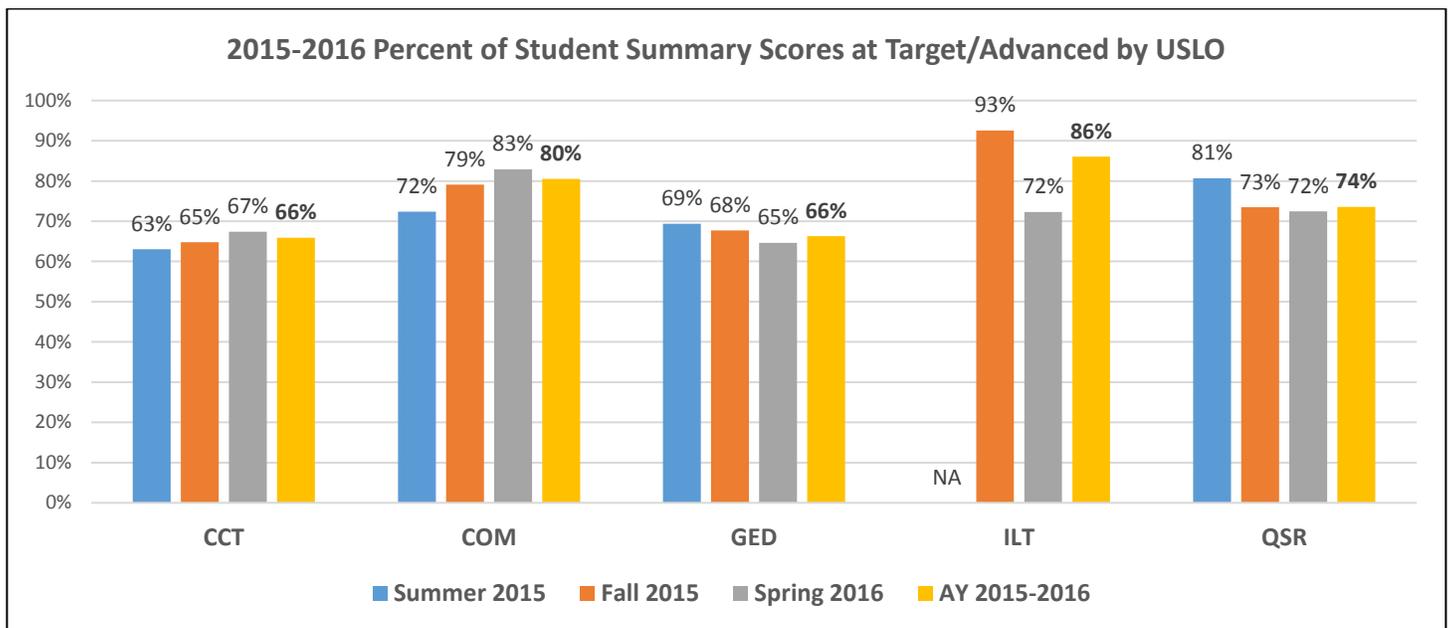


## 2015-2016 University Student Learning Outcomes Report: Executive Summary

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 the Target or Advanced performance levels, omitting the Not Observed from the calculations, are reported to examine trends in the various USLO's and their subjects areas.

The number of student summary scores for the University Student Learning Outcomes increased dramatically from 895 in summer 2015; to 6,606 in fall 2015; and to 6,464 individual summary scores by spring 2016. The number of subjects, courses, and sections for which USLO ratings are collected also increased dramatically over the academic year from 25 subjects, 38 courses, and 55 sections in summer 2015; to 45 subjects, 99 courses, and 328 sections by fall 2015; and to 48 subjects, 114 courses, and 381 sections by spring 2016.

For the 2015-2016 academic year, ILT had the highest percent of student summary scores classified at the Target or Advanced performance level with 86%, followed by COM at 80%, and QSR at 74%. GED and CCT had the lowest percent of student summary scores at Target/Advanced both with 66% for the year.



### Critical and Creative Thinking (CCT):

- The percent of student summary scores at Target/Advanced in CCT increased slightly from 63% (N=246) for summer to 65% (N=1,629) for fall, and increased again slightly to 67% (N=1,713) for spring. During the 2015-2016 academic year, 66% (N=3,588) of all CCT student summary scores were classified at Target/Advanced.
- CCT was assessed in a total of 15 subjects, 42 courses, and 203 sections during the 2015-2016 academic year.
- The subject areas with the highest percent of CCT scores at Target/Advanced for 2015-2016 were Political Science at 90%, English at 88%, Music at 84%, Honors at 82%, and Kinesiology at 80%.
- The subjects with the lowest percent of scores at Target/Advanced were Biology at 31%, History at 52%, Chemistry at 62%, and Philosophy at 67%.

### **Communication (COM):**

- The percent of student summary scores at Target/Advanced in COM increased from 72% (N=170) for summer to 79% (N=1,057) for fall, and increased again to 83% (N=1,188) for spring. During the 2015-2016 academic year, 80% (N=2,415) of all COM student summary scores were classified at Target/Advanced.
- COM was assessed in a total of 4 subjects, 14 courses, and 146 sections during the 2015-2016 academic year.
- The subject areas with the highest percent of COM scores at Target/Advanced for 2015-2016 were Communication at 84% and Theatre at 83%.
- The subjects with the lowest percent of scores at Target/Advanced were Art at 77% and English at 78%.

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

- The percent of student summary scores at Target/Advanced in GED decreased slightly from 69% (N=225) for summer to 68% (N=1,315) for fall, then decreased again to 65% (N=1,555) for spring. During the 2015-2016 academic year, 66% (N=3,095) of all GED student summary scores were classified at Target/Advanced.
- GED was assessed in a total of 17 subjects, 46 courses, and 152 sections during the 2015-2016 academic year.
- The subject areas with the highest percent of GED scores at Target/Advanced for 2015-2016 were Women and Gender Studies at 100%, English at 97%, Japanese at 93%, and Political Science at 89%.
- The subjects with the lowest percent of scores at Target/Advanced were Geology at 37%, Religious Studies and Geography at 39%, Philosophy at 43%, and Sociology at 55%.

### **Information Literacy and Technology (ILT):**

- Courses with ILT objectives were not offered during summer 2015. The percent of student summary scores at Target/Advanced in ILT was 93% (N=1,009) for fall, but decreased to 72% (N=480) for spring. During the 2015-2016 academic year, 86% (N=1,489) of all ILT student summary scores were classified Target/Advanced.
- ILT was assessed in a total of 6 subjects, 7 courses, and 87 sections during the 2015-2016 academic year.
- The subject areas with the highest percent of ILT scores at Target/Advanced for 2015-2016 were Washburn Experience at 93%, and Information Literacy and Computer Information Sciences at 81%.
- The subjects with the lowest percent of scores at Target/Advanced were Psychology at 46% and Mass Media at 76%.

### **Quantitative and Scientific Reasoning (QSR):**

- The percent of student summary scores at Target/Advanced in QSR decreased from 81% (N=254) for summer to 73% (N=1,596) for fall, and decreased slightly to 72% (N=1,528) for spring. During the 2015-2016 academic year, 74% (N=3,378) of all QSR student summary scores were classified at Target/Advanced.
- QSR was assessed in a total of 9 subjects, 30 courses, and 176 sections during the 2015-2016 academic year.
- The subject areas with the highest percent of QSR scores at Target/Advanced for 2015-2016 were Economics at 81%, Biology at 77%, Mathematics at 76%, and Astronomy at 75%.
- The subjects with the lowest percent of scores at Target/Advanced were Chemistry at 52%, Philosophy at 53%, Physics at 68%, and Anthropology at 69%.

## **2015-2016 University Student Learning Outcomes Report: Student Summary Scores by USLO**

Introduction: 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 at performance levels, 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.

Approximately 8% of the 973 student summary scores submitted for summer 2015 were Not Observed (0), almost 10% of the 7,308 scores submitted for fall 2015, and 9% of the 7,130 student summary scores submitted for spring 2016 were Not Observed (0). These scores of 0, classified as Not Observed were removed from the data for analysis. The number of valid student summary scores submitted by Washburn faculty and analyzed for this report increased from 895 in summer 2015 to 6,606 student summary scores in fall 2015 then decreased slightly to 6,464 student summary scores by spring 2016 (see Table 1).

For the spring 2016 term the greatest number of student summary scores were submitted for CCT at 1,713, GED at 1,555, and QSR at 1,528. The USLOs with the most student summary scores for the fall 2015 term were CCT at 1,629, QSR at 1,596, and GED at 1,315. The spring 2016 term had the highest number of the COM scores at 1,188 and the fall 2015 term had the highest number of student summary scores for ILT at 1,009. Summer 2015 had the lowest number of student summary scores for all USLOs.

