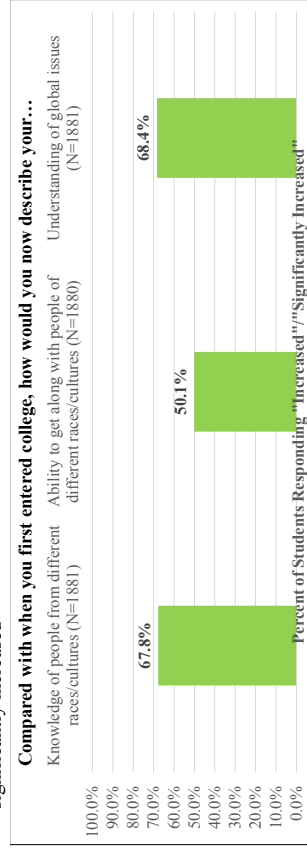
Delta Measures for Overall Scores- Change Over Time

SRLS Traits	Washburn University			National Benchmark			Custom Peer Group		
	Prior to College	Senior Year	Eff Size	Prior to College	Senior Year	Eff Size	Prior to College	Senior Year	Eff Size
Consciousness of Self	3.48	4.16	Mod	3.45	4.13	Large	3.45	4.14	Large
Congruence	3.94	4.30	Small	3.92	4.29	Mod	3.88	4.29	Mod
Commitment	4.12	4.44	Small	4.13	4.43	Small	4.13	4.45	Small
Collaboration	3.86	4.23	Mod	3.84	4.24	Mod	3.84	4.24	Mod
Controversy with Civility	3.81	4.24	Mod	3.86	4.27	Mod	3.90	4.31	Mod
Citizenship	3.65	3.97	Small	3.73	3.98	Small	3.79	4.05	Small
Resiliency	3.57	4.02	Mod	3.53	3.95	Mod	3.45	3.90	Mod
Omnibus SRLS	3.81	4.22	Mod	3.82	4.22	Mod	3.83	4.24	Large
Washburn University									
National Benchmark									
Custom Peer Group									
MSL Constructs	Prior to College	Senior Year	Eff Size	Prior to College	Senior Year	Eff Size	Prior to College	Senior Year	Eff Size
Leadership Efficacy	2.79	3.21	Mod	2.83	3.24	Mod	2.82	3.26	Mod
Complex Cognitive Skills	2.99	3.29	Small	3.01	3.34	Mod	3.02	3.42	Mod
Social Perspective Taking	3.45	3.94	Mod	3.52	3.94	Mod	3.47	3.91	Mod
Hope Scale- Agency	3.87	6.75	Large	3.89	6.70	Large	3.90	6.75	Large
Hope Scale- Pathways	3.87	6.63	Large	3.89	6.57	Large	3.90	6.58	Large

All changes were significant: Green= Large effect size, Yellow= Moderate, and Red= Small effect size

Custom questions were added to the MSL to directly assess Global Citizenship & Diversity:

- Approximately 56% agreed or strongly agreed that they felt informed about current world issues, 33% neither agreed nor disagreed, and 11% indicated that they did not feel informed.
- When asked how equipped they felt to live in a culture different from their own, 50% of respondents agreed or strongly agreed they felt equipped. One-third of respondents neither agreed nor disagreed, and almost 17% reported that they did not feel equipped.
- Over 68% reported their understanding of global issues had increased/significantly increased
- Almost 68% reported their knowledge of people from different races & cultures had increased/significantly increased
- 50% reported their ability to get along with people of different races & cultures had increased/significantly increased



Percent of Students Responding "Increased"/"Significantly Increased"

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP (MSL)

Much of the MSL is an adapted version of the Socially Responsible Leadership Scale (SRLS; Tyree, 1998) which measures the core values of the social change model (HERI, 1996). Definitions for the traits measured are below:

Consciousness of Self- Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.

Congruence- Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply held beliefs and convictions.

Commitment- The psychic energy that motivates the individual to serve and that drives the collective effort; implies passion, intensity, and duration, and is directed toward both the group activity as well as its intended outcomes.

Collaboration- To work with others in a common effort; constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.

