

The General Education Committee Review of Student Learning Outcomes, AY 2013-2014

Process:

- In the fall semester, the General Education Committee gathers and assesses the data that has accumulated since the last review (i.e., learning outcomes, changes) 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 faculty will be instituted in the following version of the undergraduate catalog

Activities:

- Activities for AY:
 - Reviewed data for SOC111 writing performance assessment pilot project (page 2).
 - Reviewed English 101 writing performance assessment project (page 3).
 - Reviewed WOMS 287/Religion 110 – critical thinking assessment project (page 4)
 - Reviewed student learning performance dashboard data for overall GE program (page 5).
 - Developed a policy for Faculty Senate consideration regarding the acceptance of general education from students who have completed general education as a part of an AA or AS degree from a community college.
 - Hosted a general education forum – fall 2013
- Summary of information/data reviewed:
 - SOC111 writing rubric assessment project.
 - Mean writing rubric post-test score was statistically higher than pre-test measure; while sub scores of context, content and genre were statistically higher at post-test, and syntax post-test score was not statistically different from pre-test score.
 - English 101 writing performance assessment project.
 - Post-test scores were higher than the pre-test scores at a statistically significant level.
 - Women’s Studies critical thinking assessment project
 - Post-test scores were higher than pre-test scores at a statistically significant level (with effect size greater than .20) for both WOM287 and REL110 with no measureable time effect within the test period.
 - Student Learning Performance dashboard for overall GE program.
 - Students were performing “at” or “near” expectations, with room for improvement.
 - General education proposal regarding the acceptance of general education from students who have completed general education as a part of an AA or AS degree from a community college.
 - The Faculty Senate approved proposal.

Recommendations for next academic year:

- Continue writing rubric assessment projects among general education courses. Recruit more faculties who teach courses in the humanities and natural sciences.
- Continue to monitor the overall outcomes of student learning for potential changes to the general education program, as students are currently performing “at” or “near” expectations.
- Evaluate faculty/staff input from the general education forum.

General Education Writing Rubric Assessment, Fall 2013

Sample: 314 students in 3 Sociology 111 classes (all different instructor) during regular fall 2013 term of which 2 were morning sections and 1 afternoon section all occurring Tuesday & Thursday; no statistical difference in test scores among classes nor time/day offering.

Scoring (4=high)	Mean Writing Rubric Score*		Context of & Purpose for Writing		Content Development		Genre & Disciplinary Conventions		Control of Syntax & Mechanics	
	Pre test	Post Test	Pre test	Post Test	Pre test	Post Test	Pre test	Post Test	Pre test	Post Test
mean	1.95 *** ^	2.18	2.05 *** ^	2.39	1.96 *** ^	2.23	1.81	2.05	1.98 ***	2.03
std dev	0.45	0.40	0.58	0.58	0.64	0.52	0.63	0.55	0.59	0.53
* Sources rubric excluded due to incomplete data; *** statistical difference at the p<.000 level; ^ effect size > .20.										
4	0 0.0%	1 _a .7%	0 0.0%	1 _a .7%	0 0.0%	0 0.0%	0 0.0%	1 _a .7%	0 0.0%	0 0.0%
3	26 _a 15.8%	42 _b 28.2%	31 _a 18.8%	62 _b 41.6%	30 _a 18.2%	42 _b 28.2%	18 _a 10.9%	23 _a 15.4%	26 _a 15.8%	23 _a 15.4%
2	125 _a 75.8%	103 _a 69.1%	113 _a 68.5%	80 _b 53.7%	98 _a 59.4%	100 _a 67.1%	99 _a 60.0%	107 _b 71.8%	110 _a 66.7%	108 _a 72.5%
1	14 _a 8.5%	3 _b 2.0%	20 _a 12.1%	6 _b 4.0%	37 _a 22.4%	7 _b 4.7%	46 _a 27.9%	18 _b 12.1%	28 _a 17.0%	18 _a 12.1%
0	0 0.0%	0 0.0%	1 _a .6%	0 0.0%	0 0.0%	0 0.0%	2 _a 1.2%	0 0.0%	1 _a .6%	0 0.0%

Note: Values in the same row & sub table not sharing the same subscript are significantly different at p< .05 level.

Summary: Mean Writing Rubric post-test score was statistically higher than pre-test measure; while sub scores of Context, Content & Genre were statistically higher at post-test, Syntax post-test score was not statistically different from pre-test score.

