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 Pembrook
Vice President of Academic Affairs
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The Critical and Creative Thinking Student Learning Outcome Assessment Discovery Committee was formed and included thirteen faculty from around campus. Chaired by Dr. Mike Russell, the task of this group was to research and evaluate the various instruments (e.g., rubrics, standardized tests) that would best assess the critical and creative thinking abilities of our graduating (exiting) students. The committee presented recommendations to the faculty at large in focus groups held during the first week of December. Participants were asked to provide feedback regarding their preferences about which assessment instruments they认为 would best assess Washburn’s definition of critical and creative thinking. The following instruments were recommended:

**Critical Thinking – AACU VALUE Rubric** (Piloted FY14, Conducted FY16)

**Creative Thinking – Torrance Tests of Creativity** (Conducted FY16)

**Fall 2013**

Outcome assessment discovery committees, chaired by Dr. Mike Russell, were formed to research and evaluate the various instruments (e.g., rubrics, standardized tests) that would best assess the critical and creative thinking abilities of our graduating (exiting) students. The committee presented recommendations to the faculty at large in focus groups held during the first week of December. Participants were asked to provide feedback regarding their preferences about which assessment instruments they认为 would best assess Washburn’s definition of critical and creative thinking. The following instruments were recommended:

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**Creative Thinking – Torrance Tests of Creativity** (Conducted FY16)

**Spring 2013**

Outcome assessment discovery committees, chaired by Dr. Mike Russell, were formed to research and evaluate the various instruments (e.g., rubrics, standardized tests) that would best assess the critical and creative thinking abilities of our graduating (exiting) students. The committee presented recommendations to the faculty at large in focus groups held during the first week of December. Participants were asked to provide feedback regarding their preferences about which assessment instruments they认为 would best assess Washburn’s definition of critical and creative thinking. The following instruments were recommended:

**Critical Thinking – AACU VALUE Rubric** (Piloted FY14, Conducted FY16)

**Creative Thinking – Torrance Tests of Creativity** (Conducted FY16)

**Quantitative/Scientific Reasoning – Madison Assessment Test (Being Conducted FY17)**

**Global Citizenship/Ethics/Diversity – Multi-Institutional Study of Leadership standardized test to assess this USLO.**

**Communication**

- Written Communication (FY18): 156 junior/senior students
- Oral Communication Pilot: 35 senior students
- Written Communication Pilot: 157 junior/senior students

**Global Citizenship – Global Perspective Inventory**

- Multi-Institutional Study of Leadership standardized test to assess this USLO.

**Information/Technology Literacy**

- Written Communication Pilot: 157 junior/senior students
- Oral Communication Pilot: 35 senior students
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 Washburn University, the initial phase of the new general education program was approved by General Faculty and the Washburn 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
Course-Embedded Assessment General Education

SAMPLE DEPARTMENTAL REPORT

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 (OSR) – 29
Information Literacy/Technology (ILT) – 5
TOTAL – 167

SAMPLE DEGREE AUDIT - USLOs

EXCERPTS 5-YEAR GENERAL EDUCATION COURSE REVIEWS

DISCUSSION QUESTIONS
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, what do we need to know?
4. How can departments ensure that all course instructors in general education courses understand the USLO assessment process and the submission of USLO objective results?
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)?
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.

### 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.

### 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.

### 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.
How can your department improve the student experience and student success rates for retain the ILOs?

How do the results for the ILOs affect the overall success rates for the student experience?

How do your department's course and section retention compare to the university overall in retention?

What trends do you see in your department's student course retention rates for each ILO?

In which courses are the students dropping out earlier? What are the students struggling to do or understand?

Discussion Question (for #1 refer to the departmental 2014 2015 ILO reports released by SQA in Octorber)

**Information and Technology (IT)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2014</th>
<th>Winter 2015</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Data Science</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Intermediate Studies</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Global Citizenship, Ethics, and Diversity (GED)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2014</th>
<th>Winter 2015</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Ethics</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Diversity</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Critical and Creative Thinking (CCT)

The number of course credits in each block was the number of student summary scores that can be found in the course.