**Table 1. Number of Student Summary Scores by USLO and Term**

<b>USLO Attribute</b>	<b>Summer 2015</b>	<b>Fall 2015</b>	<b>Spring 2016</b>	<b>AY 2015-16</b>
CCT	246	1,629	1,713	3,588
COM	170	1,057	1,188	2,415
GED	225	1,315	1,555	3,095
ILT	0	1,009	480	1,489
QSR	254	1,596	1,528	3,378
<b>TOTAL</b>	<b>895</b>	<b>6,606</b>	<b>6,464</b>	<b>13,965</b>

Number of Sections, Courses, and Subjects for each USLO: The five University Student Learning Outcomes (USLOs) were assessed during summer 2015 in 55 sections of 38 approved general education courses in 25 subjects for all USLOs combined (see Table 2). This included 14 sections, of 10 courses in 8 subjects, for CCT; 12 sections of 4 courses in 2 subjects for COM; 14 sections of 11 courses in 8 subjects for GED; and 15 sections of 13 courses in 7 subjects for QSR. The USLOs were assessed during fall 2015 in 328 sections of 99 approved general education courses in 45 subjects for all USLOs combined. This included 80 sections of 28 courses in 12 subjects for CCT; 59 sections of 12 courses in 4 subjects for COM; 60 sections of 28 courses in 16 subjects for GED; 58 sections of 5 courses in 4 subjects for ILT; and 71 sections of 26 courses in 9 subjects for QSR. The five USLOs were assessed during spring 2016 in 381 sections of 114 courses in 48 subjects for all USLOs combined. This included 109 sections of 36 courses in 15 subjects for CCT; 75 sections of 13 courses in 4 subjects for COM; 78 sections of 34 courses in 16 subjects for GED; 29 sections of 6 courses in 5 subjects for ILT; and 90 sections of 25 courses in 8 subjects for QSR.

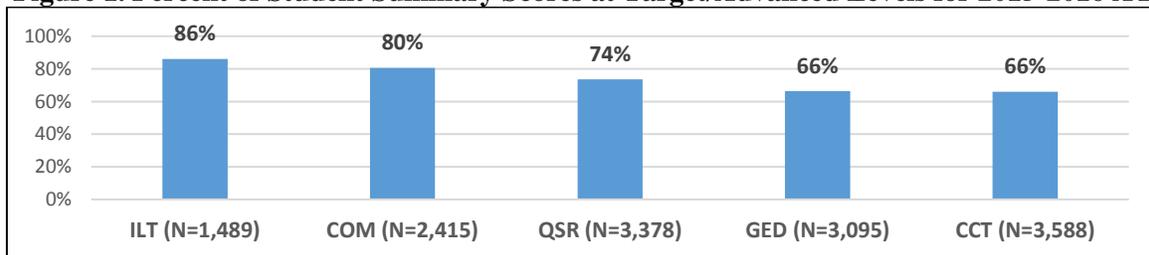
During academic year 2015-2016 the Information Literacy and Technology USLO was assessed in the fewest sections and the fewest courses at a total of 87 sections and 7 courses in 6 subjects, followed by the Communication USLO assessed in 146 sections and 14 courses in 4 subjects, and the Quantitative and Scientific Reasoning USLO assessed in 176 sections and 30 courses in 9 subjects (see Table 2). The USLOs assessed in the most sections and courses were the Critical and Creative Thinking USLO assessed by 203 sections and 42 courses in 15 subjects and the Global Citizenship, Ethics, and Diversity USLO assessed in 152 sections and 46 courses in 17 subjects. More approved general education courses that would assess the Information Literacy and Technology and Communication USLOs are needed.

**Table 2. Number of Subjects, Courses, and Sections Assessing each USLO by Term 2015-2016**

Number of Subjects for Each University Student Learning Outcome							
Summer 2015		Fall 2015		Spring 2016		2015-2016 AY Total	
Attribute	Frequency	Attribute	Frequency	Attribute	Frequency	Attribute	Frequency
CCT	8	CCT	12	CCT	15	CCT	15
COM	2	COM	4	COM	4	COM	4
GED	8	GED	16	GED	16	GED	17
ILT	NA	ILT	4	ILT	5	ILT	6
QSR	7	QSR	9	QSR	8	QSR	9
Total	25	Total	45	Total	48	Total	51
Number of Courses for Each University Student Learning Outcome							
Summer 2015		Fall 2015		Spring 2016		2015-2016 AY Total	
Attribute	Frequency	Attribute	Frequency	Attribute	Frequency	Attribute	Frequency
CCT	10	CCT	28	CCT	36	CCT	42
COM	4	COM	12	COM	13	COM	14
GED	11	GED	28	GED	34	GED	46
ILT	NA	ILT	5	ILT	6	ILT	7
QSR	13	QSR	26	QSR	25	QSR	30
Total	38	Total	99	Total	114	Total	139
Number of Sections for Each University Student Learning Outcome							
Summer 2015		Fall 2015		Spring 2016		2015-2016 AY Total	
Attribute	Frequency	Attribute	Frequency	Attribute	Frequency	Attribute	Frequency
CCT	14	CCT	80	CCT	109	CCT	203
COM	12	COM	59	COM	75	COM	146
GED	14	GED	60	GED	78	GED	152
ILT	NA	ILT	58	ILT	29	ILT	87
QSR	15	QSR	71	QSR	90	QSR	176
Total	55	Total	328	Total	381	Total	764

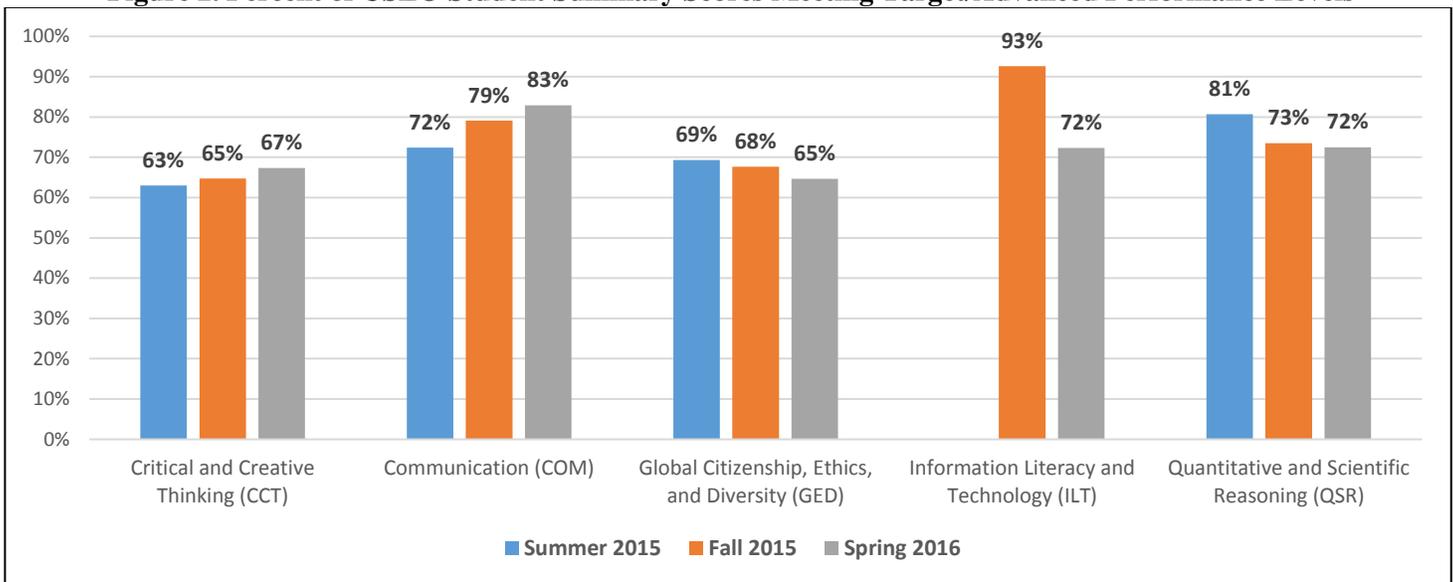
Percent of Student Summary Scores by Performance Levels for each USLO: For the 2015-2016 academic year an overall 86% of student summary scores in Information Literacy and Technology were classified at the Target or Advanced performance levels, 80% of Communication scores achieved Target/Advanced, 74% of Quantitative and Scientific Reasoning, approximately 66% of Global Citizenship, Ethics, and Diversity scores were classified at Target/Advanced, and 66% the Critical and Creative Thinking student summary scores were at the Target or Advanced performance levels (see Figure 1).

**Figure 1. Percent of Student Summary Scores at Target/Advanced Levels for 2015-2016 AY**



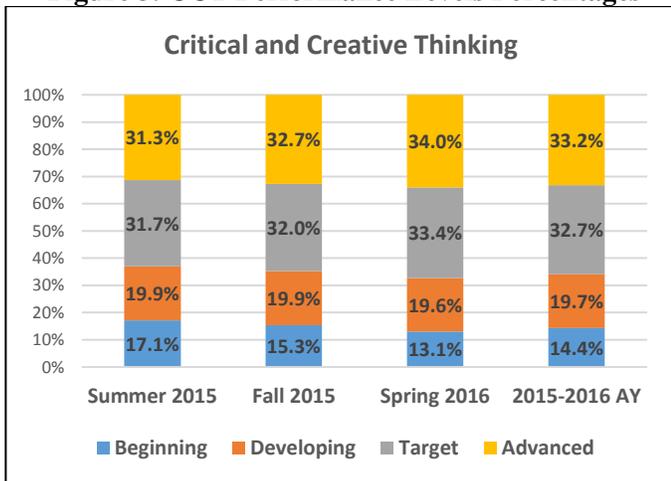
For the summer 2015 term 81% (N=254) of the QSR and 72% (N=170) of COM student summary scores attained the Target or Advanced performance levels, 69% (N=225) of GED and 63% (N=246) of CCT student summary scores were classified at the Target /Advanced levels, and there were no ILT student summary scores recorded during the summer 2015 term (see Figure 2). During the fall 2015 term 93% (N=1,009) of ILT student summary scores reached the Target or Advance performance levels. Approximately 79% (N=1,134) of COM scores were classified at Target/Advanced, 73% (N=1,596) of QSR scores, 68% (N=1,315) of GED scores, and 63% (N=1,629) of CCT scores met the Target/Advanced performance levels. During the spring 2016 term 83% (N=1,713) of COM student summary scores reached the Target or Advanced performance levels, and 72% of both ILT (N=480) and QSR (N=1,528) scores attained Target/Advanced. Over 67% (N=1,713) of CCT and 65% (N=1,555) of GED student summary scores met the Target/Advanced performance levels.

