

The General Education Committee Review of Student Learning Outcomes, AY 2012-2013

Process:

- In the fall semester, the general education committee gathers and assesses the data that has accumulated since the last review and writes a report to the Faculty Senate.
- In the spring semester, the report with any recommendations for change is presented to the senate early in the semester so that the senate has the time for thorough consideration prior to taking the recommendations to the general faculty later in the semester.
- Any changes approved by the general faculty will be instituted in the following version of the undergraduate catalog

Activities:

- Activities for AY:
 - Reviewed data regarding implementation of the GE program.
 - Reviewed data for SCWK541 and SOC111 writing performance assessment project.
 - Reviewed English 101/102 writing performance assessment project.
 - Reviewed college algebra program.
 - Reviewed Student Learning Performance dashboard data for overall GE program.
- Summary of information/data reviewed:
 - Implementation of the GE program.
 - The Committee reviewed issues related to the difficulties in the implementation of the GE program (see attached, page 2).
 - SCWK541 and SOC111 writing performance assessment project.
 - Outcomes of the assessment project were reviewed (see attached, page 3).
 - English 101/102 writing performance assessment project/algebra program.
 - Outcomes were reviewed (see attached, pages 4-8).
 - Student Learning Performance dashboard for overall GE program.
 - Outcomes were reviewed (see attached, page 9).
- Recommendations:
 - Implement revisions to the GE program – currently under review by the Senate (see attached)
 - Revise the GE course proposal form to reflect the new GE outcomes
 - No further recommendations to the GE program until:
 - Full implementation and evaluation of the writing performance assessment project for FL 2013 and FL 2014.
 - Continued collection and analysis of data for the Student Learning Performance dashboard (for at least 2 more years).
 - Annual announcements to the GE teaching faculty regarding the general education outcomes and recommend inclusion of those outcomes in course syllabi.
 - Consider hosting a fall GE forum to discuss GE data collection methods, results, targeted outcomes, etc.

The Senate's General Education Committee approved the following changes to the general education program.

Tier 1 Basic Skills (4 courses total)

- Proposed Change: **Change the name of courses in Tier 1 from Basic Skills to Foundation Courses**
- Rationale: **Use of the term foundation is consistent with the language used by KBOR in the Foresight 2020 document (foundational skills).**

Tier 2 - Introductory courses (7 courses total)

- Proposed change: **Allow approved advanced general education courses to count as introductory courses**
- Rationale: **Currently, exceptions to use advanced general education courses* as introductory courses are common place. The proposed change better reflects current practice and will allow transfer students and students who begin general education classes on campus more flexibility (approximately 85% of WSU students transfer credits from other institutions).**

Tier 3 – Advanced Courses (Further Study and I&P) (3 courses total)

- Proposed change: **Uncouple the connection between introductory courses and further studies courses – in the same discipline.**
(Additional Clarification: If a student takes two Further Study courses and one I&P course, the two Further Study courses must be distributed over two divisions. If two I &P courses are taken out of the three, a divisional distribution is not require, but at least two subject areas are required.)
- Rationale: **The current policy “a further study course is taken in a discipline once a student has completed an introductory course in the same discipline “(WSU Undergraduate Catalog, 2012-2013, p. 19) has not been adhered to and exceptions to the policy are common. The proposed change not only reflects current practice but maintains the integrity of the program. Students must always meet the distribution criteria. Additionally, if a department so desires, it has the ability to place prerequisites on advanced courses and prerequisites can be enforced in Banner. A student who is capable of taking an advanced course would have the flexibility to do so and a student who has already taken an advanced course would no longer be required to take an introductory course after the fact.**

*Advanced General Education Courses are the ones labeled Further Studies and Issues and Perspective Courses

Writing Rubric¹ Pre- and Post-Tests for Selected General Education Classes Fall 2012

Class:	measure:	pre-test	p-value*	post-test	n**
Total	Mean	13.4	0.312	13.3	145
	Median	14		13	
	Std. Deviation	3.2		3.4	
SCWK541_15947	Mean	13.1	0.334	13.4	78
	Median	13		13.5	
	Std. Deviation	3.5		3.9	
SOC111_15632	Mean	13.5	0.140	13.0	40
	Median	14		12	
	Std. Deviation	3.1		2.8	
SOC111_15691	Mean	13.9	0.431	13.6	27
	Median	14		14	
	Std. Deviation	2.1		2.9	

¹ Writing Rubric is comprised of 5 evaluation metrics (Context of and Purpose for Writing; Content Development; Genre and Disciplinary Conventions; Source and Evidence; Control of Syntax and Mechanics) each scored 0 (low) to 4 (high) for a possible grand score range of 0 to 20.

