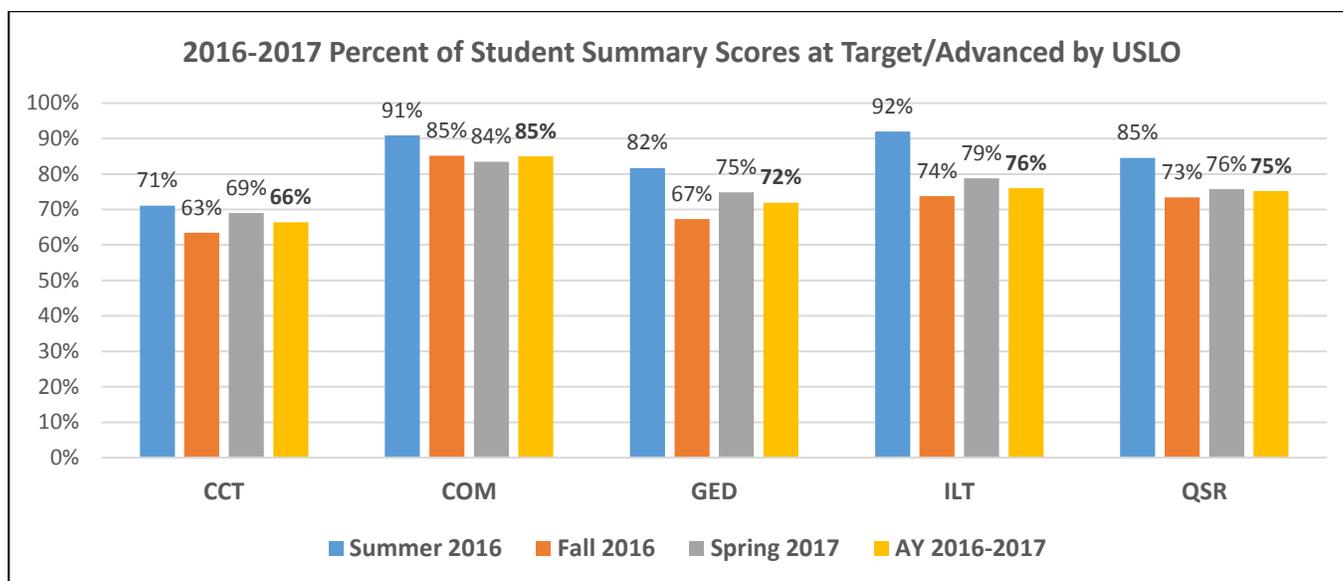


## 2016-2017 University Student Learning Outcomes Report: Executive Summary

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 1,091 in summer 2016; to 8,051 in fall 2016; and decreased to 6,764 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 22 subjects, 46 courses, and 67 sections in summer 2016; to 33 subjects, 105 courses, and 391 sections by fall 2016; and to 32 subjects, 110 courses, and 352 sections by spring 2017.

For the 2016-2017 academic year, COM had the highest percent of student summary scores classified at the Target or Advanced performance level with 85%, followed by ILT at 76%, and QSR at 75%. GED and CCT had the lowest percent of student summary scores at Target/Advanced with 72% and 66% for the year, respectively.



### **Critical and Creative Thinking (CCT):**

- The percent of student summary scores at Target/Advanced in CCT decreased from 71% (N=298) for summer to 63% (N=2,196) for fall, and increased to 69% (N=1,926) for spring. During the 2016-2017 academic year, 66% (N=4,420) of all CCT student summary scores were classified at Target/Advanced.
- CCT was assessed in a total of 16 subjects, 47 courses, and 223 sections during 2016-2017.
- The subject areas with the highest percent of CCT scores at Target/Advanced for 2016-2017 were Women and Gender's Studies at 100%, English and Political Science at 92%, Sociology at 88%, and Kinesiology at 85%.
- The subjects with the lowest percent of scores at Target/Advanced were Philosophy and Biology both at 42%, History at 49%, Leadership at 54%, and Psychology at 55%.

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

- The percent of student summary scores at Target/Advanced in COM decreased from 91% (N=241) for summer to 85% (N=1,416) for fall, and decreased slightly to 84% (N=1,234) for spring. During the 2016-2017 academic year, 85% (N=2,891) of all COM student summary scores were classified at Target/Advanced.
- COM was assessed in a total of 4 subjects, 12 courses, and 164 sections during the 2016-2017 academic year.
- The subject areas with the highest percent of COM scores at Target/Advanced for 2016-2017 were Communication at 87% and English at 85%.
- The subjects with the lowest percent of scores at Target/Advanced were Art at 73% and Theatre at 76%.

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

- The percent of student summary scores at Target/Advanced in GED decreased from 82% (N=219) for summer to 67% (N=1,545) for fall, then increased to 75% (N=1,628) for spring. During the 2016-2017 academic year, 72% (N=3,392) of all GED student summary scores were classified at Target/Advanced.
- GED was assessed in a total of 18 subjects, 39 courses, and 153 sections during 2016-2017.
- The subject areas with the highest percent of GED scores at Target/Advanced for 2016-2017 were English at 100%, German at 100%, French at 95%, Women and Gender Studies at 93%, and Japanese at 92%.
- The subjects with the lowest percent of scores at Target/Advanced were Philosophy at 42%, Religious Studies 47%, Geography at 51%, Art at 61%, and Psychology at 62%.

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

- The percent of student summary scores at Target/Advanced in ILT decreased from 92% (N=75) for summer to 74% (N=1,171) for fall, but increased to 79% (N=481) for spring. During the 2016-2017 academic year, 76% (N=1,727) of all ILT student summary scores were classified Target/Advanced.
- ILT was assessed in a total of 5 subjects, 6 courses, and 105 sections during the 2016-2017 academic year.
- The subject areas with the highest percent of ILT scores at Target/Advanced for 2016-2017 were Information Literacy at 96%, Computer Information Sciences at 81%, and Washburn Experience at 73%.
- The subjects with the lowest percent of scores at Target/Advanced were Psychology and Mass Media at 70%.

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

- The percent of student summary scores at Target/Advanced in QSR decreased from 85% (N=258) for summer to 73% (N=1,718) for fall, and increased slightly to 76% (N=1,495) for spring. During the 2016-2017 academic year, 75% (N=3,471) of all QSR student summary scores were classified at Target/Advanced.
- QSR was assessed in a total of 9 subjects, 29 courses, and 165 sections during the 2016-2017 academic year.
- The subject areas with the highest percent of QSR scores at Target/Advanced for 2016-2017 were Mathematics at 79%, Astronomy and Physics both at 78%, and Economics at 76%.
- The subjects with the lowest percent of scores at Target/Advanced were Chemistry and Philosophy both at 60%, Anthropology at 71%, Biology at 73%, and Geology at 75%.

## 2016-2017 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 11% of the 1,233 student summary scores submitted for summer 2016 were Not Observed (0), 17% of the 9,696 scores submitted for fall 2016, and 19% of the 8,417 student summary scores submitted for spring 2017 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 1,091 in summer 2016 to 8,051 student summary scores in fall 2016 then decreased to 6,764 student summary scores by spring 2017 (see Table 1).

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

| <b>USLO Attribute</b> | <b>Summer 2016</b> | <b>Fall 2016</b> | <b>Spring 2017</b> | <b>AY 2016-2017</b> |
|-----------------------|--------------------|------------------|--------------------|---------------------|
| CCT                   | 298                | 2,201            | 1,926              | 4,425               |
| COM                   | 241                | 1,416            | 1,234              | 2,891               |
| GED                   | 219                | 1,545            | 1,628              | 3,392               |
| ILT                   | 75                 | 1,171            | 481                | 1,727               |
| QSR                   | 258                | 1,718            | 1,495              | 3,471               |
| <b>Total</b>          | <b>1,091</b>       | <b>8,051</b>     | <b>6,764</b>       | <b>15,906</b>       |

Number of Sections, Courses, and Subjects for each USLO: The five University Student Learning Outcomes (USLOs) were assessed during summer 2016 in 67 sections of 46 approved general education courses in 22 subjects for all USLOs combined (see Table 2). This included 19 sections, of 13 courses in 9 subjects, for CCT; 16 sections of 5 courses in 2 subjects for COM; 14 sections of 11 courses in 9 subjects for GED; 3 sections of 3 courses in 3 subjects for ILT; and 15 sections of 14 courses in 7 subjects for QSR. The USLOs were assessed during fall 2016 in 391 sections of 105 approved general education courses in 33 subjects for all USLOs combined. This included 101 sections of 34 courses in 15 subjects for CCT; 75 sections of 11 courses in 4 subjects for COM; 65 sections of 28 courses in 17 subjects for GED; 75 sections of 6 courses in 5 subjects for ILT; and 75 sections of 26 courses in 9 subjects for QSR. The five USLOs were assessed during spring 2017 in 352 sections of 110 courses in 32 subjects for all USLOs combined. This included 103 sections of 38 courses in 15 subjects for CCT; 73 sections of 12 courses in 4 subjects for COM; 74 sections of 31 courses in 15 subjects for GED; 27 sections of 5 courses in 4 subjects for ILT; and 75 sections of 24 courses in 9 subjects for QSR.