Controversy with Civility- Recognizes two fundamental realities of any creative group effort: differences in viewpoint are inevitable, and such differences must be aired openly, but with civility. Civility implies respect for others, a willingness to hear each others' views, and the exercise of restraint in criticizing the views and actions of others.

Citizenship- The process whereby an individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on the behalf of others and the community.

Resiliency- The ability to recover readily from illness, depression, adversity, or the like; buoyancy.

Hope- The process of thinking about one's goals, along with the motivation to move toward those goals (agency), and the ways to achieve those goals (pathways)" (Snyder, 1995, p. 355).

Collective Racial Esteem- Differentiates racial group membership from the more powerful constructs associated with racial identity.

Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook version III*. College Park, MD: National Clearinghouse for Leadership Programs.

Global Citizenship, Ethics, and Diversity

The broad understanding of peoples and cultures in the United States and around the world, and to humankind's place and effects in the world. Global citizenship includes a respect for the commonalities and differences in peoples, including an understanding of values, beliefs and customs. It places an emphasis on the economic, religious, political, geographic, linguistic, historic, environmental and social aspects that define cultures. It places an emphasis on ethics, equality and human rights, an appreciation for diversity, the interconnectedness of societies and cultures.

Discussion Questions:

How do the SRLS traits and MSL outcomes relate to the Global Citizenship, Ethics, and Diversity USLO?

On which SRLS traits (Consciousness of Self, Congruence, Commitment, Collaboration, Controversy with Civility, Citizenship, Resiliency, and the Omnibus SRLS) are Washburn students doing better than the National Benchmark and/or the Custom Peer Group? On which are Washburn students lower?

On which MSL Outcomes (Leadership Efficacy, Complex Cognitive Skills, Social Perspective Taking, The Agency and Pathways Hope Scales, and Private and Public Collective Racial Esteem) are Washburn students doing better than the National Benchmark and/or the Custom Peer Group? On which are Washburn students lower?

Did the percent of students who felt informed about world issues or equipped to live in a different culture surprise you? Why?

Are students experiencing a sufficient level of increase in their knowledge of different races/cultures, their ability to get along with people of different races/cultures, and their understanding of global issues?

What can you/your department do to help Washburn students improve these important skills so they can become respectful and ethical leaders?

TORRANCE TEST OF CREATIVE THINKING – PILOT ASSESSMENT OF USLO 2014-2015

Creative thinking involves the production of original ideas, forms or works by making connections, generating alternatives, and elaborating or exploring new applications of accepted practices through innovation and/or invention. (WU definition)

Torrance Test of Creative Thinking (TTCT) developed by Ellis Torrance in 1974 and updated by in 2008 by the Scholastic Testing Service. Given in 2 parts, takes 75 minutes

Figural (use of picture drawing in 3 activities) & **Verbal** (use of 6 word exercises) activities to test creativity. Applicable for kindergarten – adults.

Figural tests designed to assess 5 mental characteristics:

- Fluency Originality Elaboration
 - Abstractness of Title
 - Resistance to Premature Closure
- (www.ststesting.com/ngifted.html)

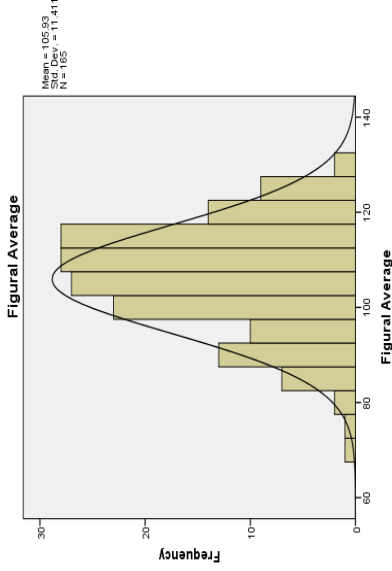
Verbal has 3 norm-referenced assessments:

- Fluency Flexibility Originality

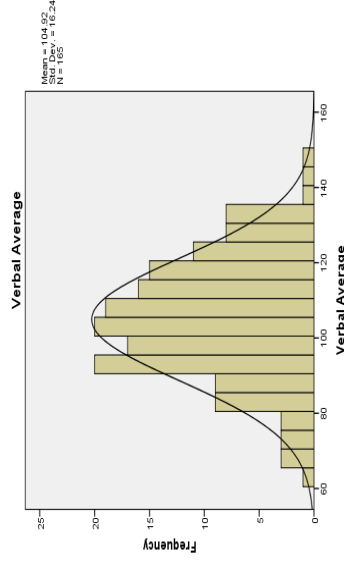
WU Test Results higher than national average, positively skewed.