Each academic subject's course USU student summary scores were examined.
ETS Proficiency Profile

FRESHMEN

Reading and Critical Thinking

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 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

Writing

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

Mathematics

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 invoking 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

SENIORS

Reading and Critical Thinking

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

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**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

<table>
<thead>
<tr>
<th>SRLS Mean Composite Scores</th>
<th>Comparison to National Benchmark</th>
<th>Comparison to Custom Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washburn</td>
<td>National</td>
<td>Sig Eff Size</td>
</tr>
<tr>
<td>Washburn</td>
<td>Peer Grp</td>
<td>Sig Eff Size</td>
</tr>
<tr>
<td>Consciousness of Self</td>
<td>4.04</td>
<td>4.04</td>
</tr>
<tr>
<td>Commitment</td>
<td>4.42</td>
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<tr>
<td>Collaboration</td>
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<tr>
<td>Controversy with Civility</td>
<td>4.21</td>
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<tr>
<td>Citizenship</td>
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<td>4.00</td>
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<tr>
<td>Resiliency</td>
<td>3.95</td>
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<tr>
<td>Omnibus SRLS</td>
<td>4.17</td>
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</tr>
</tbody>
</table>

#### Delta Measures for Overall Scores- Change Over Time

<table>
<thead>
<tr>
<th>SRLS Traits</th>
<th>Washburn University</th>
<th>National Benchmark</th>
<th>Custom Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to College</td>
<td>Senor Year</td>
<td>Eff Size</td>
<td>Prior to College</td>
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<tr>
<td>Consciousness of Self</td>
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<td>Congruence</td>
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<td>4.30</td>
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<td>Collaboration</td>
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<td>Mod</td>
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<td>Controversy with Civility</td>
<td>3.81</td>
<td>4.24</td>
<td>Mod</td>
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<tr>
<td>Citizenship</td>
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<td>Small</td>
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<td>Resiliency</td>
<td>3.57</td>
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<td>Mod</td>
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<tr>
<td>Omnibus SRLS</td>
<td>3.81</td>
<td>4.22</td>
<td>Mod</td>
</tr>
</tbody>
</table>

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.

#### Compared with when you first entered college, how would you now describe your...

- Knowledge of people from different races/cultures (N=1881)
- Ability to get along with people of different races/cultures (N=1880)
- Understanding of global issues (N=1883)

![Percentage of Students Responding "Increased"/"Significantly Increased"](image_url)

- Approximately 67% agreed or strongly agreed that they felt informed about current world issues.
- Over 50% reported their ability to get along with people of different races & cultures had increased significantly increased.
- 68.4% reported their understanding of global issues had increased significantly increased.

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**Washburn University (N=1586, Response Rate 41.7%, Completion Rate 87.1%)**

**National Benchmark (N=77389, 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**

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**Additional Notes:**

- Mean Composite Scores Range from 1= Strongly Disagree to 5= Strongly Agree
- Washburn University National Benchmark Custom Peer Group
- **Note:** All changes were significant: Green= Large effect size, Yellow= Moderate, and Red= Small effect size.
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.

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**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.

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**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 (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.sttesting.com/ngifted.html)

**Verbal has 3 norm-referenced assessments:**
- Fluency
- Flexibility
- Originality

WU Test Results higher than national average, positively skewed.

**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
- Internal Visualization
- Extending or Breaking Boundaries
- Humor
- Richness of Imagery
- Colorfulness of Imagery
- Fantasy


**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 Articulateness- ability to clearly and powerfully communicate an idea/tell a story by providing details for context; Movement or Actionateness- 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 than 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 outcomes

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4.5%</td>
</tr>
<tr>
<td>1</td>
<td>24.8%</td>
</tr>
<tr>
<td>2</td>
<td>51.6%</td>
</tr>
<tr>
<td>3</td>
<td>17.8%</td>
</tr>
<tr>
<td>4</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Percent of Students Achieving Trait Scores by Range

<table>
<thead>
<tr>
<th>Trait</th>
<th>Range</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of Issues</td>
<td>0-4</td>
<td>5.1%</td>
</tr>
<tr>
<td>Selecting &amp; Using Evidence</td>
<td>1-4</td>
<td>26.8%</td>
</tr>
<tr>
<td>Student's Position, Perspective, Hypothesis</td>
<td>2-4</td>
<td>51.0%</td>
</tr>
<tr>
<td>Conclusion &amp; Related Outcomes</td>
<td>3-4</td>
<td>26.5%</td>
</tr>
</tbody>
</table>

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4. Conclusions 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
4 = Capstone.
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?

<table>
<thead>
<tr>
<th>Critical Thinking Revised AAC&amp;U Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone</strong></td>
</tr>
<tr>
<td><strong>Explanation of issues</strong></td>
</tr>
<tr>
<td>Issue/problem to be considered critically stated clearly and described comprehensively; delivering all relevant information necessary for full understanding.</td>
</tr>
<tr>
<td><strong>Conclusions and related outcomes</strong></td>
</tr>
<tr>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect students' thoughtful evaluation and ability to place evidence and perspectives discussed in proper order.</td>
</tr>
</tbody>
</table>
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—Nonverbal: 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 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...

**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**

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.

**STUDENT OPINIONS**

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.

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.

**2015 Higher Education Data Sharing Consortium (HEDS) Alumni Survey**

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.

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

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