During academic year 2016-2017 the Information Literacy and Technology USLO was assessed in the fewest sections and the fewest courses at a total of 105 sections and 6 courses in 5 subjects, followed by the Communication USLO assessed in 164 sections and 12 courses in 4 subjects, and the Quantitative and Scientific Reasoning USLO assessed in 165 sections and 29 courses in 9 subjects (see Table 2). The USLOs assessed in the most sections and courses were the Critical and Creative Thinking USLO assessed

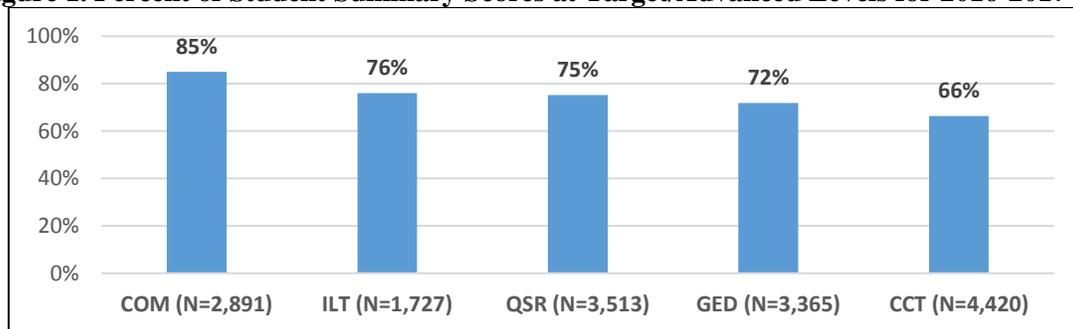
by 223 sections and 47 courses in 16 subjects and the Global Citizenship, Ethics, and Diversity USLO assessed in 153 sections and 39 courses in 18 subjects. More approved general education courses that would assess the Information Literacy and Technology and Communication USLOs are needed.

**Table 2. Number of Subjects, Courses, and Sections Assessing each USLO by Term 2016-2017**

| Number of Subjects for Each University Student Learning Outcome |           |           |           |             |           |                    |           |
|---|-----------|-----------|-----------|-------------|-----------|--------------------|-----------|
| Summer 2016   |           | Fall 2016 |           | Spring 2017 |           | 2016-2017 AY Total |           |
| Attribute   | Frequency | Attribute | Frequency | Attribute   | Frequency | Attribute          | Frequency |
| CCT   | 9         | CCT       | 15        | CCT         | 15        | CCT                | 16        |
| COM   | 2         | COM       | 4         | COM         | 4         | COM                | 4         |
| GED   | 9         | GED       | 17        | GED         | 15        | GED                | 18        |
| ILT   | 3         | ILT       | 5         | ILT         | 4         | ILT                | 5         |
| QSR   | 7         | QSR       | 9         | QSR         | 9         | QSR                | 9         |
| Total   | 22        | Total     | 33        | Total       | 32        | Total              | 34        |
| Number of Courses for Each University Student Learning Outcome  |           |           |           |             |           |                    |           |
| Summer 2016   |           | Fall 2016 |           | Spring 2017 |           | 2016-2017 AY Total |           |
| Attribute   | Frequency | Attribute | Frequency | Attribute   | Frequency | Attribute          | Frequency |
| CCT   | 13        | CCT       | 34        | CCT         | 38        | CCT                | 47        |
| COM   | 5         | COM       | 11        | COM         | 12        | COM                | 12        |
| GED   | 11        | GED       | 28        | GED         | 31        | GED                | 39        |
| ILT   | 3         | ILT       | 6         | ILT         | 5         | ILT                | 6         |
| QSR   | 14        | QSR       | 26        | QSR         | 24        | QSR                | 29        |
| Total   | 46        | Total     | 105       | Total       | 110       | Total              | 133       |
| Number of Sections for Each University Student Learning Outcome |           |           |           |             |           |                    |           |
| Summer 2016   |           | Fall 2016 |           | Spring 2017 |           | 2016-2017 AY Total |           |
| Attribute   | Frequency | Attribute | Frequency | Attribute   | Frequency | Attribute          | Frequency |
| CCT   | 19        | CCT       | 101       | CCT         | 103       | CCT                | 223       |
| COM   | 16        | COM       | 75        | COM         | 73        | COM                | 164       |
| GED   | 14        | GED       | 65        | GED         | 74        | GED                | 153       |
| ILT   | 3         | ILT       | 75        | ILT         | 27        | ILT                | 105       |
| QSR   | 15        | QSR       | 75        | QSR         | 75        | QSR                | 165       |
| Total   | 67        | Total     | 391       | Total       | 352       | Total              | 810       |

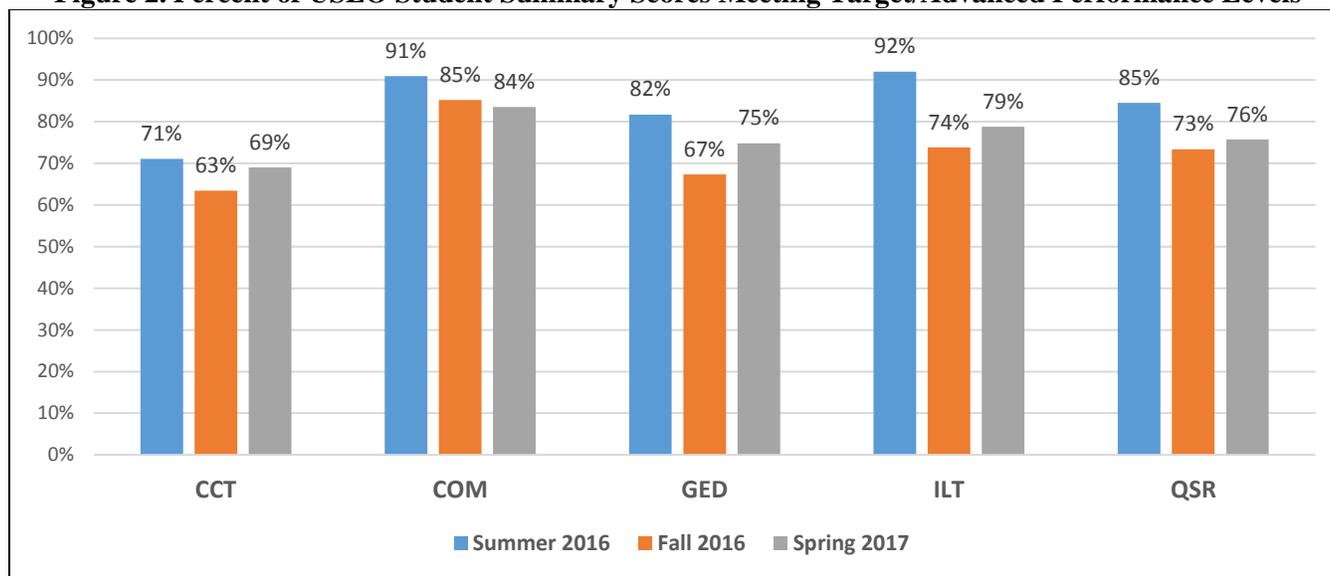
Percent of Student Summary Scores by Performance Levels for each USLO: For the 2016-2017 academic year an overall 85% of student summary scores in Communication were classified at the Target or Advanced performance levels, 76% of Information Literacy and Technology scores, 75% of Quantitative and Scientific Reasoning scores, 72% of Global Citizenship, Ethics, and Diversity scores, and 66% the Critical and Creative Thinking student summary scores were classified at the Target or Advanced performance levels (see Figure 1).

**Figure 1. Percent of Student Summary Scores at Target/Advanced Levels for 2016-2017 AY**



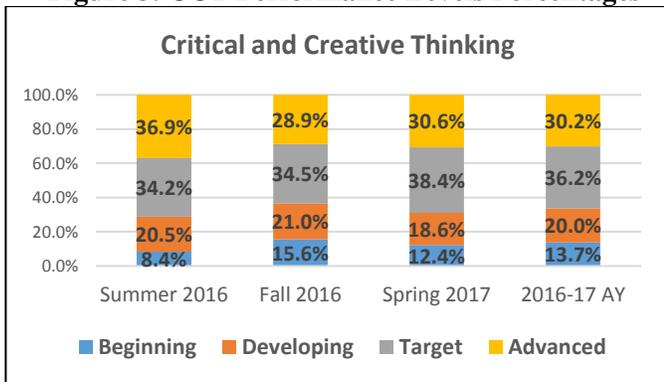
For the summer 2016 term 92% (N=75) of the ILT and 91% (N=241) of COM student summary scores attained the Target or Advanced performance levels, 85% (N=258) of QSR and 82% (N=219) of GED student summary scores were classified at the Target /Advanced levels, and 71% (N=298) of CCT student summary scores met the Target or Advanced levels during the summer 2016 term (see Figure 2). During the fall 2016 term 85% (N=2,201) of COM student summary scores reached the Target or Advance performance levels. Approximately 74% (N=1,171) of ILT scores were classified at Target/Advanced, 73% (N=1,718) of QSR scores, 67% (N=1,545) of GED scores, and 63% (N=2,201) of CCT scores met the Target/Advanced performance levels. During the spring 2017 term 84% (N=1,234) of COM student summary scores reached the Target or Advanced performance levels, 79% (N=481) of ILT and 76% (N=1,495) of QSR scores attained Target/Advanced. Over 75% (N=1,628) of GED and 69% (N=1,926) of CCT student summary scores met the Target/Advanced performance levels.