Students are encouraged to be creative and to “Just suppose....”

If you were given this drawing to start with what would you come up with?



Figural average standard scores ranged 70-130, mean 105.93 (SD=11.41)
National Percentiles ranged from 3rd- 98th, mean of 64.11 (SD=25.21)
****Results indicated WU students assessed scored better than 64% of those students tested nation-wide**



TTCT Verbal average standard scores ranged from 63 to 150, mean 104.92 (SD=16.24)
National Percentiles ranged from 5th – 99th percentile, mean of 57.79 (SD=24.40)
****Results indicated WU students assessed scored better than 58% of students tested nation-wide.**

TTCT Creativity Index average standard scores ranged from 63 to 150 with a mean of 104.92 (SD=11.41)
National Percentiles from 3rd to 98th, mean 64.11 (SD=25.21)
****WU students assessed scored better than 64% of students tested nationwide.**

Assessments include to measure creativity index:

- Emotional Expressiveness
- Storytelling Articulateness
- Movement or Action
- Expressiveness of Titles
- Synthesis of Lines
- Unusual Visualization
- Internal Visualization
- Extending or Breaking Boundaries
- Humor
- Richness of Imagery
- Colorfulness of Imagery
- Fantasy

(Torrance, E.P. (2001, 2008) Torrance Tests of Creative Thinking. Interpretive Manual. Scholastic Testing Service, Inc. Bentonville, IL)

N = 165
(65 Education Majors,
93 Nursing Majors,
7 Other)

2014-2015 Torrance Test of Creative Thinking

The TTCT measures Figural and Verbal creativity using norm-referenced and criterion-referenced assessments.

The five separate TTCT Figural norm-referenced assessments include:

Fluency- based upon the total number of relevant responses; Originality- based upon the statistical infrequency and unusualness of the response; Abstractness of Title- related to the subject's synthesizing and organizing processes of thinking; Elaboration- based on two underlying assumptions: the minimum primary response to the stimulus figure is a single response, and the imagination and exposition of detail is a function of creative ability; Resistance to Premature Closure- ability to keep open/delay closure long enough to make the mental leap that makes possible original ideas

Each of the norm-referenced assessments are reported in terms of a standard score, enabling an average of the standard scores to obtain a score reflecting the assessment based upon the pooling of the norm-referenced assessments.

The thirteen TTCT Figural criterion-referenced assessments include:

Emotional Expressiveness- ability to communicate feelings and emotions verbally/nonverbally through drawings, titles, speech of figures; Storytelling Articulatness- ability to clearly and powerfully communicate an idea/tell a story by providing details for context; Movement or Action- perception of movement through titles and the speech/bodily posture of figures & drawings; Expressiveness of Titles- use of titles that communicate something that the graphic cues themselves do not express without the title; Synthesis of Incomplete Figures- combination of two or more figures points out an individual whose thinking departs from the commonplace and established, and who is able to see relationships among rather diverse and unrelated elements; Synthesis of Lines- same as Synthesis of Incomplete Figures except combination of sets of parallel lines or combinations of circles; Unusual Visualization- individual can return repeatedly to a commonplace object or situation and perceive it in different ways; Internal Visualization- ability to visualize beyond exteriors and pay attention to the internal, dynamic workings of things; Extending or Breaking Boundaries- ability to remain open long enough to permit mental leaps away from the obvious/commonplace and open up or extend the boundaries or limits imposed upon the stimulus figure; Humor- individual perceives and depicts conceptual and perpetual incongruity, unusual combinations, and surprise; Richness of Imagery- subject's ability to create strong, sharp, distinct pictures in the mind of the beholder; Colorfulness of Imagery- subject's ability to excite and appeal to the senses; Fantasy- person's use of fantasy imagery in responding to the test tasks

The thirteen criterion-referenced indicators are added to the average standard score to provide the Creativity Index, which is perhaps the best measure to reflect the overall level of creativity.