**Figure 2. Percent of USLO Student Summary Scores Meeting Target/Advanced Performance Levels**

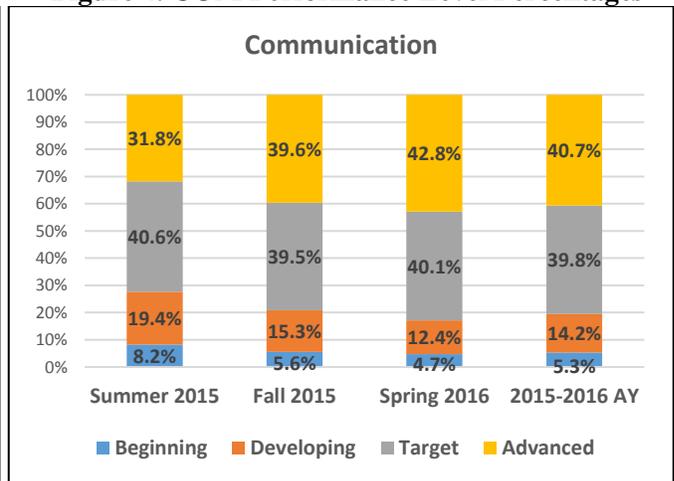


The percent of student summary scores classified at the Target or Advanced performance levels for Critical and Creative Thinking USLO during the summer 2015 term was 63% (N=246), this increased to 65% (N=1,629) of CCT scores at Target/Advanced during the fall 2015 term, and by the spring 2016 term 67% (N=1,713) of CCT student summary scores attained the Target or Advanced performance levels (see Figure 2). The overall percent of student summary scores at the Target or Advanced performance levels for the 2015-2016 academic year was 66% (N=3,588) for the Critical and Creative Thinking USLO. Percentages of student summary scores at all performance levels for CCT can be seen in Figure 3. The trends across terms during the 2015-2016 academic year among the four individual performance levels were examined, and the anticipated ideal would be for the percentages at the Advanced and Target performance levels to increase, and the percentages at the Developing and Beginning level to decrease showing that students' scores are improving. The percent of student summary scores classified at the Advanced performance level for Critical and Creative Thinking (CCT) increased from summer to fall and fall to spring, as did the percent classified at the Target performance level. The percent of CCT scores at Developing was constant across terms, but the percent at Beginning decreased across terms in 2015-2016.

**Figure 3. CCT Performance Levels Percentages**

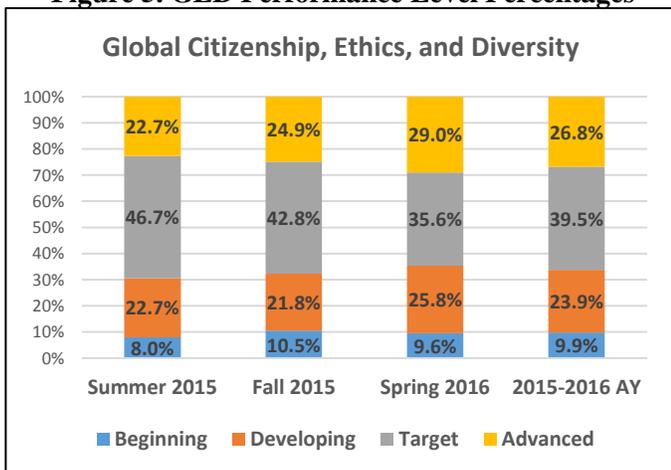


**Figure 4. COM Performance Level Percentages**

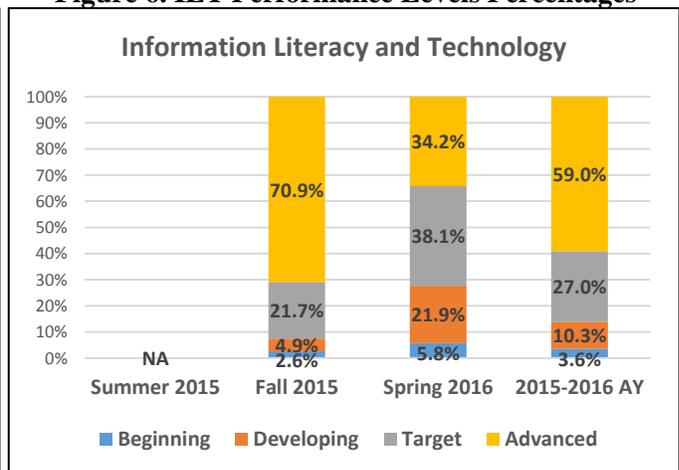


For the Communication USLO 72% (N=170) of student summary scores were classified at the Target or Advanced performance level during the summer 2015 term, this percentage increased to 79% (N=1,057) during the fall 2015 term, and increased to 83% (N=1,188) of COM scores at the Target/Advanced performance levels during the spring 2016 term (see Figure 2). The overall percent of student summary scores at the Target or Advanced performance levels for the 2015-2016 academic year was 80% (N=2,415) for the Communication USLO. Percentages of students at all performance levels for COM can be seen in Figure 4. The examination of the trends across terms during 2015-2016 for Communication showed that the percent of student summary scores at the Advanced performance level increased from summer to fall and fall to spring. The percent of scores classified at the Target decreased slightly from summer to fall but increased slightly from fall to spring, and the percent of student summary scores classified at the Developing and Beginning levels decreased across terms.

**Figure 5. GED Performance Level Percentages**



**Figure 6. ILT Performance Levels Percentages**

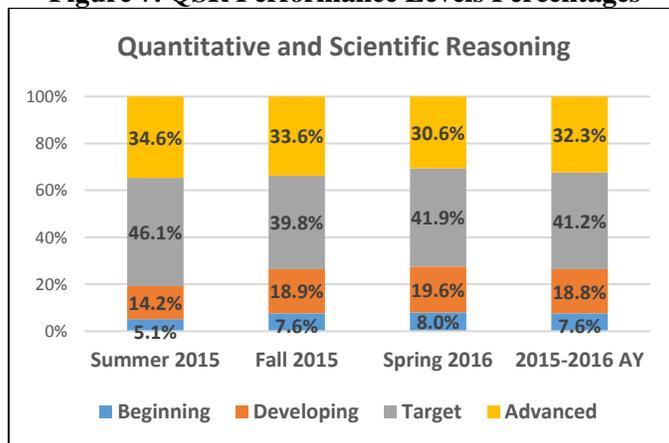


The percent of student summary scores classified at the Target or Advanced performance levels for the Global Citizenship, Ethics, and Diversity USLO was 69% (N=225) for the summer 2015 term, slightly decreased to 68% (N=1,315) during the fall 2015 term, and decreased again to 65% (N=1,555) of GED scores at Target/Advanced for the spring 2016 term (see Figure 2). The overall percent of student summary scores at the Target or Advanced performance levels for the 2015-2016 academic year was 66%

(N=3,095) for the Global Citizenship, Ethics, and Diversity USLO. Percentages of student summary scores at all performance levels for GED can be seen in Figure 5. The trends across terms during the 2015-2016 academic year by performance levels for Global Citizenship, Ethics, and Diversity (GED) showed that the percent of student summary scores classified as Advanced increased from summer to fall and fall to spring. The percent of scores at Target decreased across terms, the percent of scores at Developing decreased from summer to fall but increased from fall to spring, and the percent of scores at the Beginning performance level increased from summer to fall but decreased slightly from fall to spring.

For the Information Literacy and Technology USLO there were no student summary scores recorded/submitted for the summer 2015 term. During the fall 2015 term 93% (N=1,009) of the ILT scores attained the Target or Advanced performance levels, but this decreased to 72% (N=1,480) during the spring 2016 term (see Figure 2). The overall percent of student summary scores classified at the Target or Advanced performance levels for the 2015-2016 academic year was 86% (N=1,489) for the Information Literacy and Technology USLO. Percentages of student summary scores at all performance levels for ILT can be seen in Figure 6. The examination of the trends across terms during 2015-2016 for Information Literacy and Technology (ILT) showed that the percent of student summary scores at the Advanced performance level decreased from fall to spring. The percent of scores at the Target, Developing, and Beginning performance levels increased from fall to spring.

**Figure 7. QSR Performance Levels Percentages**



The percent of student summary scores classified at the Target/Advanced performance levels for the Quantitative and Scientific Reasoning USLO was 81% (N=254) during the summer 2015 term, this decreased to 73% (N=1,596) of QSR scores for the fall 2015 term, and decreased slightly to 72% (N=1,528) at Target/Advanced during the spring 2016 term (see Figure 2). The overall percent of student summary scores classified at the Target or Advanced performance levels for the 2015-2016 academic year was 74% (N=3,378) for the Quantitative and Scientific Reasoning USLO. Percentages of summary scores at all performance levels for QSR can be seen in Figure 7. The trends across terms during the 2015-2016 academic year by performance levels for Quantitative and Scientific Reasoning (QSR) showed that the percent of student summary scores classified as Advanced decreased slightly from summer to fall, and decreased again from fall to spring. The percent of scores at Target decreased from summer to fall but increased from fall to spring, and the percent of summary scores at the Developing and Beginning levels increased across terms.