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

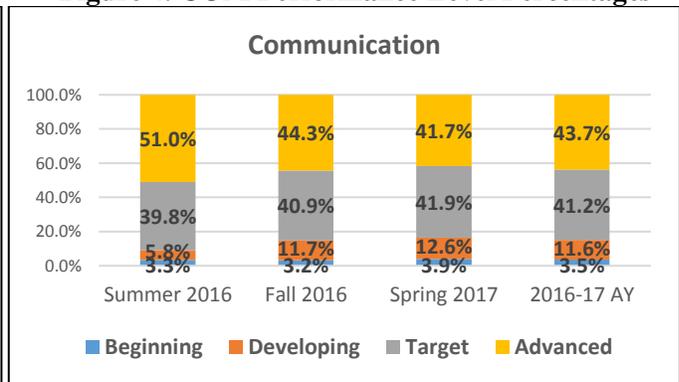


The percent of student summary scores classified at the Target or Advanced performance levels for Critical and Creative Thinking USLO during the summer 2016 term was 71% (N=298), this decreased to 63% (N=2,201) of CCT scores at Target/Advanced during the fall 2016 term, and by the spring 2017 term 69% (N=1,926) 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 2016-2017 academic year was 66% (N=4,425) 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 2016-2017 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) decreased from summer to fall and increased slightly in spring; and the percent classified at the Target performance level was stable from summer to fall then increased in spring. The percent of CCT scores at Developing was fairly constant across terms, but the percent at Beginning increased from summer to fall then decreased in spring.

**Figure 3. CCT Performance Levels Percentages**

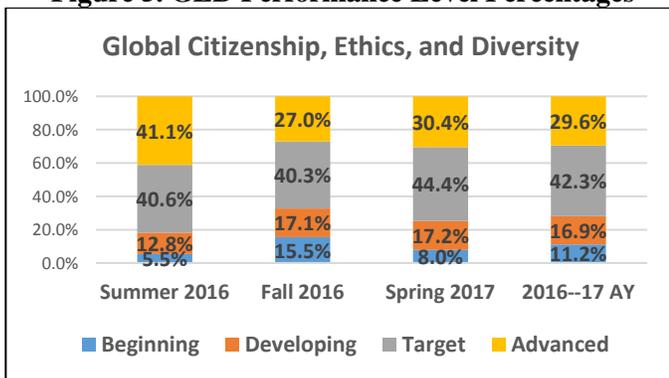


**Figure 4. COM Performance Level Percentages**

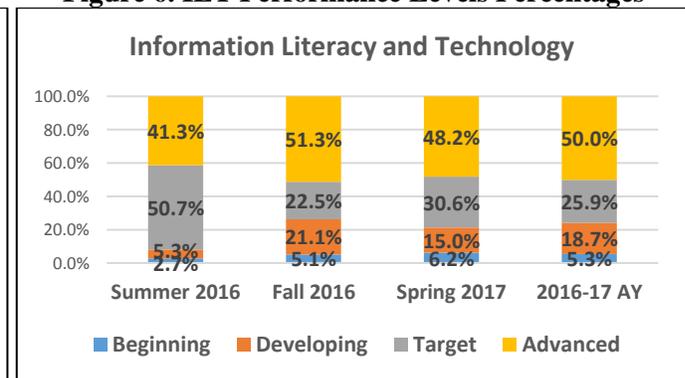


For the Communication USLO 91% (N=241) of student summary scores were classified at the Target or Advanced performance level during the summer 2016 term, this percentage decreased to 85% (N=1,416) during the fall 2016 term, and decreased slightly to 84% (N=1,234) of COM scores at the Target/Advanced performance levels during the spring 2017 term (see Figure 2). The overall percent of student summary scores at the Target or Advanced performance levels for the 2016-2017 academic year was 85% (N=2,891) 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 2016-2017 for Communication showed that the percent of student summary scores at the Advanced performance level decreased from summer to fall and fall to spring. The percent of scores classified at the Target increased slightly from summer to fall and increased slightly from fall to spring, and the percent of student summary scores classified at the Developing increased across terms and Beginning levels were stable across terms.

**Figure 5. GED Performance Level Percentages**



**Figure 6. ILT Performance Levels Percentages**

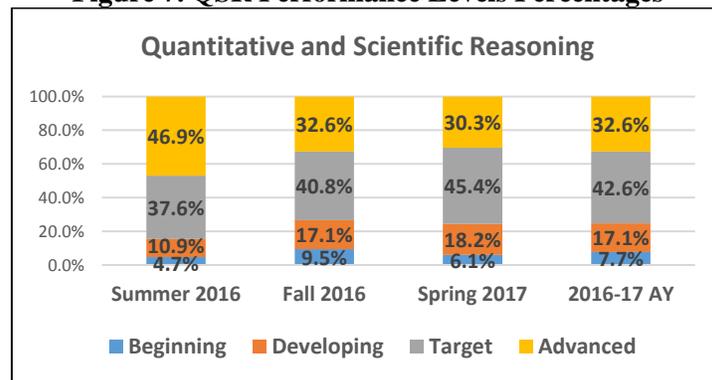


The percent of student summary scores classified at the Target or Advanced performance levels for the Global Citizenship, Ethics, and Diversity USLO was 82% (N=219) for the summer 2016 term, but decreased to 67% (N=1,545) during the fall 2016 term, then increased to 75% (N=1,628) of GED scores at Target/Advanced for the spring 2017 term (see Figure 2). The overall percent of student summary scores at the Target or Advanced performance levels for the 2016-2017 academic year was 72% (N=3,392) 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 2016-2017 academic year by performance levels for Global Citizenship, Ethics, and Diversity (GED)

showed that the percent of student summary scores classified as Advanced decreased from summer to fall but increased from fall to spring, and the percent of scores at Target was stable from summer to fall then increased in spring. The percent of scores at Developing increased from summer to fall and was stable from fall to spring, and the percent of scores at the Beginning performance level increased from summer to fall but decreased from fall to spring.

For the Information Literacy and Technology USLO 92% (N=75) of student summary scores were classified at the Target or Advanced performance level during the summer 2016 term, this percentage decreased to 74% (N=1,171) during the fall 2016 term, then increased slightly to 79% (N=481) of ILT scores at the Target/Advanced performance levels during the spring 2017 term (see Figure 2). The overall percent of student summary scores classified at the Target or Advanced performance levels for the 2016-2017 academic year was 76% (N=1,727) 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 2016-2017 for Information Literacy and Technology (ILT) showed that the percent of student summary scores at the Advanced performance level increased from summer to fall then decreased from fall to spring. The percent of scores at the Target performance level decreased from summer to fall then increased from fall to spring. The percent of scores classified as Developing increased from summer to fall then decreased in spring, and the percent of scores classified as Beginning increased across all terms during the 2016-2017 academic year.

**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 85% (N=258) during the summer 2016 term, this decreased to 73% (N=1,718) of QSR scores for the fall 2016 term, and increased slightly to 76% (N=1,495) at Target/Advanced during the spring 2017 term (see Figure 2). The overall percent of student summary scores classified at the Target or Advanced performance levels for the 2016-2017 academic year was 75% (N=3,471) 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 2016-2017 academic year by performance levels for Quantitative and Scientific Reasoning (QSR) showed that the percent of student summary scores classified as Advanced decreased from summer to fall and decreased slightly from fall to spring. The percent of scores at the Target and Developing performance levels increased across all terms, and the percent of summary scores at the Beginning level increased from summer to fall then decreased from fall to spring.