The TTCT Verbal provides three separate norm-referenced assessments of creativity including:

Fluency- ability to produce a large number of ideas with words; each task attempting to tap into a different ability or mental process; Flexibility- ability to produce a variety of ideas, shift from one approach to another, or use a variety of strategies; Originality - ability to produce ideas well beyond the obvious, commonplace, banal, or established

Scores from the separate assessments are converted to standard scores to allow the computation of an average which serves as a single composite for the Verbal assessment.

Discussion Questions:

What is creative thinking and why are these skills important for Washburn University students?

How do creative thinking skills contribute to the academic success and future career-readiness of students?

Are Washburn students performing well on the overall Creativity Index?

Are Washburn students stronger in their Figural or Verbal Creative Thinking abilities?

What can you/your department do to help Washburn students improve these important skills so they can become more creative thinkers?

Critical Thinking University Assessment

Assessment Procedure

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

A total of 157 student writing samples taken from students in Advanced Composition classes (EN300) were scored by two individual faculty raters using a revised version of the AAC&U Critical Thinking Rubric. Faculty raters attended training and norming sessions before using the rubric to score papers.

Each rater's scores for the separate traits were averaged to compute overall scores for the student paper. If the two individual raters' overall scores differed 1.0 or less, then the two raters' trait and overall scores were averaged to for the total overall and trait scores for the student papers. If the two individual raters' overall scores differed more 1.0, then a third individual rater also scored the student paper using the AAC&U Critical Thinking Rubric.

The four traits scored were

1. Explanation of issues
2. Evidence (selecting and using information to investigate a conclusion)
3. Student's position (perspective, thesis, hypothesis)
4. Conclusions and related out comes

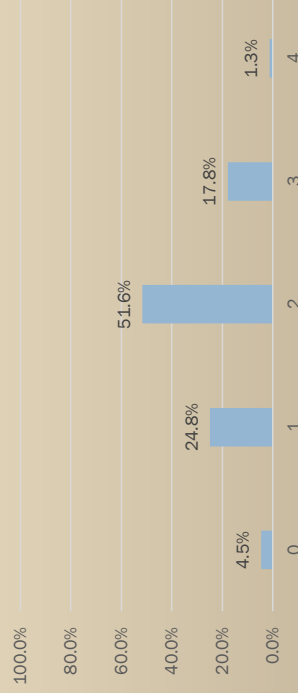
Each trait is scored on a 5-point scale of

- 0= Not Meeting Benchmark
- 1= Meeting Benchmark
- 2= Milestone A,
- 3- Milestone B
- 4= Capstone.

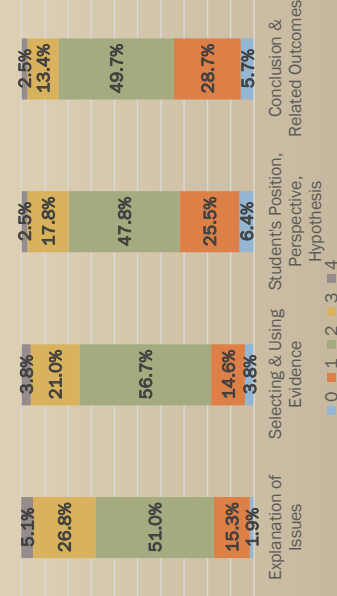


Results

Percent of Students by Overall Score



Percent of Students Achieving Trait Scores by Range



Critical Thinking University Assessment

Discussion Questions:

1. How do the classes you teach allow students to practice and master the skills listed in this rubric?
2. The majority of our students are scoring in "Milestone 2." Why do you think that is, and what can you do to help increase their understanding?

Critical Thinking Revised AAC&U Rubric

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively; delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries underdetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is sophisticated, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Written & Oral Communication USLO Assessment Pilots

Goals

- Decide how the AACU rubric (measurement tool) should be adapted for Washburn University USLO Assessment.
- Decide how the student assignments (the learning artifacts) should be adapted.
- Decide how the assessment procedure should be adapted.