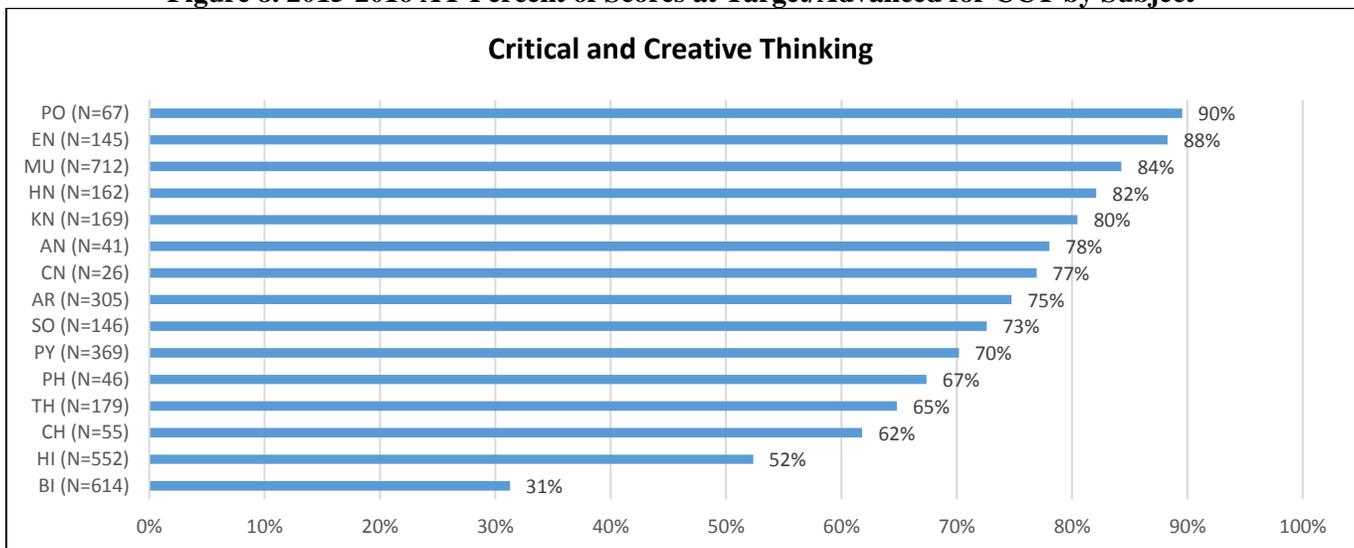
## 2015-2016 University Student Learning Outcomes Report: Student Summary Scores by Subject

The student summary scores within each University Student Learning Outcome were disaggregated by the subject area in which the USLO scores were assessed and scored. The percent of summary scores classified at the Target or Advanced performance levels for the 2015-2016 academic year overall, and for the summer 2015, fall 2015 and spring 2016 terms were examined for patterns in the percentage trends.

### *Critical and Creative Thinking USLO Results by Subject Area*

For the 2015-2016 academic year the percent of student summary scores classified at the Target or Advanced performance levels for the Critical and Creative Thinking university student learning outcome were highest for courses in the subject areas of Political Science at 90%, English at 88%, Music at 84%, and Honors at 82% (see Figure 8). Kinesiology, Anthropology, Communication, and Art courses also attained relatively high percentages of student summary scores classified as Target/Advanced with 80%, 78%, 77%, and 75%, respectively. The courses assessing CCT in the subject areas of Sociology attained 73% of student summary scores at the Target or Advanced performance levels, Psychology courses 70%, Philosophy 67%, and Theatre courses attained 65%. The subject areas whose courses had the lowest percentage of student summary scores classified at the Target or Advanced performance levels for the 2015-2016 academic year in CCT were Chemistry at 62%, History at 52%, and Biology at 31%.

**Figure 8. 2015-2016 AY Percent of Scores at Target/Advanced for CCT by Subject**

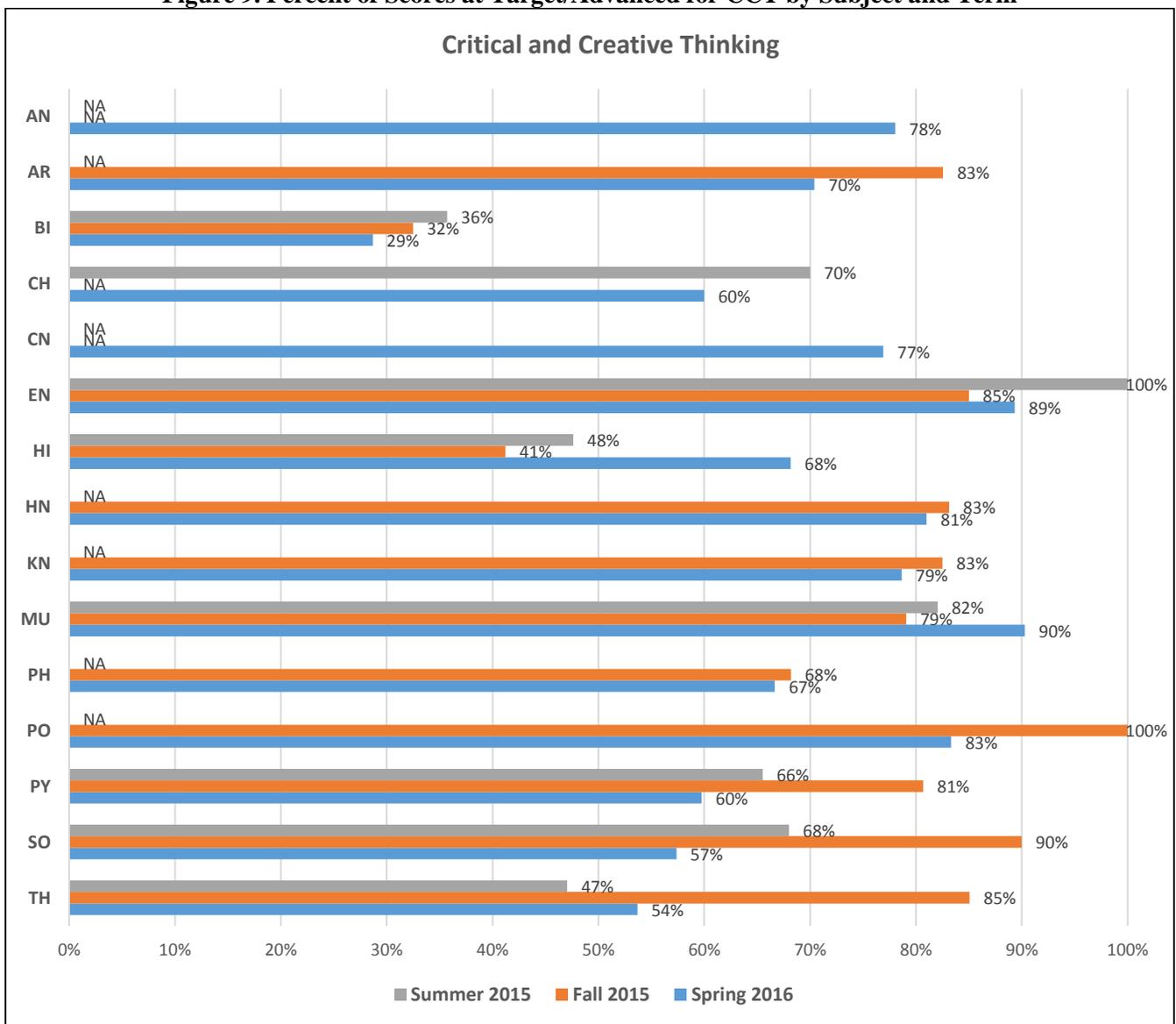


Of the subjects that had three semesters of Critical and Creative Thinking USLO ratings data during 2015-2016 Music, English, and History courses experienced a decrease then increase in the percentage of student summary scores classified at the Target or Advanced performance levels across terms; Psychology, Sociology, and Theatre courses experienced an increase then decrease across terms; and Biology courses decreased across terms (see Figure 9). For subjects that had courses with student summary scores in fall and spring the percentage of student summary scores at Target/Advanced decreased slightly across terms for Honors, Kinesiology, and Philosophy; and Political Science and Art experienced larger decreases in their percentages of scores at Target/Advanced. Chemistry courses submitted student summary scores for summer 2015 and spring 2016, and a decrease in the percentage of Target/Advanced scores occurred across terms.

Music courses began with 82% of student summary scores classified at the Target or Advanced performance levels in CCT for summer 2015, then decreased slightly to 79% in fall 2015 and increased to 90% in spring 2016 (see Figure 9). English courses achieved 100% of students at Target/Advanced in summer 2015, but decreased to 85% in fall 2015 then increased slightly to 89% in spring 2016. The percentage of scores at Target/Advanced in History courses decreased from 48% in summer 2015 to 41% in fall 2015, but increased to 68% for spring 2016.

Psychology courses attained 66% of scores at Target/Advanced for summer 2015 and this increased to 81% for fall 2015, but then decreased to 60% for spring 2016 (see Figure 9). Sociology courses began with 68% of student summary scores classified at the Target or Advanced performance levels in CCT for summer 2015 then increased to 90% in fall 2015, but decreased to 57% in spring 2016. Theatre courses attained 47% of students at Target/Advanced in summer 2015, then increased to 85% in fall 2015, but decreased to 54% in spring 2016.