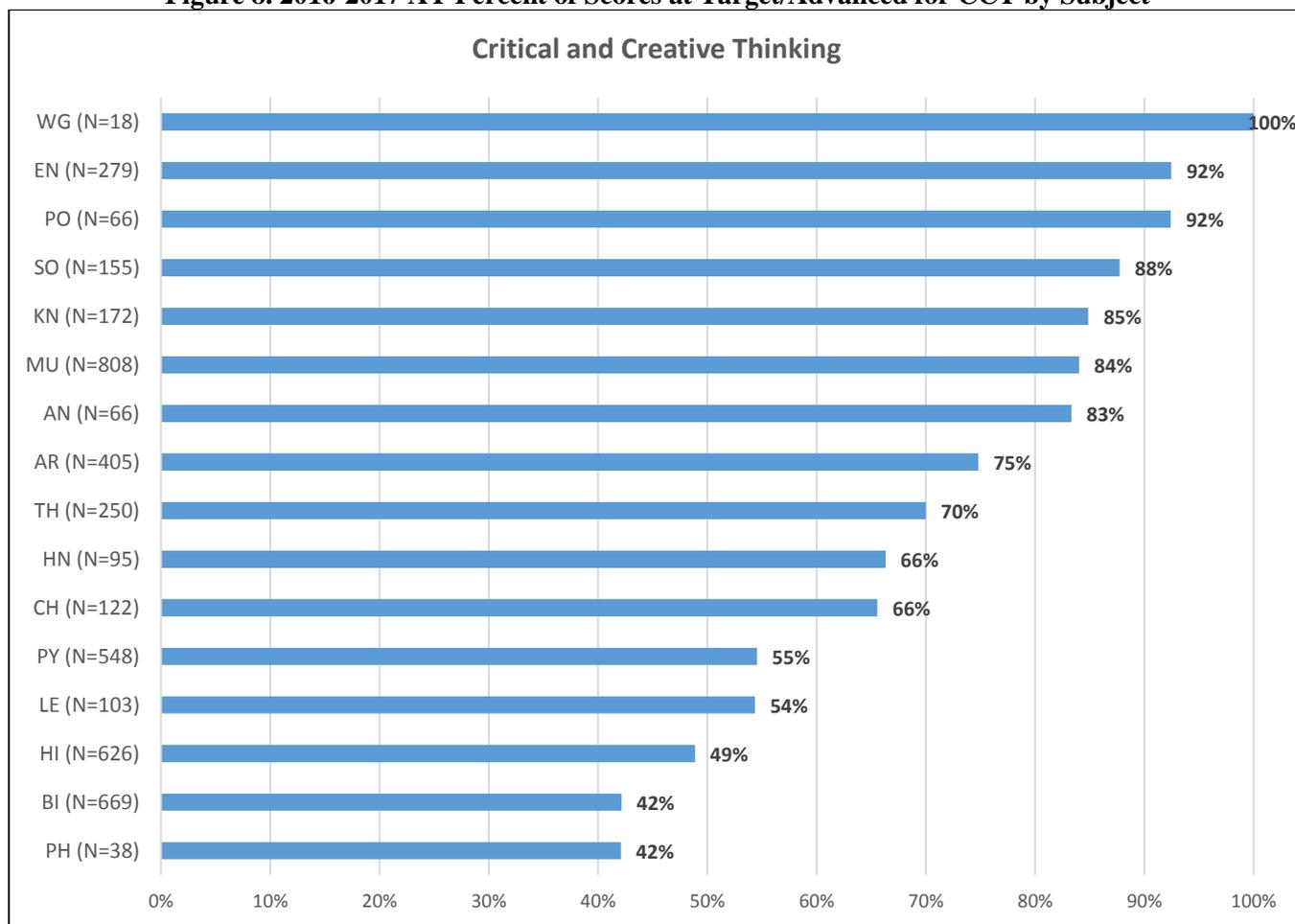
## 2016-2017 University Student Learning Outcomes Report: Student Summary Scores by Subject

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 2016-2017 academic year overall, and for the summer 2016, fall 2016 and spring 2017 terms were examined for patterns in the percentage trends.

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

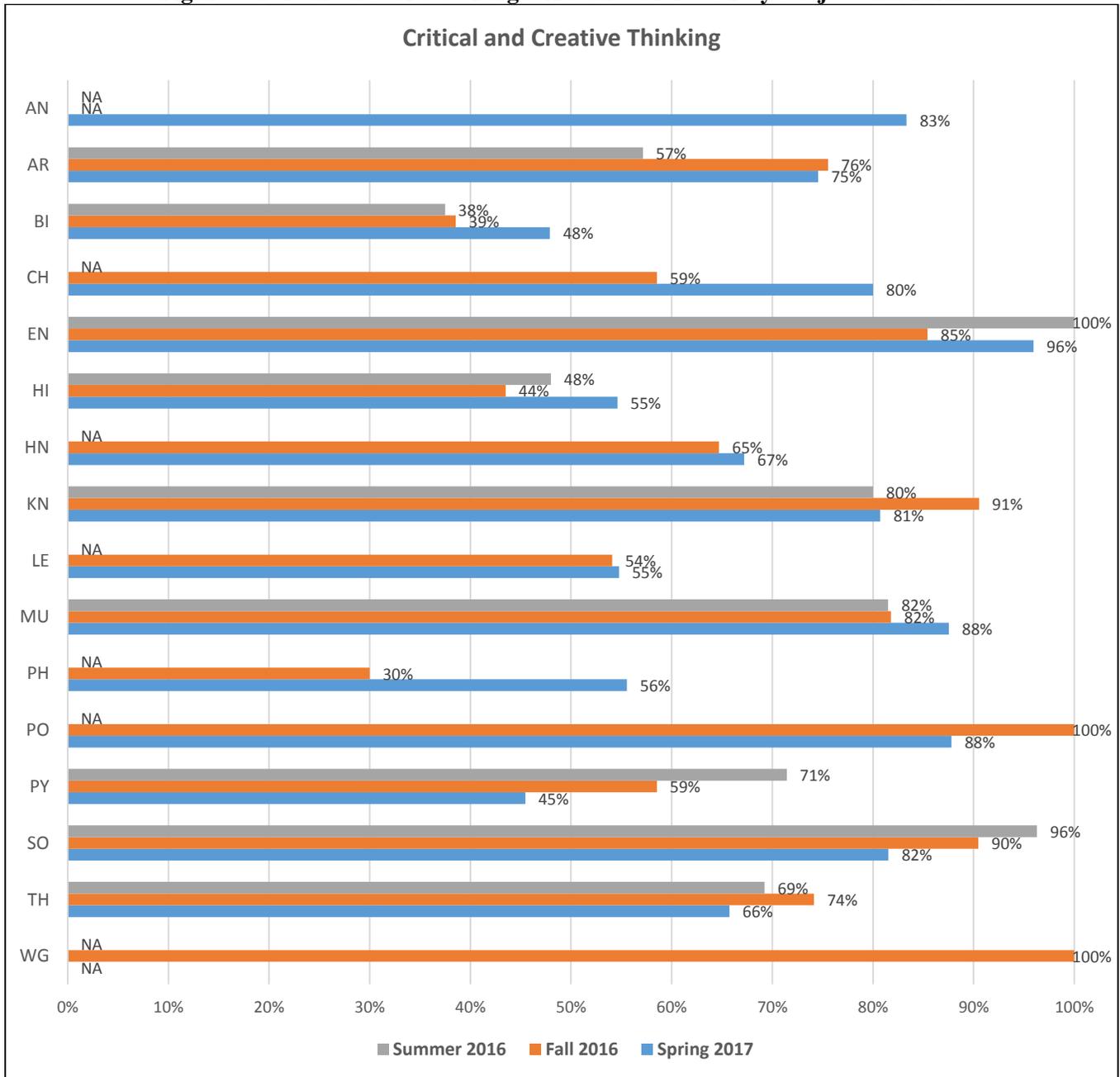
For the 2016-2017 academic year the percent of student summary scores classified at the Target or Advanced performance levels for the Critical and Creative Thinking university student learning outcome were highest for courses in the subject areas of Women and Gender Studies at 100%, English and Political Science courses at 92%, and Sociology at 88% (see Figure 8). Kinesiology, Music, Anthropology, Art, and Theatre courses also attained relatively high percentages of student summary scores classified as Target/Advanced with 85%, 84%, 83%, 75%, and 70%, respectively. The courses assessing CCT in the subject areas of Chemistry and Honors attained 66% of student summary scores at the Target or Advanced performance levels, Psychology courses 55%, and Leadership courses 54%. The subject areas whose courses had the lowest percentage of student summary scores classified at Target or Advanced in CCT for the 2016-2017 academic year were History at 49%, Biology at 42%, and Philosophy at 42%.

**Figure 8. 2016-2017 AY Percent of Scores at Target/Advanced for CCT by Subject**



Biology, Music, Chemistry, Honors, Leadership, and Philosophy courses experienced an increase in the percentage of student summary scores classified at the Target or Advanced performance levels for the CCT USLO across terms in 2016-2017 (see Figure 9). Psychology, Sociology, and Political Science courses experienced a decrease in the percentage of scores at Target or Advanced across terms during the academic year. Art, Kinesiology, and Theatre courses increased in their percentage of student summary scores at Target/Advanced from summer to fall then decreased for spring, whereas English and History courses decreased in their percentage from summer to fall then increased for spring. Anthropology and Women and Gender Studies courses only submitted student summary scores for one term during the 2016-2017 academic year.