Context

AACU rubrics were selected by committees as the assessment tools for the Written and Oral Communication USLOs.

Written: Advanced Composition (EN300) instructors volunteered and asked their students to submit papers to a D2L dropbox.

Paper samples followed these criteria: thesis-driven, argumentative assignments; referenced outside sources.

We received 157 student papers.

Oral: Eight departments volunteered and videotaped their Senior Capstone presentations and uploaded them to the video server.

We received 35 useable videos.

Process

- English faculty reviewed papers & Communication faculty reviewed presentations and selected models to be used as "anchor papers and presentations."
- University faculty participated in orientation to the AACU Rubrics.
- Faculty practiced assessing with anchor papers/presentations to gain inter-rater reliability.
- Assessed the sample student papers/presentations.
- Reflected throughout process.
- Participants debriefed with closing table discussions, filled out on-line surveys.

Feedback for Future Assessment

- **Written:** Adjust wording of rubric, especially under category "Content Development."
- Clearly define terminology within rubric.
- Continue to provide time for discussion among assessors during training and during the process.
- **Oral:** Clearly define terminology within rubric.
- Improve quality of presentation recordings.
- Identify which types of presentations are the best fit for oral communication assessment.
- Define a more standardized presentation length for assessment.
- Discuss how to evaluate group presentations.
- Ensure oral communication rubric is shared with Department Chairs and Capstone faculty.
- Continue to provide time for discussion among assessors during training and during the process.

Oral and Written Communication Definitions and Objectives

For University-Wide Assessment Pilots

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in listeners' attitudes, values, beliefs, or behaviors.

Introduction: To achieve capstone, the student will provide excellent orientation of audience to topic; a clear topic statement; a preview of main points

Organization: To achieve capstone, the student will be very well organized; provide very clear main points; include effective transitions.

Language: To achieve capstone, the student will use exceptionally clear language which is vivid, completely free from bias, grammatical errors and inappropriate usage.

Supporting Material: To achieve capstone, the student will make sure that all key points are well supported with a variety of credible material

Delivery--Voice: To achieve capstone, the student will show excellent use of vocal variation, intensity and pacing. Vocal expression will be natural and enthusiastic. The student will avoid fillers.

Delivery—Nonverbals: To achieve capstone, the student will have almost no reliance on notes; posture, gestures, facial expression and eye contact will be well developed and natural; a high level of poise and confidence will be displayed.

Conclusion: To achieve capstone, the student will develop a clear and memorable summary of points; end with a strong closing statement.

Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Content Development: To achieve capstone, the student will use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work

Genre and Disciplinary Conventions: To achieve capstone, the student will demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.

Sources and Evidence: To achieve capstone, the student will demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

Control of Mechanics and Syntax: To achieve capstone, the student will use graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

Discussion Questions:

How do you teach or reinforce oral and written communication in your class(es)?

Does your teaching overlap with any of the objectives listed on the rubrics?

What rubric objectives do you guess might be most challenging for students at Washburn to master?

What might be the pros and cons of using actual class assignments for assessment?

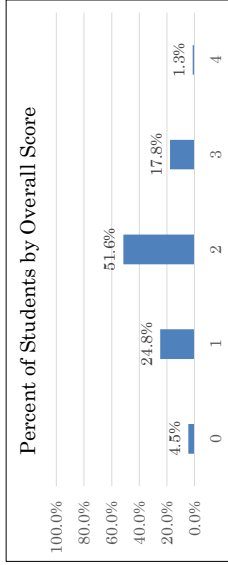
Critical Thinking- Multiple Sources of Evidence

Critical thinking is the intellectually disciplined process of assessing and evaluating ideas and forms. It involves clarifying questions, reflecting upon meaning, comparing multiple viewpoints, and evaluating evidence to make an informed judgment.

WHAT THE ASSESSMENT RESULTS SAY...