English 101 Pre and Post Test Diagnostic Scores by Term

Semester/Year	Scale ¹	Pre test ²		Post test ²		Semester/Year	Scale ¹	Pre test ²		Post test ²	
Fall 2010	mean	2.91 ***		3.43		Spring 2011	mean	2.59 ***		3.16	
	std dev	0.79		0.68			std dev	0.83		0.80	
	total students	488	100%	488	100%		total students	256	100%	256	100%
	A	16 _a	3.3%	47 _b	9.6%		A	4 _a	1.6%	19 _b	7.4%
	B	127 _a	26.0%	204 _b	41.8%		B	43 _a	16.8%	81 _b	31.6%
	C	154 _a	31.6%	185 _b	37.9%		C	62 _a	24.2%	86 _b	33.6%
	D	167 _a	34.2%	47 _b	9.6%		D	116 _a	45.3%	59 _b	23.0%
	F	24 _a	4.9%	5 _b	1.0%		F	31 _a	12.1%	11 _b	4.3%
Fall 2011	mean	3.07 ***		3.51		Spring 2012	mean	2.95 ***		3.34	
	std dev	0.88		0.85			std dev	0.88		1.00	
	total students	553	100%	553	100%		total students	304	100%	304	100%
	A	56 _a	10.1%	114 _b	20.6%		A	24 _a	7.9%	48 _b	15.8%
	B	156 _a	28.2%	232 _b	42.0%		B	74 _a	24.3%	130 _b	42.8%
	C	152 _a	27.5%	109 _b	19.7%		C	82 _a	27.0%	70 _a	23.0%
	D	160 _a	28.9%	91 _b	16.5%		D	110 _a	36.2%	40 _b	13.2%
	F	29 _a	5.2%	7 _b	1.3%		F	14 _a	4.6%	16 _a	5.3%
Fall 2012	mean	2.73 ***		3.26		Spring 2013	mean	2.57 ***		3.18	
	std dev	0.75		0.63			std dev	0.65		0.73	
	total students	624	100%	624	100%		total students	266	100%	266	100%
	A	8 _a	1.3%	29 _b	4.6%		A	0 ¹	0.0%	15 _a	5.6%
	B	119 _a	19.1%	220 _b	35.3%		B	36 _a	13.5%	87 _b	32.7%
	C	207 _a	33.2%	283 _b	45.4%		C	83 _a	31.2%	105 _b	39.5%
	D	281 _a	45.0%	89 _b	14.3%		D	145 _a	54.5%	56 _b	21.1%
	F	9 _a	1.4%	3 _a	.5%		F	2 _a	.8%	3 _a	1.1%

¹ Scale ranges from 0 to 5 (high).

² Values in the same row & sub table not sharing the same subscript are significantly different at p< .05 level.

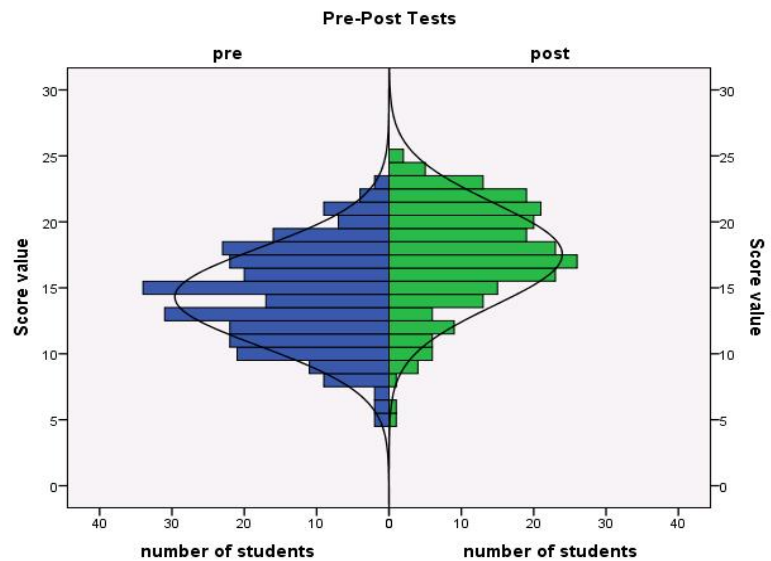
Pre and Post Test Scoring from Selected Women's Studies and Religion Courses

Sample: WOMS287 6 class sections with 396 students and REL110 2 class sections with 113 students who had valid matching pre-post scores; test dates ranged from August 22,2012 through December 9th, 2013.