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



Of the subjects that had three semesters of USLO ratings data during 2016-2017 Music courses began with 82% of student summary scores classified at the Target or Advanced performance levels in CCT for summer and fall 2016 then increased to 88% in spring 2017 (see Figure 9). Biology courses achieved 38% in summer 2016, increased slightly to 39% in fall 2016 then increased to 48% in spring 2017; and Art courses began with 57% of student summary scores classified at the Target or Advanced performance levels in CCT for summer 2016, then increased to 76% in fall 2016 and decreased slightly to 75% in spring 2017. The percentage of scores at Target/Advanced in Psychology courses decreased from 71% in summer 2016 to 59% in fall 2016 then decreased again to 45% for spring 2017, and Sociology courses attained 96% in summer then decreased to 90% for fall and decreased again to 82% for spring.

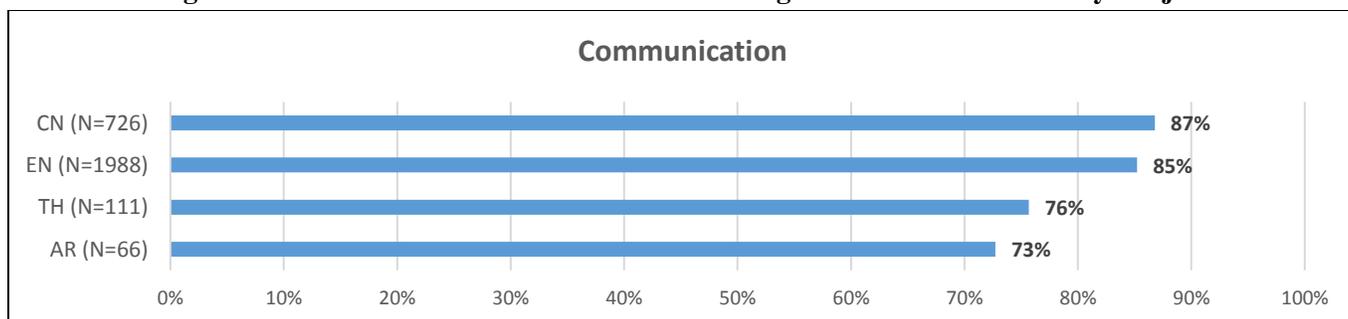
Kinesiology courses attained 80% of scores at Target/Advanced for summer 2016 and this increased to 91% for fall 2016 then decreased to 81% for spring 2017 (see Figure 9). Theatre courses began with 69% of student summary scores classified at the Target or Advanced performance levels in CCT for summer and increased to 74% in fall then decreased to 66% in spring. English courses attained 100% of students at Target/Advanced in summer 2016 which decreased to 85% in fall 2016 then increased to 96% in spring 2017. History courses began with 48% of student summary scores classified at the Target or Advanced performance levels in CCT for summer and decreased to 44% in fall then increased to 55% for spring.

Of the subjects that had Critical and Creative Thinking USLO ratings data for fall 2016 and spring 2017 (but no summer 2016 scores), Political Science courses rendered 100% of students at Target/Advanced in CCT for fall 2016 but decreased to 88% by spring 2017 (see Figure 9). Chemistry courses increased their percentage across terms from 59% to 80%, Honors courses increased slightly from 65% to 67%, Leadership courses increased slightly from 54% to 55%, and Philosophy courses increased from 30% of scores at Target/Advanced to 56%. Student summary scores for CCT courses in Anthropology were submitted for the spring 2016 term only and 83% of scores classified at the Target or Advanced performance levels. Women and Gender Studies courses submitted CCT student summary scores for the fall 2016 term only and attained 100% of scores at the Target/Advanced level.

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

For the 2016-2017 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 87% and English at 85% (see Figure 10). The courses assessing COM in the subject area of Theatre attained 76% of student summary scores at the Target or Advanced performance levels, and Art courses attained 73%.

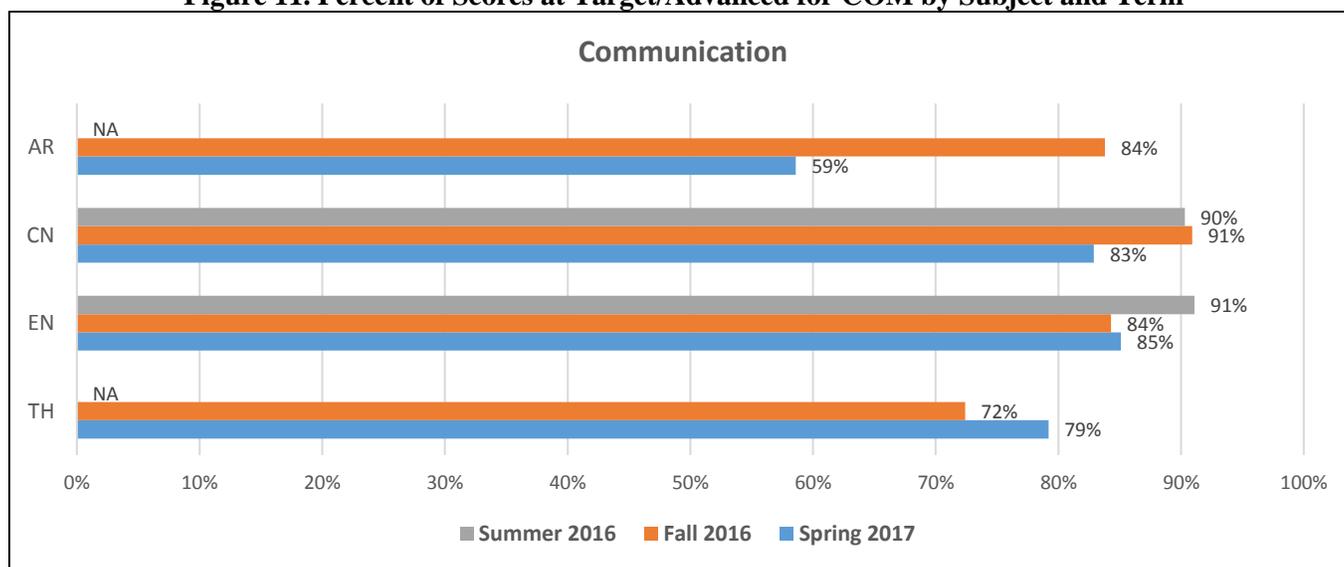
**Figure 10. 2016-2017 AY Percent of Scores at Target/Advanced for COM by Subject**



Theatre courses showed increases across the 2016-2017 academic year terms in their percentages of student summary scores classified at the Target or Advanced performance levels, and Art courses showed a decrease across terms. Communication courses increased from summer to fall but decreased for spring, and English courses decreased from summer to fall then increased slightly for spring (see Figure 11).

Of the subjects that had three semesters of USLO ratings data, the Communication courses attained 90% of student summary scores classified at the Target or Advanced performance levels in the summer of 2016, increased slightly to 91% for fall then decreased to 83% for spring 2017 (see Figure 11). Courses in English attained 91% of student summary scores at the Target/Advanced level for summer, then decreased to 84% for fall and increased slightly to 85% for spring. Art courses did not have any student summary scores submitted for summer, but attained 84% of scores at Target/Advanced during fall 2016 then decreased to 59% during spring 2017. Theatre courses assessing the communication USLO did not have any student summary scores submitted for summer 2016, but attained 72% of scores at the Target or Advanced performance levels for fall, and increased to 79% for spring.

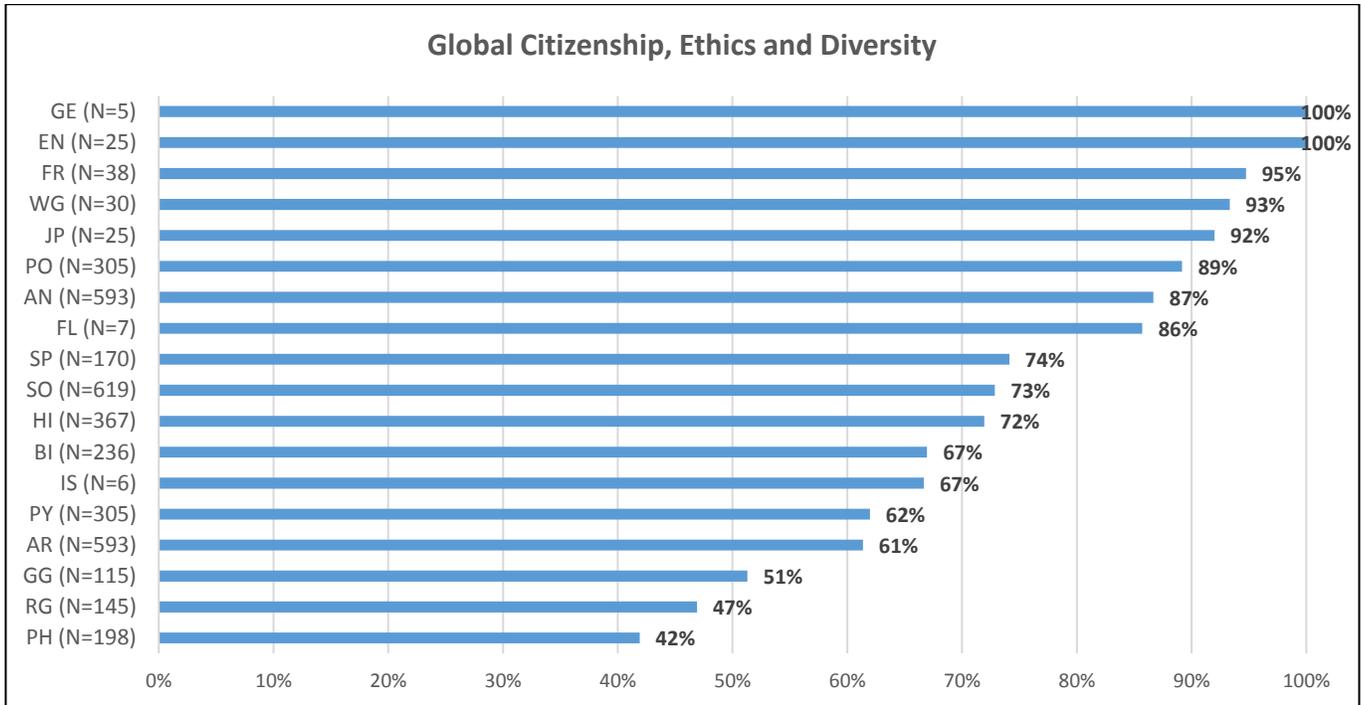
**Figure 11. Percent of Scores at Target/Advanced for COM by Subject and Term**