**Figure 9. Percent of Scores at Target/Advanced for CCT by Subject and Term**



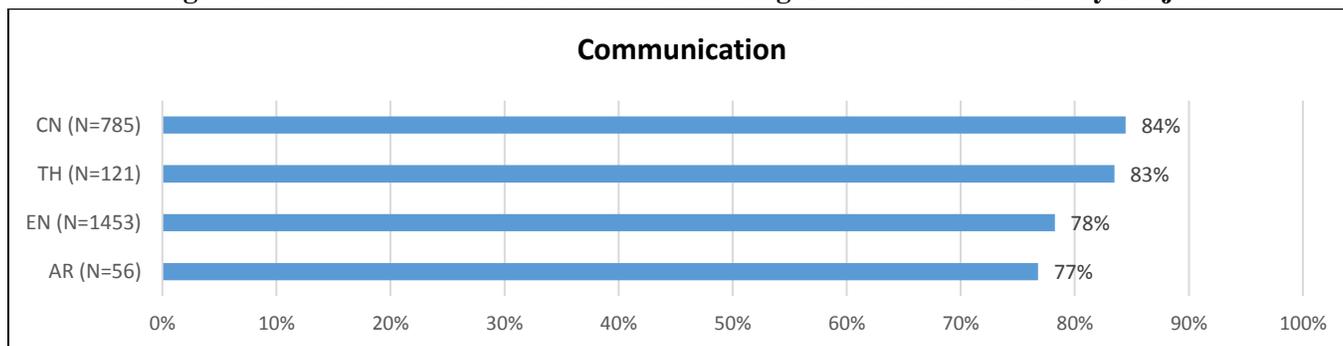
Of the subjects that had Critical and Creative Thinking USLO ratings data for fall 2015 and spring 2016 (but no summer 2015 scores) Honors courses rendered 83% of students at Target/Advanced in CCT for fall 2015 but decreased slightly to 81% by spring 2015 (see Figure 9). Kinesiology courses also decreased across terms from 83% to 79%, Philosophy courses decreased from 68% to 67%, Political Science courses decreased from 100% to 83%, and Art courses decreased from 83% of scores at Target/Advanced to 70%.

Chemistry courses submitted student summary scores for summer 2015 and spring 2016, and a decrease in the percentage of Target/Advanced scores from 70% to 60% occurred across terms (see Figure 9). Student summary scores for CCT courses were submitted for the spring 2016 term only by Anthropology and Communication courses, and these subjects attained 78% and 77% of scores at the Target/Advanced level, respectively.

### ***Communication USLO Results by Subject Area***

For the 2015-2016 academic year the percent of student summary scores classified at the Target or Advanced performance levels for the Communication university student learning outcome were highest for courses in the subject areas of Communication at 84% and Theatre at 83% (see Figure 10). The courses assessing COM in the subject area of English attained 78% of student summary scores at the Target or Advanced performance levels, and Art courses attained 77%.

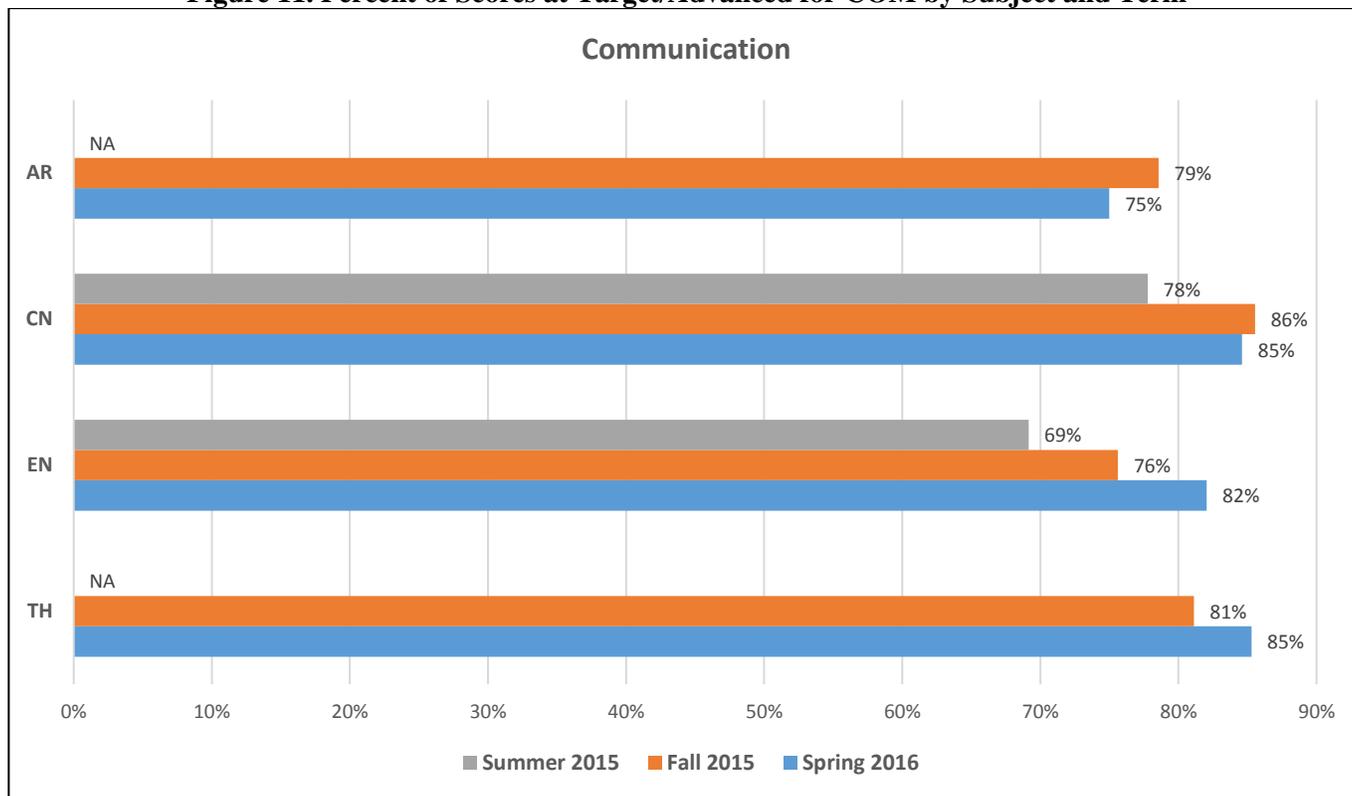
**Figure 10. 2015-2016 AY Percent of Scores at Target/Advanced for COM by Subject**



English and Theatre courses showed increases across the 2015-2016 academic year terms in their percentages of student summary scores classified at the Target or Advanced performance levels; Art courses showed a slight decrease across terms; and Communication courses increased fairly substantially from summer to fall, but decreased slightly from fall to spring 2016 (see Figure 11).

Of the subjects that had three semesters of USLO ratings data, the Communication courses attained 78% of student summary scores classified at the Target or Advanced performance levels in the summer of 2015 then increased to 86% for fall 2015, and slightly decrease to 85% at Target/Advanced for spring 2016 (see Figure 11). Courses in English attained 69% of student summary scores at the Target/Advanced level for summer, which increased to 76% for fall and increased again to 82% for spring. Theatre courses assessing the communication USLO did not have any student summary scores submitted for summer 2015, but attained 81% of scores at the Target or Advanced performance levels for fall, and increased to 85% for spring. Art courses did not have any student summary scores submitted for summer, but attained 79% of scores at Target/Advanced during fall 2015 then decreased to 75% during spring 2016.