Critical Thinking Writing Results Spring 2015

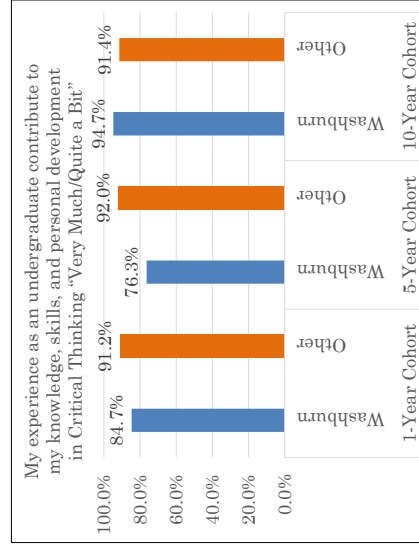
157 student writing samples were scored by at least two raters using the AAC&U Critical Thinking Rubric which includes four separate traits: Explanation of Issue; Selecting and Using Evidence; Student's Position, Perspective, Hypothesis; and Conclusion and Related Outcomes. Each trait is scored on a 5-point scale of 0= Not Meeting Benchmark, 1= Meeting Benchmark, 2= Milestone A, 3- Milestone B, and 4= Capstone. These traits scores were averaged for an Overall Score.



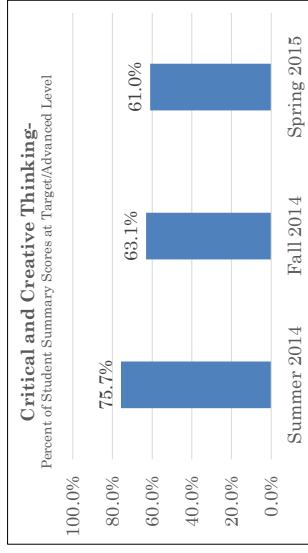
STUDENT OPINIONS

Washburn University Graduating Student Survey

87.1% of graduating students felt WU prepared them "Very Much/Quite a Bit" for Critical Thinking in Spring 2014, this increased to 89.9% for Fall 2014, and decreased to 86.3% for Spring 2015.

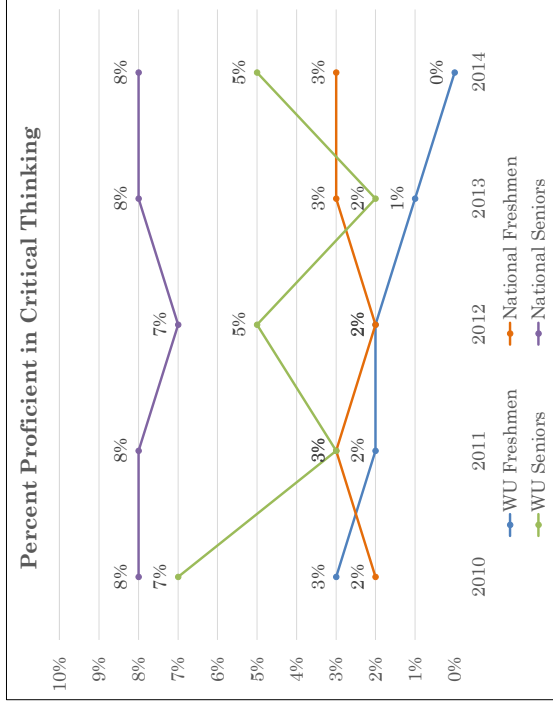


Course-Embedded USLO Results



The percent of students at Target/Advanced decreased from 76% in summer 2014 to 63% in fall 2014, and decreased slightly to 61% by spring 2015 (as CCT courses increased from 5 to 21 to 30, and valid student summary scores increased from 107 to 815 to 1297).

ETS Proficiency Profile- Critical Thinking Proficiency

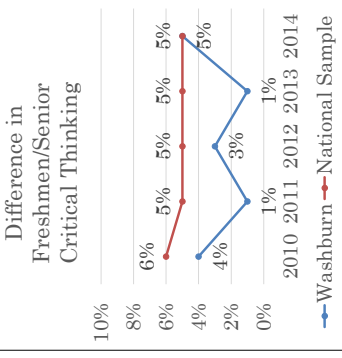


Freshmen

- WU similar or slightly lower proficiency (1-3%)
- National stable at 2-3%
- WU decreasing trend to 0%- widening the gap

Seniors

- WU consistently lower percent proficient (1-6%)
- National stable at 7-8%
- WU up and down around 5%- closing the gap



The differences between Freshmen and Senior ETS Critical Thinking proficiency rates are very small for the National sample (5-6%) and for WU (1-5%).