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

For the 2016-2017 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 German and English at 100%, French at 95%, Women and Gender Studies at 93%, and Japanese at 92% (see Figure 12). The courses assessing GED in the subject area of Political Science attained 89% of student summary scores at the Target or Advanced performance levels, Anthropology courses 87%, and Foreign Language courses attained 86%. Spanish, Sociology, and History courses attained moderate percentages of student summary scores classified as Target/Advanced with 74%, 73%, and 72%, respectively. Biology and Integrated Studies courses both had 67% of scores at Target or Advanced, Psychology courses had 62%, and Art courses had 61%. The subject areas whose courses had the lowest percentage of student summary scores classified at the Target or Advanced performance levels for the 2016-2017 academic year in GED were Geography at 51%, Religious Studies at 47%, and Philosophy at 42%.

**Figure 12. 2016-2017 AY Percent of Scores at Target/Advanced for GED by Subject**

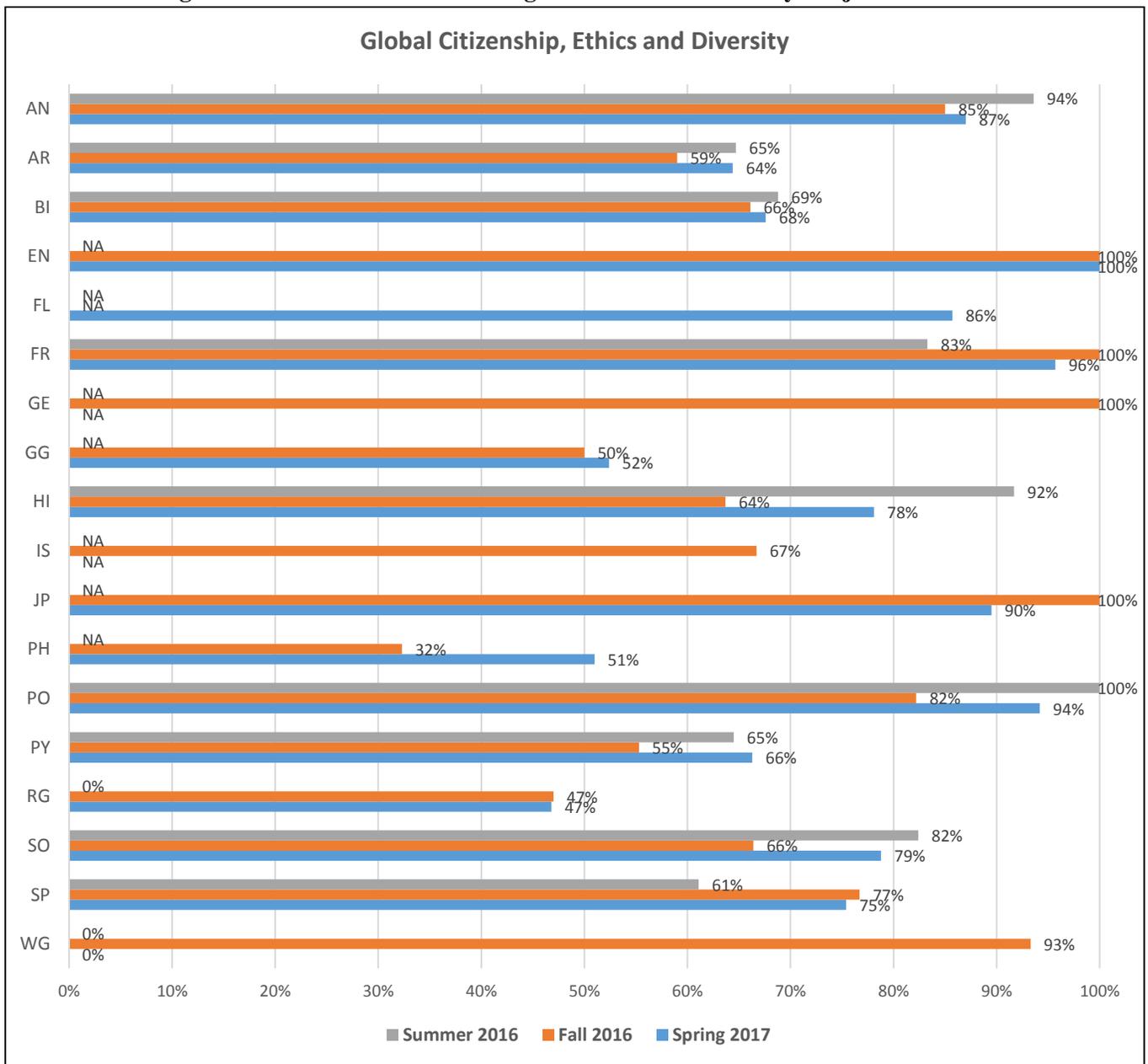


Geography and Philosophy courses assessing the GED USLO increased their percentage of student summary scores classified at the Target or Advanced performance levels during 2016-2017, Japanese courses experienced a decrease, and English and Religious Studies courses remained stable across terms. French and Spanish courses increased their percentage of scores at Target/Advanced from summer to fall but their percentages then decreased for spring. Anthropology, Art, Biology, History, Political Science, Psychology, and Sociology courses experienced decreases in the percentage of scores at the Target or Advanced performance levels from summer 2016 to fall 2016 then increased their percentages for spring 2017. Student summary scores for GED courses in Foreign Language, German, Integrated Studies, and Women and Gender Studies were submitted for one term only during the 2016-2017 academic year.

Of the subjects that had courses assessing GED and submitted three terms of student summary scores for 2016-2017, French courses increased the percentage of student summary scores classified at the Target or Advanced performance level from 83% for summer to 100% for fall then decreased to 96% for spring (see Figure 13). Spanish courses also increased their percentage of scores at Target/Advanced from 61% for summer 2016 to 77% for fall 2016 then decreased slightly to 75% for spring 2017. Anthropology courses experienced a decrease in the percentage of scores at Target/Advanced from 94% for summer to 85% for fall then increased slightly to 87% for spring, Art courses decreased from 65% to 59% then increased to 64% across terms, and Biology courses attained 69% of student summary scores classified as Target or Advanced in summer which decreased to 66% for fall then increased slightly to 66% for spring. History courses attained 92% at Target/Advanced for summer which decreased to 64% for fall then increased to 78% for spring, Political Science courses experienced a decrease from 100% to 82% then an increase to 94%, Psychology courses experienced a decrease from 65% to 55% then an increase to 66%, and Sociology courses experienced a decrease from 82% to 66% then an increase to 79% of student summary scores classified at the Target or Advanced performance levels across terms in 2016-2017.

Of the subjects assessing the GED USLO that submitted student summary scores for fall 2016 and spring 2017 only, Geography courses increased the percentage of scores at Target/Advanced from 50% to 52% and Philosophy courses increased their percentages from 32% to 51% (see Figure 13). English and Religious Studies courses maintained their percentages of scores classified at the Target or Advanced performance levels at 100% and 47%, respectively; but Japanese courses decreased their percentage from 100% to 90%. Student summary scores for GED courses in German, Integrated Studies, and Women and Gender Studies were submitted for the fall 2016 term only and their percentages of scores classified at the Target or Advanced performance levels were 100%, 67%, and 93%, respectively. Foreign Language courses submitted GED student summary scores for the spring 2017 term only and attained 86% of scores at the Target/Advanced level.