**Figure 11. Percent of Scores at Target/Advanced for COM by Subject and Term**

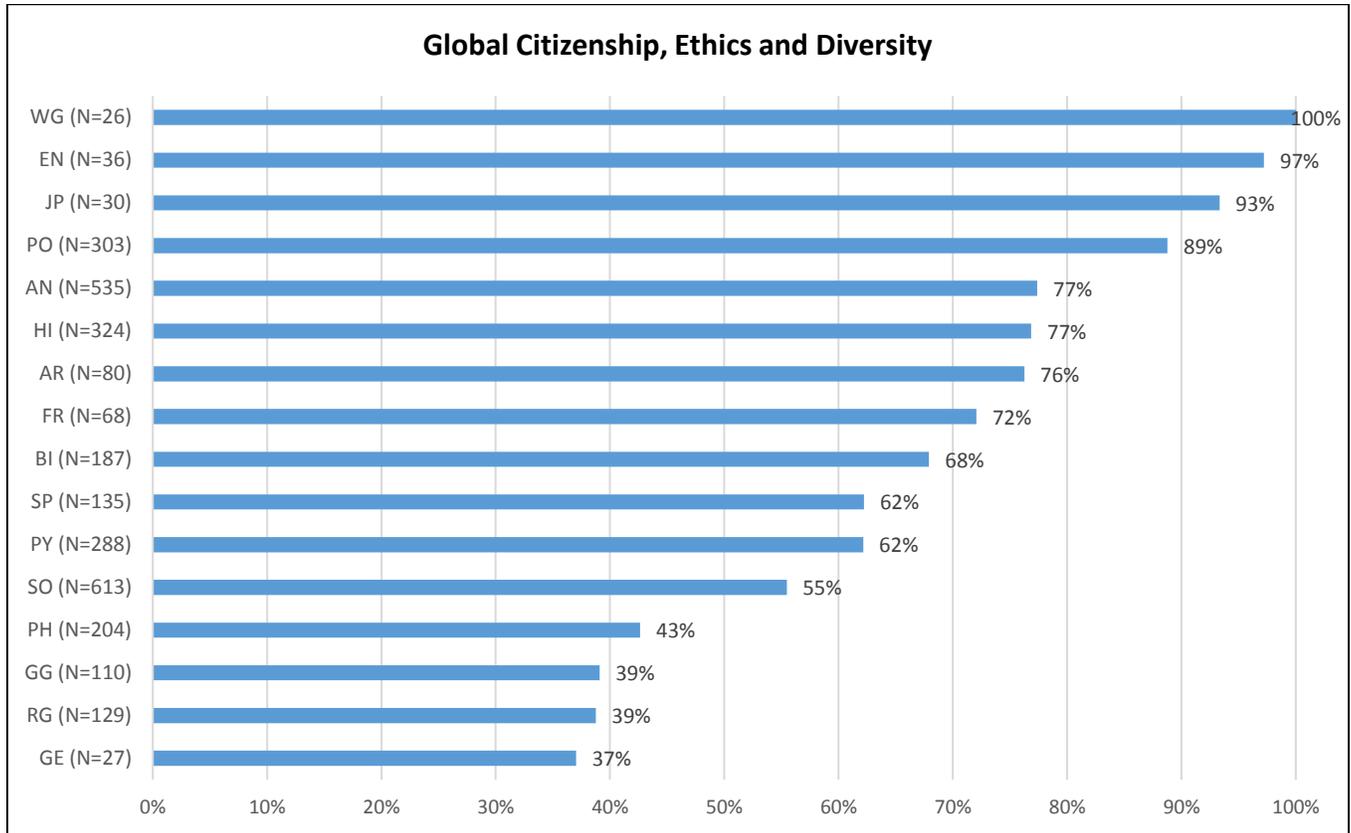


***Global Citizenship, Ethics, and Diversity USLO Results by Subject Area***

For the 2015-2016 academic year the percent of student summary scores classified at the Target or Advanced performance levels for the Global Citizenship, Ethics, and Diversity university student learning outcome were highest for courses in the subject areas of Women’s and Gender Studies at 100%, English at 97%, Japanese at 93%, and Political Science at 89% (see Figure 12). The courses assessing GED in the subject areas of Anthropology and History both attained 77% of student summary scores at the Target or Advanced performance levels, Art courses 76%, and French courses attained 72%. Biology, Spanish, Psychology, and Sociology courses attained moderate percentages of student summary scores classified as Target/Advanced with 68%, 62%, and 55%, respectively. The subject areas whose courses had the lowest percentage of student summary scores classified at the Target or Advanced performance levels for the 2015-2016 academic year in GED were Philosophy at 43%, Geography and Religious Studies both at 39%, and German at 37%.

French and Spanish courses assessing the Global Citizenship, Ethics, and Diversity USLO increased their percentage of student summary scores classified at the Target or Advanced performance levels across the three terms during 2015-2016. Anthropology courses increased their percentage from summer to fall and then held steady. Biology and Geography decreased from summer 2015 to fall 2015, but then increased for spring 2016. History, Psychology, and Sociology courses experienced decreases in the percentage of scores at Target/Advanced across terms. English, Political Science, and Philosophy courses showed increases in the percentages of scores at the Target and Advanced performance levels for GED from fall 2015 to spring 2016. Japanese, Art, Religious Studies, and German courses experienced decreases in the percentages of scores at Target/Advanced from fall 2015 to spring 2016.

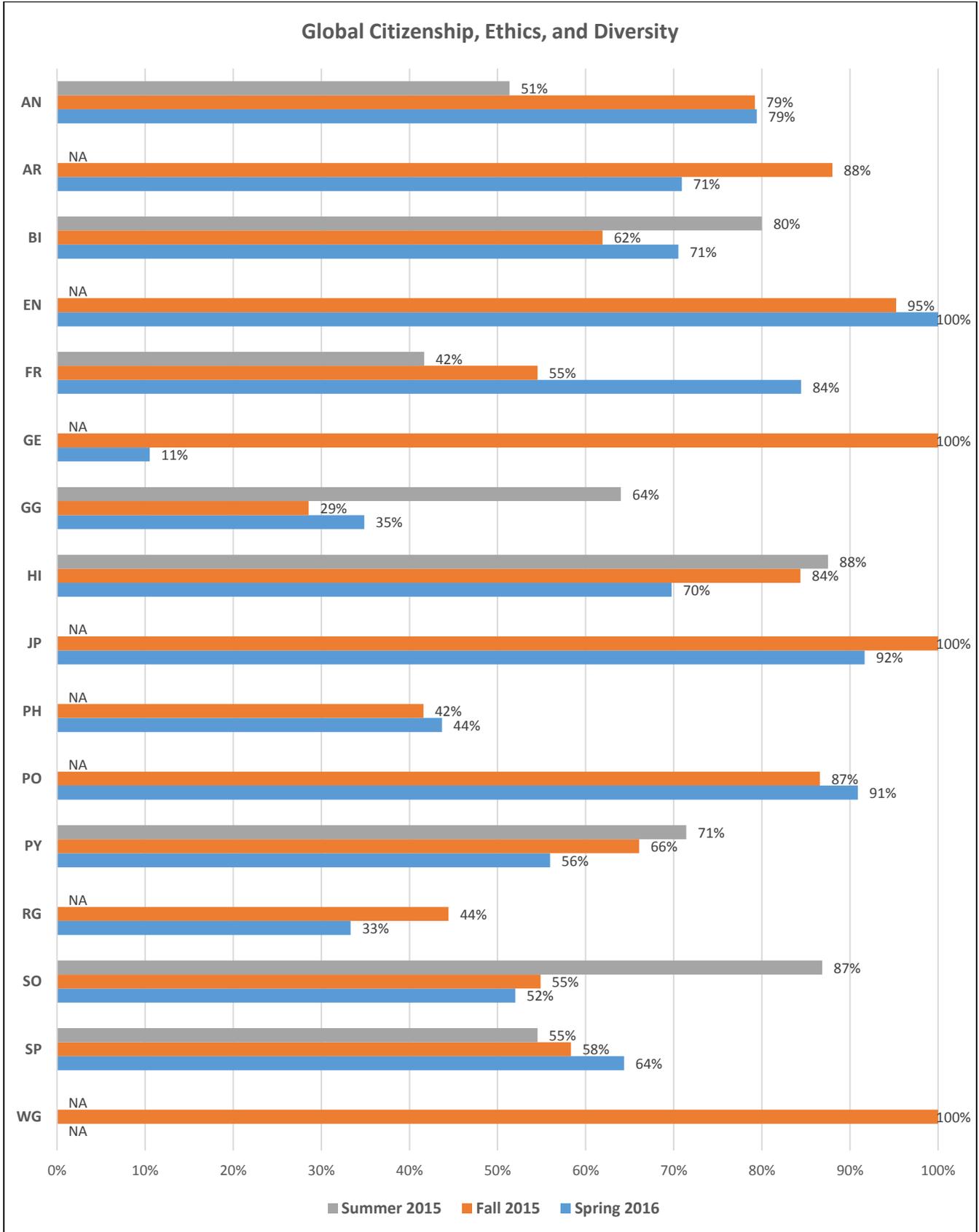
**Figure 12. 2015-2016 AY Percent of Scores at Target/Advanced for GED by Subject**



Of the subjects that had courses assessing GED and submitted three terms of student summary scores for 2015-2016 French courses increased the percentage of student summary scores classified at the Target or Advanced performance level from 42% for summer 2015 to 55% for fall 2015 and increased to 84% for spring 2016 (see Figure 13). Spanish courses also increased their percentage of scores at Target/Advanced from 55% to 58% to 64% across terms. Anthropology courses experienced an increase in the percentage of scores at Target/Advanced from 51% for summer to 79% for both fall and spring. Biology course attained 80% Target/Advanced in summer, but this decreased to 62% for fall, then increased to 71% for spring. Geography courses attained 64% Target/Advanced for summer, but this decreased to 29% for fall, then increased to 35% for spring. History courses experienced a decrease from 88% to 84% to 70% in the percentage of student summary scores classified at the Target or Advanced performance levels. Psychology courses experienced a decrease from 71% to 66% to 56% across terms, and Sociology courses also experienced a decrease from 87% to 55% to 52% across terms in 2015-2016 for GED.

Of the subjects in which courses submitted fall 2015 and spring 2016 student summary scores, English courses increased the percentage of scores at Target/Advanced from 95% to 100%, Political Sciences courses increased their percentages from 87% to 91%, and Philosophy increased their percentages from 42% to 44% (see Figure 13). Courses in Japanese assessing GED experienced a decrease in the percentage of student summary scores classified at Target/Advanced 100% to 92%, Art courses decreased from 88% to 71%, Religious Studies courses decreased from 44% to 33%, and German courses decreased from 100% to 11%. Women Studies courses assessing GED submitted student summary scores for fall 2015 only, and achieved 100% of scores classified at the Target or Advanced performance levels.