* pre- and post-test means are not statistically different at the <.05 level.

** total sample was 261 students; 46 had no pre or post test; 70 had only pre or post test.

Fall 2011 Grade and English Pre- Post-test Performance for English 101 and 102 Courses

Table 1: Grade Distribution by English Course Type

Grades	English 101 (n=841; gpa n=726)				English 102 (n=674; gpa n=594)		
	Regular	Online	Science	Concurrent	Regular	Online	Science
number students	588	69	50	134	589	51	34
A	71	1	0	10	106	6	15
A-	50	6	0	38	49	3	2
B	114	3	0	29	79	4	3
B-	60	5	0	17	59	5	0
B+	44	2	0	21	39	2	3
C	43	3	0	10	27	1	2
C-	32	3	0	0	41	2	1
C+	26	2	0	5	32	0	2
D	15	3	0	2	10	1	0
D-	7	1	0	0	5	1	0
D+	6	1	0	0	8	0	0
F	75	20	1	0	70	14	2
I	1	0	0	1	4	0	0
NGS	0	0	46	1	1	0	0
W	44	19	3	0	59	12	4
	100.0%	100.0%		100.0%	100.0%	100.0%	100.0%
A	22.3%	14.0%	0.0%	36.4%	29.5%	23.1%	56.7%
B	40.1%	20.0%	0.0%	50.8%	33.7%	28.2%	20.0%
C	18.6%	16.0%	0.0%	11.4%	19.0%	7.7%	16.7%
D	5.2%	10.0%	0.0%	1.5%	4.4%	5.1%	0.0%
F	13.8%	40.0%	0.0%	0.0%	13.3%	35.9%	6.7%
percent I,NGS,W	7.7%	27.5%	98.0%	1.5%	10.9%	23.5%	11.8%
end-of-term course gpa:							
Mean	2.48a	1.52b	0.00 ¹	3.15c	2.57d	1.91e	3.22f
Std. Dev.	1.26	1.46		0.61	1.29	1.63	1.14
Median	3.0	1.5		3.3	3.0	2.7	3.9
number gpa students	543	50	1	132	525	39	30

* columns with non-matching letters are statistically different at .05 level or lower.

¹This category is not used in comparisons because the sum of case weights is less than two.

Summary: Among English 101 courses, concurrent courses had the highest GPA level, followed by regular courses and then online courses (not enough grades assigned in Science to do comparison). Among English 102 courses, science courses had the highest GPA levels, followed by regular courses, and then online courses (no concurrent English 102 courses were offered in fall 2011). Multi-variate analysis (not shown) controlling for student effects showed among English 101 classes that Online courses had an independent negative effect on course gpa and the Concurrent had an independent positive effect on course gpa; for English 102 classes, no courses type effect was observed net of student controls (see appendix for list of controls).

Spring 2012 Grade and English Pre- Post-test Performance for English 101 and 102 Courses

Table 1: Grade Distribution by English Course Type

Grades	English 101 (n=480; gpa n=445)				English 102 (n=997; gpa n=912)			
	Regular	Online	Science	Concurrent	Regular	Online	Science	Concurrent
number students	361	25	22	72	753	73	40	131
A	33	1	13	23	135	7	16	51
A-	25	2	0	10	88	4	6	23
B	63	2	6	21	100	5	8	21
B-	36	3	0	1	70	6	4	10
B+	22	1	1	13	74	3	3	13
C	21	1	0	1	33	6	0	6
C-	20	0	0	0	31	3	0	1
C+	25	1	0	1	29	3	2	4
D	12	2	0	0	22	2	1	2
D-	7	0	0	0	2	0	0	0
D+	2	0	0	2	12	1	0	0
F	65	8	1	0	90	15	0	0
I	2	0	0	0	3	0	0	0
NGS	0	0	0	0	0	1	0	0
W	28	4	1	0	64	17	0	0
	100%	100%	100%	100%	100%	100%	100%	100%
A	17.5%	14.3%	61.9%	45.8%	32.5%	20.0%	55.0%	56.5%
B	36.6%	28.6%	33.3%	48.6%	35.6%	25.5%	37.5%	33.6%
C	19.9%	9.5%	0.0%	2.8%	13.6%	21.8%	5.0%	8.4%
D	6.3%	9.5%	0.0%	2.8%	5.2%	5.5%	2.5%	1.5%
F	19.6%	38.1%	4.8%	0.0%	13.1%	27.3%	0.0%	0.0%
percent I,NGS,W	8.3%	16.0%	4.5%	0.0%	8.9%	24.7%	0.0%	0.0%
end-of-term course gpa:								
Mean*	2.22a	1.67a	3.49b	3.40b	2.66c	2.02d	3.41e	3.41e
Std. Dev.	1.34	1.53	0.92	0.60	1.30	1.46	0.67	0.68
Median	2.7	2.0	4.0	3.3	3.0	2.3	3.7	3.7
number gpa students	331	21	21	72	686	55	40	131

* columns with non-matching letters are statistically different at .05 level or lower.