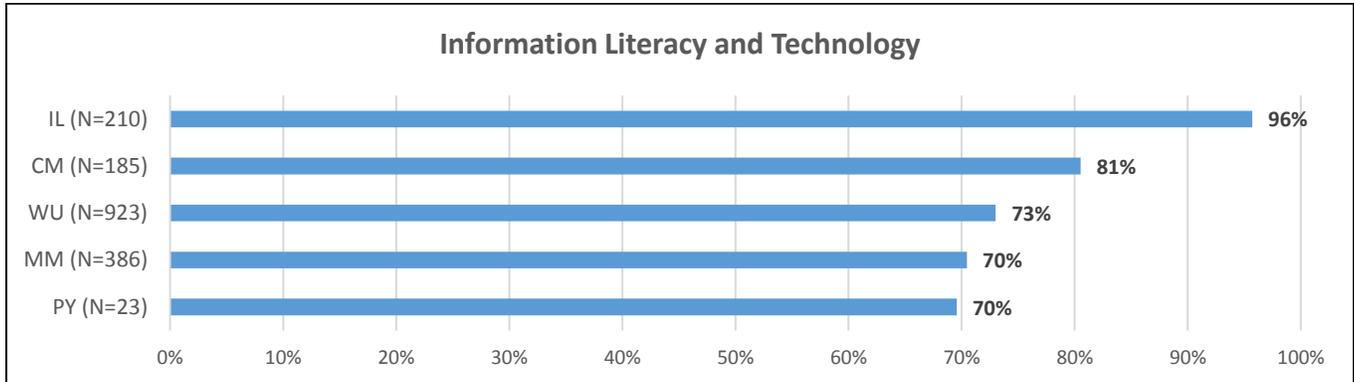
**Figure 13. Percent of Scores at Target/Advanced for GED by Subject and Term**



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

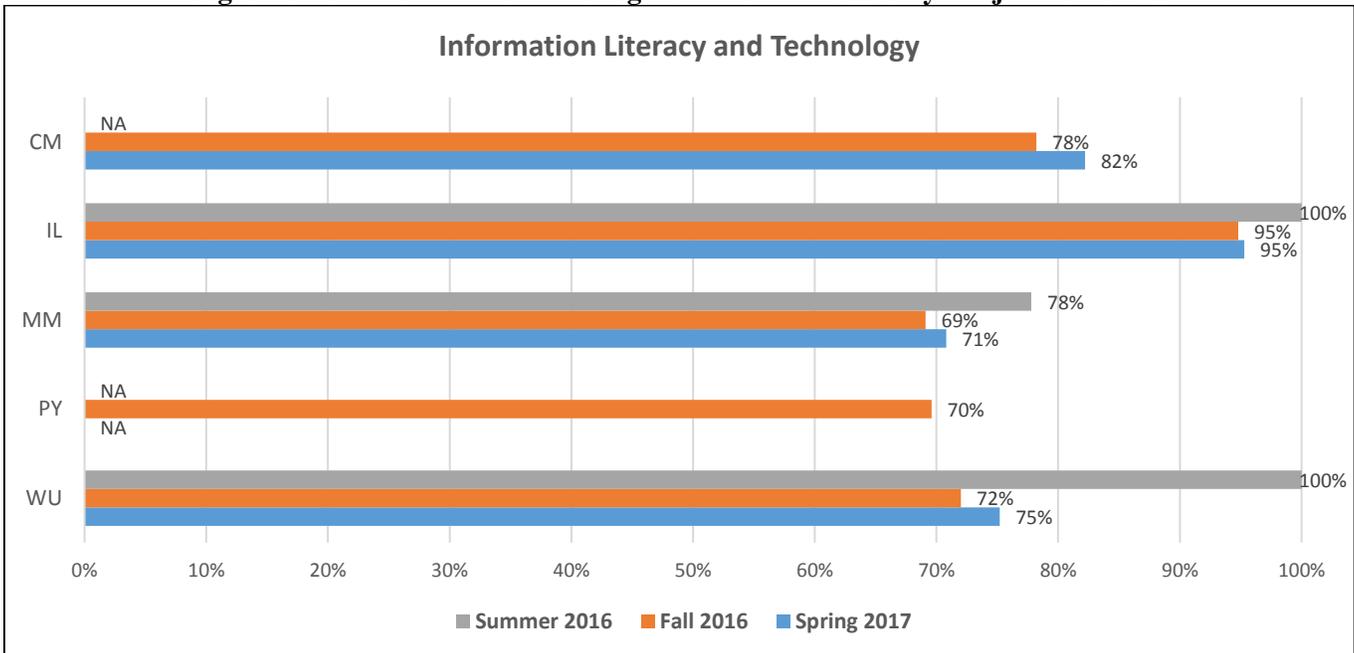
For the 2016-2017 academic year the percent of student summary scores classified at the Target or Advanced performance levels for the Information Literacy and Technology university student learning outcome were highest for Information Literacy courses at 96% and Computer Information Sciences at 93% (see Figure 14). WU101, the Washburn Experience, attained 73% of scores at the Target or Advanced levels. The subject areas whose courses had the lowest percentage of student summary scores classified at the Target or Advanced performance levels for the 2016-2017 academic year in ILT were Mass Media and Psychology which both attained 70%.

**Figure 14. 2016-2017 AY Percent of Scores at Target/Advanced for ILT by Subject**



Across terms during 2016-2017 the Computer Information Sciences courses showed an increase in their percentage of student summary scores at the Target or Advanced performance levels. Information Literacy, Mass Media, and WU101 courses experienced a decrease from summer to fall terms but their percentages of scores classified at Target or Advanced were stable or slightly increased for spring 2017 (see Figure 15).

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

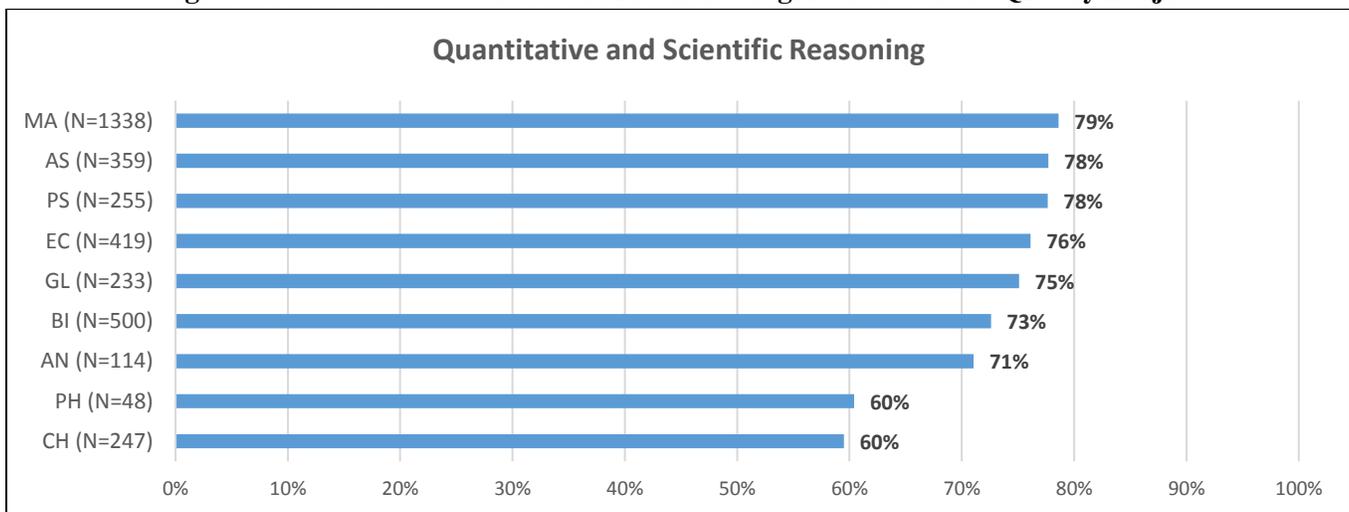


During the summer of 2016 the Information Literacy courses attained 100% of the student summary scores classified at the Target of Advanced performance levels and this decreased slightly to 95% for the fall and spring terms (see Figure 15). Mass Media courses attained 78% of the course student summary scores classified at Target/Advanced during the summer 2016 term, but this decreased to 69% for the fall term then increased slightly to 71% for spring. WU101 courses achieved 100% of student summary scores classified at the Target or Advanced performance levels during the summer 2016 term, but this decreased to 72% during the fall then increased slightly to 75% for spring 2017. There were no Computer Information Science courses did not submit any student summary scores submitted for summer 2016, but attained 78% of scores at the Target or Advanced performance levels for fall and increased to 82% for spring. Psychology courses assessing ILT did not have any student summary scores submitted for either summer 2016 or spring 2017, but attained 70% of student summary scores at the Target/Advanced levels during fall 2016.

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

For the 2016-2017 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 Mathematics at 79%, Astronomy and Physics both at 78%, and Economics courses at 76% (see Figure 16). Geology, Biology, and Anthropology courses attained moderate percentages of student summary scores classified as Target/Advanced with 75%, 73%, and 71%, respectively. The subject areas whose courses had the lowest percentages of student summary scores classified at the Target or Advanced performance levels for the 2016-2017 academic year in QSR were Philosophy and Chemistry, both at 60%.