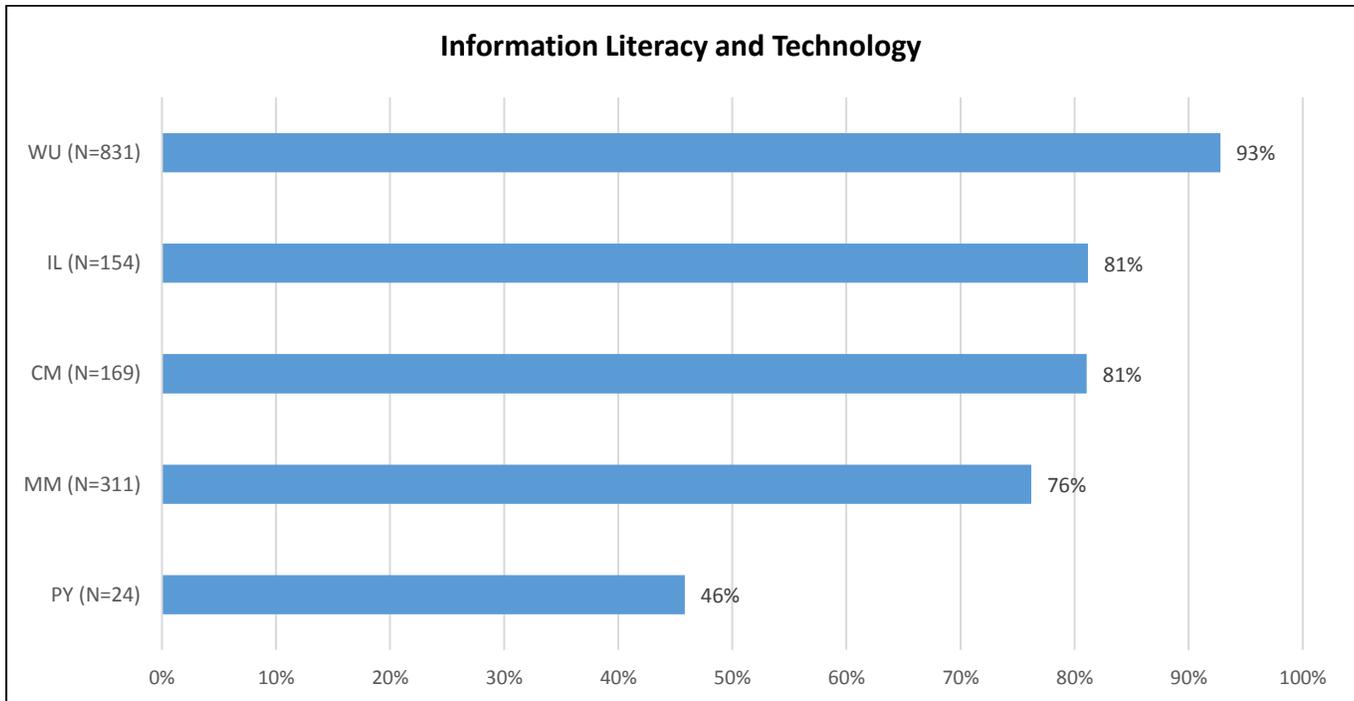
**Figure 13. Percent of Scores at Target/Advanced for GED by Subject and Term**



### ***Information Literacy and Technology USLO Results by Subject Area***

For the 2015-2016 academic year the percent of student summary scores classified at the Target or Advanced performance levels for the Information Literacy and Technology university student learning outcome were highest for WU 101 courses, the Washburn Experience, at 93% (see Figure 14). The courses in the subject areas of Computer Information Sciences and Mass Media attained relatively high percentages of scores at Target/Advanced with 81% and 76%, respectively. The subject area whose courses had the lowest percentage of student summary scores classified at the Target or Advanced performance levels for the 2015-2016 academic year in ILT was Psychology at 46%.

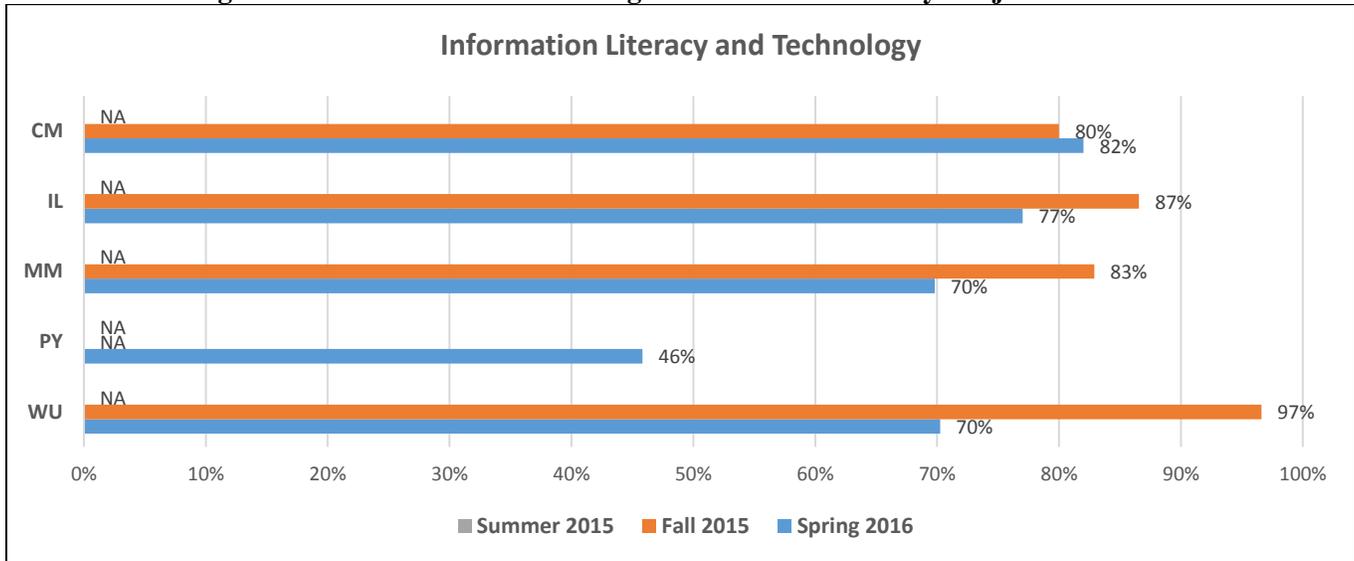
**Figure 14. 2015-2016 AY Percent of Scores at Target/Advanced for ILT by Subject**



Across terms during 2015-2016 the Computer Information Sciences courses slightly increased their percentage of student summary scores at the Target or Advanced performance levels; however, Information Literacy, Mass Media, and WU101 courses experienced a decreased across terms (see Figure 15). There were no student summary scores collected during the summer of 2015, as there were no courses conducted in which Information Literacy and Technology was the designated USLO attribute.

During the fall of 2015 the Computer Information Science courses attained 80% of the student summary scores classified at the Target or Advanced performance levels, and this increased slightly to 82% during the spring 2016 term (see Figure 15). Information Literacy courses achieved 87% of the summary scores at Target/Advanced during the fall 2015 term, but this decreased to 77% for the spring 2016 term. Mass Media courses attained 83% of the course student summary scores classified at Target/Advanced during the fall 2015 term, but this decreased to 70% for the spring 2016 term. WU101 courses achieved 97% of student summary scores classified at the Target or Advanced performance levels during the fall 2015 term, but this decreased to 70% during the spring 2016 term. Psychology courses during the spring 2016 term attained 46% of student summary scores at the Target/Advanced levels.

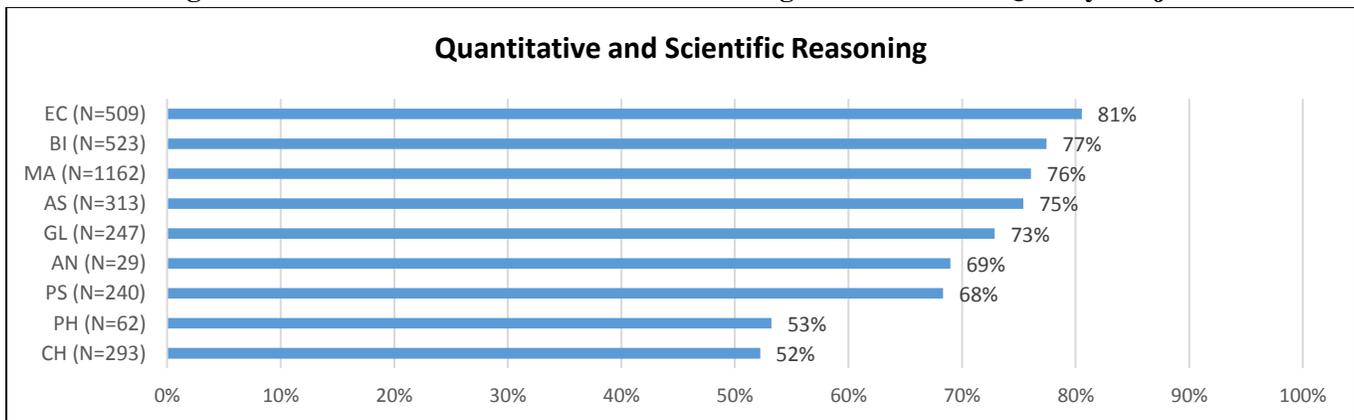
**Figure 15. Percent of Scores at Target/Advanced for ILT by Subject and Term**



***Quantitative and Scientific Reasoning USLO Results by Subject Area***

For the 2015-2016 academic year the percent of student summary scores classified at the Target or Advanced performance levels for the Quantitative and Scientific Reasoning university student learning outcome were highest for courses in the subject areas of Economics at 81%, Biology at 77%, Mathematics at 76%, and Astronomy at 75% (see Figure 16). Geology, Anthropology, and Physics courses attained moderate percentages of student summary scores classified as Target/Advanced with 73%, 69%, and 68%, respectively. The subject areas whose courses had the lowest percentage of student summary scores classified at the Target or Advanced performance levels for the 2015-2016 academic year in QSR were Philosophy at 53% and Chemistry at 52%.