This difference has been steadier for the National sample than for WU which has experienced small increases and decreases from 2010 to 2014.

2015 Higher Education (HEDS) Alumni Survey Consortium

84.7% of WU 1-yr alumni surveyed reported their college "Very Much/Quite a Bit" contributed to developing critical thinking (compared to 91% other alumni). 76.3% of WU 5-yr alumni (compared to 92% other alumni) and 94.7% of WU 10-yr alumni (compared to 91% other alumni) reported their college contributed to developing critical thinking.

Critical Thinking- Multiple Sources of Evidence

Critical thinkers gather information from experience, observation, reasoning, reflection and communication.

They explore and synthesize related ideas, connect them to prior knowledge, and apply them to new contexts.

Discussion Questions:

What do the AAC&U rubric for Critical Thinking Writing results reveal about Washburn University's students' ability to think critically?

What do the general education course-embedded student summary scores reveal about the proficiency of students on the critical and creative thinking university student learning outcome?

What do the ETS Proficiency Profile results show about Washburn Freshmen and Senior students regarding critical thinking?

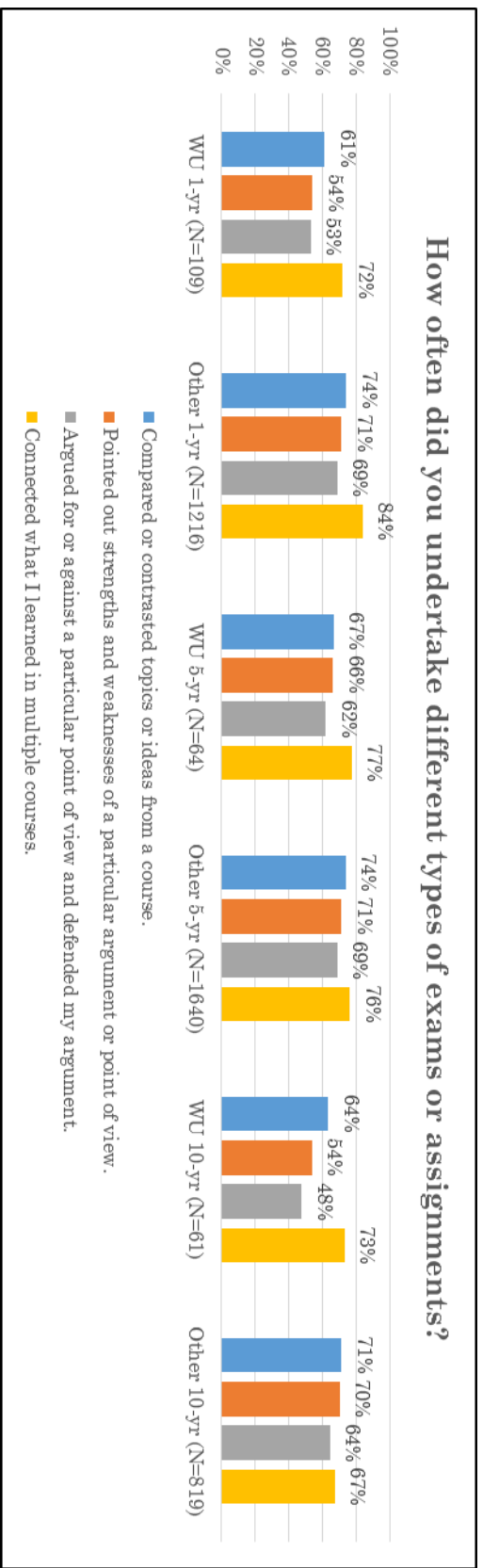
What do the ETS Proficiency Profile results exhibit about the growth of students' critical thinking from the beginning to the end of college?

What do the perceptions of graduating students and alumni say about the critical thinking preparation provided by Washburn University?

How do all the different types of assessment evidence come together to provide a larger picture of critical thinking student outcomes at Washburn University?

2015 Higher Education Data Sharing Consortium (HEDS) Alumni Survey

How often did you undertake different types of exams or assignments?



Do certain types of assignments/exams promote critical thinking more than others?