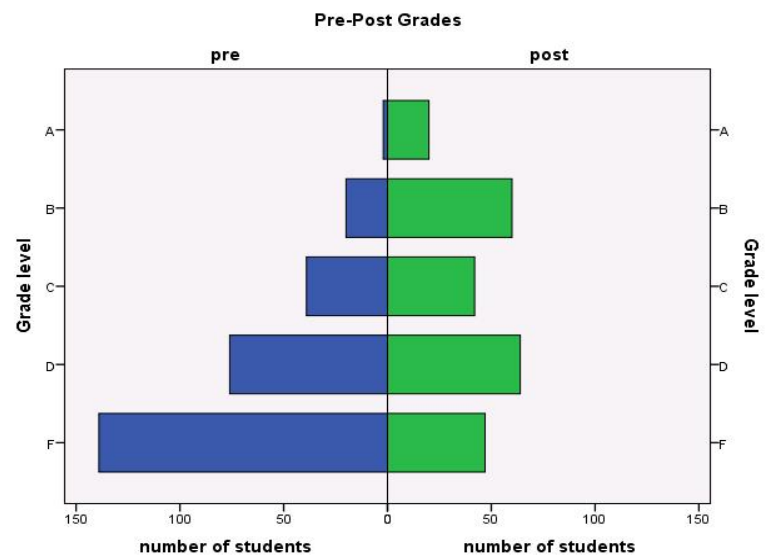
Pre-Post test ranges in value from 0 through 25

Course	statistic	Pre	sig. ¹	Post
All	mean	14.3	***	17.5
	median	14		18
	std dev	3.72		3.88
WOMS287	mean	11.0	***	16.0
	median	11		16
	std dev	2.35		3.37
REL110	mean	15.3	***	18.0
	median	15		18
	std dev	3.49		3.92

¹ level of significant difference at the <.000 level



Summary: Post-test scores were higher than pre-test scores at a statistically significant level (with effect size greater than .20) for both WOM287 and REL110 with no measureable time effect within the test period.



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

Wichita State University Foresight 2020* Performance

Foresight 2020 Strategic Goals:

II. Improve Economic Alignment (continued).

II.3 WSU Graduates are Scholars by demonstrating:

Critical thinking and problem solving

	yearly measure	2009	2010	Actual 2011	2012	2013	Target 2013	Goal Status	Goal 2020	desired goal direction
Collegiate Learning Assessment (CLA) score ¹ for Seniors as percent of expected score	AY	103%	103%	100%	99.7%	99.6%	100.0%	●	100%	↗
Collegiate Learning Assessment (CLA) score ¹ for Seniors (expected score)	AY	1,288	1,296	1,265	1,181	1,174				
		1,247	1,258	1,260	1,184	1,179				
Watson/Glaser Critical Thinking Appraisal ² (mean Fall score)	Fall	57.5	56.8	56.6	58.1	tbd	59.2	●	64.8	↗
Student's perception of level academic challenge from NSSE ³ for Freshmen (goal to exceed peers, scale 0-60)	AY	n/a	n/a	n/a	n/a	32.1	33.0	●	40.0	↗
Student's perception of level academic challenge from NSSE for Seniors (goal to exceed peers, scale 0-60)	AY	n/a	n/a	n/a	n/a	35.9	36.0	●	40.0	↗
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%	92.8%	86.0%	●	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%	77.0%	82.0%	●	90.0%	↗

Effective communication

Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often)	AY	2.2	n/a	2.3	n/a	2.1	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	2.5	2.7	●	2.8	↗
English 101 Post-test scores from the English pre- and post-test writing performance assessment	Fall	3.42	3.45	3.48	3.52	3.27	3.27	●	4.0	↗
Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	n/a	n/a	87.8%	90.0%	82.0%	●	90.0%	↗

Preparation 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%	25.9%	tbd	29.8%	tbd	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%	19.8%	tbd	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%	69.2%	72.0%	●	90.0%	↗

Preparation 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%	91.8%	86.0%	●	90.0%	↗
Percent undergraduates employed within 6 months of graduation -- alumni survey	AY	tbd	tbd	tbd	77.1%	80.0%	83.0%	●	90.0%	↗

II.4 WSU Graduates are Leaders by demonstrating:

Global mindedness and forward thinking

Percent Freshmen participated in at least one High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	n/a	n/a	n/a	37.0%	43.0%	tbd	26.7	↗
Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	n/a	n/a	n/a	50.0%	58.0%	tbd	36.1	↗
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	tbd	tbd	6.6%	7.1%	9.1%	●	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%	80.8%	82.0%	●	90.0%	↗

Collaboration and service orientation

Undergraduate average weekly hours in community service reported by students from exit survey	AY	n/a	n/a	n/a	5.7	5.7	4	●	10	↗
Percent of undergraduates 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%	28.9%	28.5%	●	35.0%	↗
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	1,222	993	1,101	1,300	1,138	1,092	●	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%	89.5%	86.0%	●	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; NSSE changed survey in 2013, no longer using benchmarks ⁴ Exit Survey is required of all undergraduate and graduate students upon degree completion.