**Figure 16. 2015-2016 AY Percent of Scores at Target/Advanced for QSR by Subject**

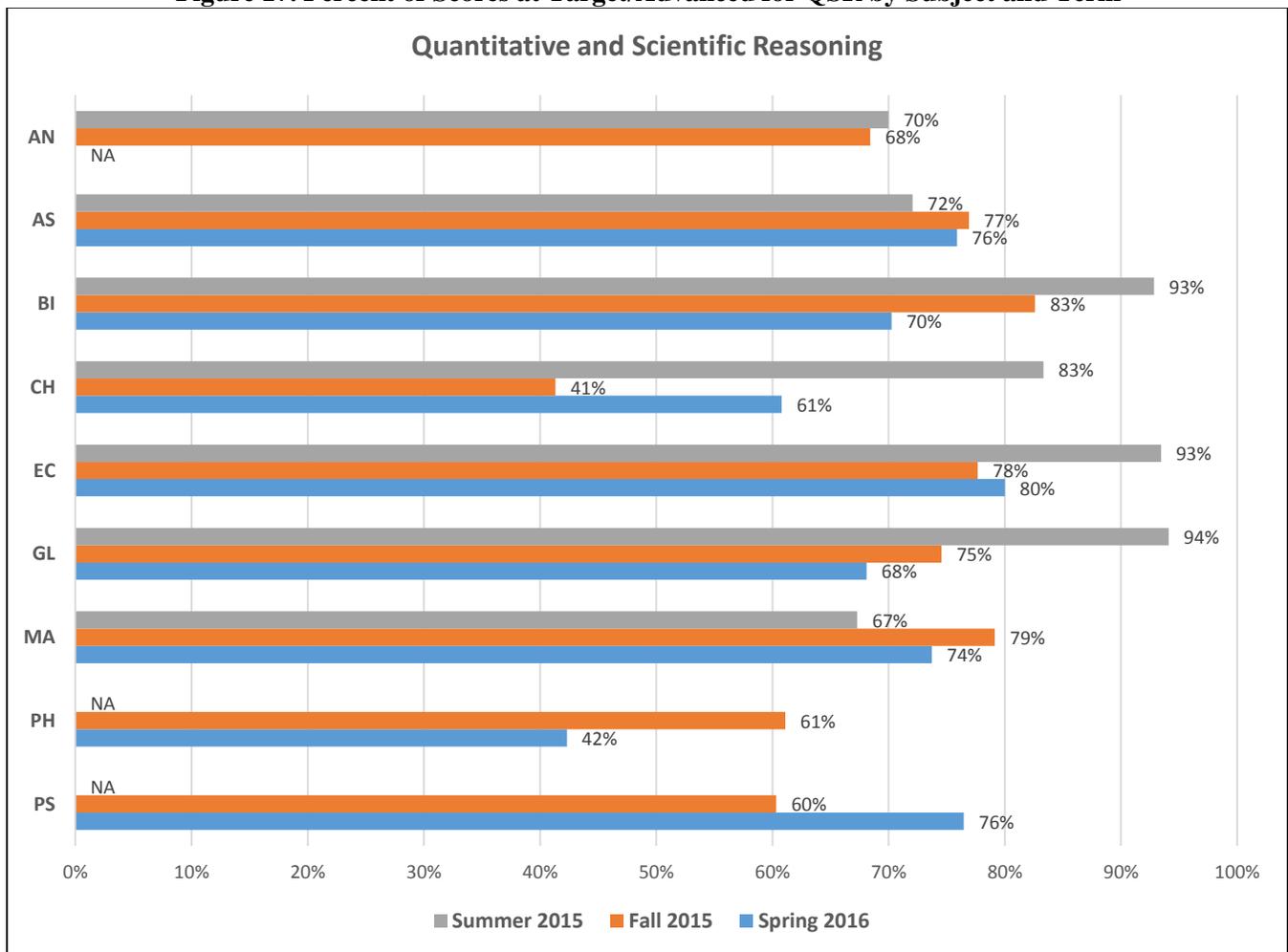


Across the terms of 2015-2016 the percent of student summary scores classified at the Target or Advanced performance levels increased for courses in Physics, experienced increases from summer to fall then decreases in spring for Astronomy and Mathematics (see Figure 17). Chemistry and Economics courses experienced decreases from summer to fall then increases in spring for their percent of scores at Target/Advanced. Courses in the subject areas of Biology, Geology, Anthropology and Philosophy showed decreases across the 2015-2016 terms in their percent of QSR scores at Target/Advanced.

Of the subjects that had courses assessing QSR and submitted three terms of student summary scores for 2015-2016, Astronomy courses decreased their percentage of scores at Target/Advanced from 72% for summer 2015 to 77% for fall 2015 then decreased slightly to 76% for spring 2016 (see Figure 17). Mathematics courses experienced an increase in the percentage of scores at Target/Advanced from 67% for summer to 79% for fall then slightly decreased to 74% for spring. Chemistry courses decreased the percentage of student summary scores classified at the Target or Advanced performance level from 83% for summer to 41% for fall then increased to 61% for spring. Economics courses also experienced a decrease from 93% to 78%, then an increase to 80% across the terms. Biology courses experienced a decrease from 93% to 83% to 70% in the percentage of student summary scores classified at the Target or Advanced performance levels, and Geology courses also experienced a decrease from 94% to 75% to 68% across terms in 2015-2016 for GED.

Of the subjects in which courses submitted fall 2015 and spring 2016 student summary scores, Physics courses increased the percentage of scores at Target/Advanced from 60% to 76%, but Philosophy courses decreased their percentages from 61% to 42% (see Figure 17). Courses in Anthropology assessing GED experienced a slight decrease in the percentage of student summary scores classified at Target/Advanced from 70% for summer 2015 to 68% for fall 2015.

**Figure 17. Percent of Scores at Target/Advanced for QSR by Subject and Term**



Key Findings and Conclusions: For the 2015-2016 academic year, ILT had the highest percent of student summary scores classified at the Target or Advanced performance level with 86%, followed by COM at 80%, and QSR at 74%. GED and CCT had the lowest percent of student summary scores at Target/Advanced both with 66% for the year.

The number of student summary scores for the University Student Learning Outcomes increased dramatically from 895 in summer; to 6,606 in fall; and to 6,464 individual summary scores by spring. The number of subjects, courses, and sections for which USLO ratings were collected also increased dramatically over the academic year from 25 subjects, 38 courses, and 55 sections in summer; to 45 subjects, 99 courses, and 328 sections by fall; and to 48 subjects, 114 courses, and 381 sections by spring.

Courses with Information Literacy and Technology objectives were not offered during summer 2015. The percent of student summary scores at Target/Advanced in ILT was 93% for fall, but decreased to 72% for spring. ILT was assessed in a total of 6 subjects, 7 courses, and 87 sections during the 2015-2016 academic year. The subject areas with the highest percent of ILT scores at Target/Advanced for 2015-2016 were Washburn Experience at 93%, and Information Literacy and Computer Information Sciences at 81%. The subjects with the lowest percent of scores at Target/Advanced were Psychology at 46% and Mass Media at 76%.

The percent of student summary scores at Target/Advanced for the Communication USLO increased from 72% for summer to 79% for fall, and increased again to 83% for spring. COM was assessed in a total of 4 subjects, 14 courses, and 146 sections during the 2015-2016 academic year. The subject areas with the highest percent of COM scores at Target/Advanced for 2015-2016 were Communication at 84% and Theatre at 83%. The subjects with the lowest percent of scores at Target/Advanced were Art at 77% and English at 78%.

The percent of student summary scores at Target/Advanced in Quantitative and Scientific Reasoning decreased from 81% for summer to 73% for fall, and decreased slightly to 72% for spring. QSR was assessed in a total of 9 subjects, 30 courses, and 176 sections during the 2015-2016 academic year. The subject areas with the highest percent of QSR scores at Target/Advanced for 2015-2016 were Economics at 81%, Biology at 77%, Mathematics at 76%, and Astronomy at 75%. The subjects with the lowest percent of scores at Target/Advanced were Chemistry at 52%, Philosophy at 53%, Physics at 68%, and Anthropology at 69%.

The percent of student summary scores at Target/Advanced in Global Citizenship, Ethics, and Diversity decreased slightly from 69% for summer to 68% for fall, then decreased again to 65% for spring. GED was assessed in a total of 17 subjects, 46 courses, and 152 sections during the 2015-2016 academic year. The subject areas with the highest percent of GED scores at Target/Advanced for 2015-2016 were Women and Gender Studies at 100%, English at 97%, Japanese at 93%, and Political Science at 89%. The subjects with the lowest percent of scores at Target/Advanced were Geology at 37%, Religious Studies and Geography at 39%, Philosophy at 43%, and Sociology at 55%.

The percent of student summary scores at Target/Advanced in Critical and Creative Thinking increased slightly from 63% for summer to 65% for fall, and increased again slightly to 67% for spring. CCT was assessed in a total of 15 subjects, 42 courses, and 203 sections during the 2015-2016 academic year. The subject areas with the highest percent of CCT scores at Target/Advanced for 2015-2016 were Political Science at 90%, English at 88%, Music at 84%, Honors at 82%, and Kinesiology at 80%. The subjects with the lowest percent of scores at Target/Advanced were Biology at 31%, History at 52%, Chemistry at 62%, and Philosophy at 67%.