**Figure 16. 2016-2017 AY Percent of Scores at Target/Advanced for QSR by Subject**

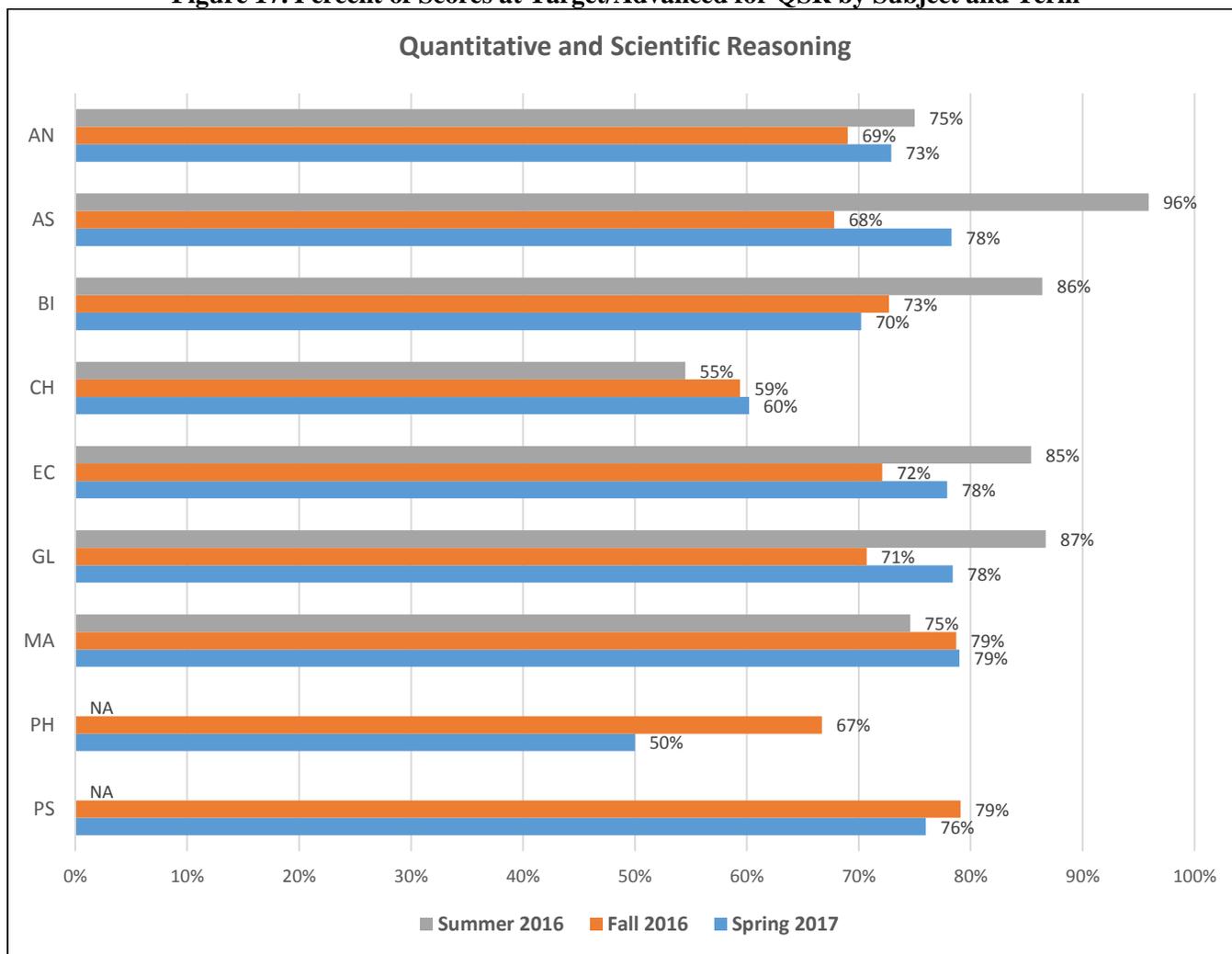


Across the terms of 2016-2017 the percent of student summary scores classified at the Target or Advanced performance levels increased for courses in Chemistry and Mathematics (see Figure 17). Anthropology, Astronomy, Economics, and Geology courses experienced decreases from summer to fall then increases in spring for their percent of scores at Target/Advanced. Courses in the subject areas of Biology, Philosophy, and Physics showed decreases across the 2016-2017 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 2016-2017, Chemistry courses increased their percentage of scores at Target/Advanced from 55% for summer 2016 to 59% for fall 2016 to 60% for spring 2016 (see Figure 17). Mathematics courses experienced an increase in the percentage of scores at Target/Advanced from 75% for summer to 79% for fall and spring. Biology courses experienced a decrease in the percentage of scores at Target/Advanced from 86% for summer to 73% for fall and 70% for spring. Anthropology courses experienced a decrease from 75% for summer to 69% for fall then increased to 73% for spring, and Astronomy courses decreased from 96% for summer to 68% for fall then increased to 78% for spring. Economics courses experienced a decrease in the percentage of scores at Target/Advanced from 85% for summer to 72% for fall then increased to 78% for spring, and Geology courses decreased from 87% for summer to 71% for fall then increased to 78% for spring.

Of the subjects which submitted only fall 2016 and spring 2017 student summary scores, Physics courses experienced a slight decrease in the percentage of scores classified at Target/Advanced from 79% to 76%, and courses in Philosophy assessing QSR experienced a decrease in the percentage of student summary scores classified at Target/Advanced from 67% to 50% (see Figure 17).

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



Key Findings and Conclusions: For the 2016-2017 academic year, COM had the highest percent of student summary scores classified at the Target or Advanced performance level with 85%, followed by ILT at 75%, and QSR at 75%. GED and CCT had the lowest percent of student summary scores at Target/Advanced with 72% and 66%, respectively. The number of student summary scores for the University Student Learning Outcomes increased from 1,091 in summer; to 8,051 in fall; then decreased to 6,764 individual summary scores by spring. The number of subjects, courses, and sections for which USLO ratings were collected also increased from 22 subjects, 46 courses, and 67 sections in summer; to 33 subjects, 105 courses, and 391 sections by fall; and decreased slightly to 32 subjects, 110 courses, and 352 sections by spring.

The percent of student summary scores at Target/Advanced for the Communication USLO decreased from 91% for summer to 85% for fall, and decreased slightly to 84% for spring. COM was assessed in a total of 4 subjects, 12 courses, and 164 sections during the 2016-2017 academic year. The subject areas with the highest percent of COM scores at Target/Advanced for 2016-2017 were Communication courses at 87% and English courses at 85%. The subjects with the lowest percent of scores at Target/Advanced were Theatre courses at 76% and Art courses at 73%.

The percent of student summary scores at Target/Advanced for Information Literacy and Technology decreased from 92% for summer to 74% for fall, then increased to 79% for spring. ILT was assessed in a total of 5 subjects, 6 courses, and 105 sections during the 2016-2017 academic year. The subject areas with the highest percentage of ILT scores classified at the Target or Advanced performance levels for 2016-2017 were Information Literacy courses at 96%, Computer Information Sciences at 81%, and the Washburn Experience at 73%. The subjects with the lowest percentage of scores at Target/Advanced were Psychology and Mass Media courses, both at 70%.

The percent of student summary scores at Target/Advanced in Quantitative and Scientific Reasoning decreased from 85% for summer to 73% for fall, and increased to 76% for spring. QSR was assessed in a total of 9 subjects, 29 courses, and 165 sections during the 2016-2017 academic year. The subject areas with the highest percent of QSR scores at Target/Advanced for 2016-2017 were Mathematics courses at 79%, Astronomy and Physics courses at 78%, and Economics courses at 76%. The subjects with the lowest percent of scores at Target/Advanced were Chemistry and Philosophy courses at 60%, Anthropology at 71%, and Biology courses at 73%.

The percent of student summary scores at Target/Advanced in Global Citizenship, Ethics, and Diversity decreased from 82% for summer to 67% for fall, then increased to 79% for spring. GED was assessed in a total of 18 subjects, 39 courses, and 153 sections during the 2016-2017 academic year. The subject areas with the highest percent of GED scores at Target/Advanced for 2016-2017 were German and English courses both at 100%, French at 95%, Women and Gender Studies at 93%, Japanese courses at 92%, and Political Science at 89%. The subjects with the lowest percent of scores at Target/Advanced were Philosophy at 42%, Religious Studies at 47%, Geography at 51%, Art at 61%, and Psychology at 62%.

The percent of student summary scores at Target/Advanced in Critical and Creative Thinking decreased from 71% for summer to 63% for fall, then increased to 69% for spring. CCT was assessed in a total of 16 subjects, 47 courses, and 223 sections during the 2016-2017 academic year. The subject areas with the highest percent of CCT scores at Target/Advanced for 2016-2017 were Women and Gender Studies courses at 100%, English and Political Science courses at 92%, Sociology at 88%, Kinesiology at 85%, Music at 84%, and Anthropology courses at 83%. The subjects with the lowest percent of scores at Target/Advanced were Philosophy and Biology courses at 42%, History at 49%, Leadership at 54%, and Psychology courses at 55%.