Summary: Among English 101 classes, regular and online classes had lower course gpa levels than the science and concurrent english classes. For English 102 classes, online classes had the lowest course gpa and science and concurrent were tied for the highest course gpa. For English 101 classes, multi-variate analysis (not shown) controlling for student effects showed that Online classes had a negative independent effect on course gpa whereas the Science classes had a positive independent effect (Regular and Concurrent had no independent effect of course grade net of student effects). For English 102 classes, there were no independent class effects net of student controls except afternoon courses had a slightly (>.01p) positive effect of course gpa.

Assessment April, 2013
College Algebra Program
Basic Skills in Mathematics
M111, College Algebra
M112, Pre-Calculus
M131, Contemporary Mathematics

Prepared by:
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Two years ago, for the 2011 Assessment, I presented a lengthy discussion of the mathematics part of the Basic Skills portion of the General Education Program. It included an overall perspective; an explanation and appraisal of the assessment of the courses M111, M112, and M131 that together with the more remedial courses M011 and M012 make up the College Algebra Program; and, data from several semesters (to 2010) for the courses M111 and M131. Last year I updated that document with 2011 data when submitting the report to the General Education Committee. That document is available from the General Education committee or the Faculty Senate. I have not included that report in this report since what we do for the most part has not changed and comments made about the program there are still relevant. Please consult Assessment 2011 or 2012 for detailed information about the program.

In 2012, we (reluctantly) made attendance in Math 111 and Math 131 mandatory in an attempt to improve the success and retention of our students. It is expected that better student attendance in these classes will result in better understanding (which will be reflected in better grades). In addition we instituted procedures to advise, monitor, and perhaps administratively withdraw those students that did not withdraw from M111 or M131 who had pre-enrolled in a prior pre-requisite remedial course but who subsequently did not receive credit in such a course. Decisions about continued enrollment were made on a case by case basis. We are still implementing procedures to locate such students as early as possible. By withdrawing students who do not have the pre-requisites, the withdrawal percentages increase but the failure rate should decrease. We also allow withdrawals from M111 early in the semester to allow students to transfer (back) to M012 or M011 if the student wishes or to transfer to a different section of M111. So, we do not view the percentage of withdrawals as a good indicator of anything.

On the next few pages I have included data on enrollment and performance for Spring 2012 and Fall 2012 for M111, M131, and M112. It should be noted that no Concurrent Enrollment classes are taught in mathematics during the fall semester.



SPRING 2012 Percentages for WSU and CONCURRENT Math 111 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
604	120	151	120	49	107	42	1	3
With Drp/Wd	20%	25%	20%	8%	18%	7%		
Without	21%	27%	21%	9%	19%	7%		

Passed with C or better plus Drp/Wd: 391 = 65%
 Passed with C or better minus Drp/Wd: 391 = 70%

SPRING 2012 Percentages for WSU and CONCURRENT Math 112 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
210	73	73	26	9	19	10	0	0
	35%	35%	12%	4%	9%	5%		

Passed with C or better plus Drp/Wd: 172 = 82%
 Passed with C or better minus Drp/Wd: 172 = 86%

SPRING 2012 Percentages for WSU Math 131 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
34	5	10	13	2	4	0	0	0
	15%	29%	38%					

Passed with C or better plus Drp/Wd: 28 = 82%

FALL 2012 Percentages for WSU Math 111 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
630	111	122	145	62	135	55	0	0
With Drp/Wd	17%	19%	23%	9%	21%	8%	0%	0%
Without Drp/Wd	19%	21%	25%	10%	23%	0%	0%	0%
Passed with C or better plus Drp/Wd:								60%
Passed with C or better minus Drp/Wd:								65%

Final Test Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	No Show/F	Audit
575	70	121	100	72	142	70	0
Minus Withdrawn	12%	21%	17%	12%	24%	12%	0%
Passed with C or better minus Drp/Wd:							50%

FALL 2012 Percentages for WSU Math 112 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
75	23	21	12	5	9	5	0	0
	31%	28%	16%					

Passed with C or better plus Drp/Wd:	56	75%
Passed with C or better minus Drp/Wd:	56	80%

FALL 2012 Percentages for WSU Math 131 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
40	9	15	2	0	8	6	0	0

Passed with C or better plus Drp/Wd:	26/40	= 65%
Passed with C minus Drops/Withdrawn:	26/34	= 76%

Stoplights: actual to target	
●	greater than +/- 5%
●	within +/- 5%
●	met or exceeded

Wichita State University Foresight 2020* *Student Learning Performance*

Foresight 2020 Strategic Goal 4.3:

4.3 Beginning in FY 14, each Regents institution will report on assessment of the learner outcomes to the Board of Regents and based on the initial results develop goals for each outcome to be included in performance agreements (see 4.3.1 and 4.3.2 below).

WSU Graduates as Scholars (4.3.1)

Critical thinkers and problem solvers:

	yearly measure	Actual				Target	Goal Status	Goal	desired goal direction
		2009	2010	2011	2012				
Collegiate Learning Assessment (CLA) score ¹ for Seniors as percent of expected score	AY	103.3%	103.6%	100.4%	95.0%	100.0%	●	100%	↗
Watson/Glaser Critical Thinking Appraisal ² (mean Fall score)	Fall	57.5	56.8	56.6	n/a	57.4	●	64.8	↗
Student's perception of the level of academic challenge from NSSE ³ benchmark for Freshmen (scale 1 to 100)	AY	50.4	n/a	50.3	n/a	50.7	●	53.4	↗
Student's perception of the level of academic challenge from NSSE benchmark for Seniors (scale 1 to 100)	AY	52.1	n/a	52.4	n/a	52.4	●	55.2	↗
Undergraduate perception of critical thinking competency exit survey ⁴ (scale 1 to 5-- percent 4 or higher shown)	AY	n/a	n/a	n/a	90.3%	85.0%	●	90.0%	↗
Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5-- percent 4 or higher shown)	AY	n/a	n/a	n/a	74.2%	80.0%	●	90.0%	↗

Effective communicators:

Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often)	AY	2.2	n/a	2.3	n/a	2.2	●	2.3	↗
Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often)	AY	2.6	n/a	2.6	n/a	2.6	●	2.8	↗
English 101 Post-test scores from the English pre- and post-test writing performance assesment	Fall	3.45	3.48	3.52	n/a	3.27	●	4.0	↗
Undergraduate's perception oral/written communication competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	n/a	n/a	87.8%	80.0%	●	90.0%	↗

Prepared for lifelong learning:

Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)	AY	28.1%	29.3%	28.4%	tbd	28.6%		30%	↗
Percent enrolled in a 4 yr school within 1 yr of WSU graduation to have earned a master degree within 2 yrs	AY	21.2%	22.2%	tbd	tbd	tbd		tbd	
Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	n/a	n/a	65.9%	70.0%	●	90.0%	↗

Prepared for career in their chosen field:

Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey (scale 1 to 5)	AY	n/a	n/a	n/a	87.6%	85.0%	●	90.0%	↗
Percent undergraduates employed within 6 months of graduation -- alumni survey	AY	tbd	tbd	tbd	77.1%	82.0%	●	90.0%	↗

WSU Graduates as Leaders (4.3.2)

Global minded and forward thinking

Student's perception of Enriching Educational Experiences NSSE benchmark for Freshmen (scale 1 to 100)	AY	25.2	n/a	25.3	n/a	25.4	●	26.7	↗
Student's perception of Enriching Educational Experiences NSSE benchmark for Seniors (scale 1 to 100)	AY	34.1	n/a	33.9	n/a	34.3	●	36.1	↗
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	tbd	tbd	6.6%	7.0%	●	15.0%	↗
Undergraduate's perception of diversity/globalization competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	n/a	n/a	78.0%	80.0%	●	90.0%	↗

Collaborative and service oriented

Undergraduate average weekly hours in community service reported by students from exit survey	AY	n/a	n/a	n/a	5.7	4	●	10	↗
Percent of undegraduates who participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	n/a	n/a	26.1%	27.0%	●	35.0%	↗
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	1,222	993	1,101	1,300	1,134	●	1,431	↗
Undergraduate's perception of team work competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	n/a	n/a	88.8%	85.0%	●	90.0%	↗

¹ Collegiate Learning Assessment (CLA) total score for critical thinking, analytical reasoning, problem solving and written communication. Information for Academic years 2010 and 2011 are from the College of Liberal Arts and Sciences only; ² Watson Glaser Critical Thinking Appraisal applies to College of Business undergraduates; ³ NSSE National Survey of Student Engagement; NSSE data collected in odd years post 2009; ⁴ Exit Survey is required of all undergraduate and graduate students upon degree completion.

* In September 2010, the Kansas Board of Regents approved a 10-year strategic agenda for the state's public higher education system. Entitled Foresight 2020, the plan sets long-range achievement goals that are measurable, reportable, and ensures the state's higher education system meets Kansans' expectations