Wichita State University
General Education Committee

# The General Education Committee Review of Student Learning Outcomes, AY 2014-2015

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**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 (e.g., to the general education program) will be instituted in the following version of the undergraduate catalog

**Activities:**

- Activities for AY:
    - Reviewed feedback from the General Education forum (fall 2013). This feedback indicated a more robust WSU 101 course (the primary FYE course for first-year freshmen) was needed.
        - In response to the Forum feedback and a recommendation by the University Retention Council to phase out WSU 101, the Committee (after consultation with the Faculty Senate Executive Committee) began work on a proposal to replace WSU 101 starting in AY 2016-2017 with a Freshmen Seminar course concept. The proposal will be finalized fall 2015 for Faculty Senate consideration.
    - Identified two spring courses, PHIL 144 (Moral Issues) and BIOL 309 (Foundations of Human Heredity), for the writing rubric assessment project.
        - Data for these courses will not be available for review until next academic year, as data collection is still in progress.
    - Reviewed student learning performance dashboard data for overall student learning outcomes (page 2).
- Summary of information/data reviewed:
    - Student Learning Performance dashboard for overall student learning outcomes.
        - In terms of direct measurements for student learning, students were performing "at" expectations on the CLA and above expectations on the English 101 writing performance assessment. Likewise, indirect measures indicate continued success in student perception in their critical thinking abilities, oral/written competency, and teamwork competency. Students continue to perceive their chosen degree will be useful to them in their career and 84.3% of them are employed within 6 months of graduation.
        - Some NSSE outcomes were lower than previous years, however, the survey changed in 2013 making it difficult to know whether a change in survey or some other factor caused the decrease. NSSE was administered spring 2015. Data will not be available for review until next academic year.

**Recommendations for next academic year**:

- Complete the freshmen seminar proposal for Faculty Senate consideration.
- Continue writing rubric assessment projects among general education courses. Recruit more faculties who teach courses across the disciplines.
- Continue to monitor the overall outcomes of student learning for potential changes to the general education program, as students are currently performing "at" expectations.

Legend n/a=not applicable; tbd=to be determined; FY=fiscal year (U-F-S); AY=academic year (F-S-U); CY=calendar year; Fall=Fall 20th day.

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

# Wichita State University Foresight 2020* *Student Learning Performance*

| Foresight 2020 Strategic Goals: | yearly measure | 2010 | 2011 | 2012 | 2013 | 2014 | Target 2014 | Goal Status | Goal 2020 | desired goal direction |
|---|---|---|---|---|---|---|---|---|---|---|
| **II. Improve Economic Alignment (continued from Foresight 2020 Dashboard).** | | | | | | | | | | |
| *II.3 WSU Graduates are Scholars by demonstrating:* | | | | | | | | | | |
| ***Critical thinking and problem solving*** | | | | | | | | | | |
| Collegiate Learning Assessment (CLA) score[1] for Seniors as percent of expected score | AY | 103% | 100% | 99.7% | 99.6% | 100% | 100.0% | | 100% | |
| Collegiate Learning Assessment (CLA) score[1] for Seniors | AY | 1,296 | 1,265 | 1,181 | 1,174 | 1,151 | | | | |
| (expected score) | | 1,258 | 1,260 | 1,184 | 1,179 | 1,143 | | | | |
| Student's perception of level academic challenge from NSSE[2] for Freshmen (goal to exceed peers, scale 0-60) | AY | n/a | n/a | n/a | 32.1 | n/a | 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 | 35.9 | n/a | 36.0 | | 40.0 | |
| Undergraduate perception of critical thinking competency exit survey[3] (scale 1 to 5-- percent 4 or higher shown) | AY | n/a | n/a | 90.3% | 92.8% | 90.9% | 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 | 74.2% | 77.0% | 75.2% | 82.0% | | 90.0% | |
| ***Effective communication*** | | | | | | | | | | |
| Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often) | AY | n/a | 2.3 | n/a | 2.1 | n/a | 2.3 | | 2.3 | |
| Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often) | AY | n/a | 2.6 | n/a | 2.5 | n/a | 2.7 | | 2.8 | |
| English 101 Post-test scores from the English pre- and post-test writing performance assessment | Fall | 3.45 | 3.48 | 3.52 | 3.27 | 3.35 | 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 | 87.8% | 90.0% | 88.7% | 82.0% | | 90.0% | |
| ***Preparation for lifelong learning*** | | | | | | | | | | |
| Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data) | AY | 29.3% | 28.4% | 25.9% | 26.7% | tbd | 29.8% | | 30% | |
| Percent enrolled in a 4 yr school within 1 yr of WSU graduation to have earned a master degree within 2 yrs | AY | 22.2% | 19.8% | tbd | 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 | 65.9% | 69.2% | 68.3% | 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 | 87.6% | 91.8% | 87.2% | 86.0% | | 90.0% | |
| Percent undergraduates employed within 6 months of graduation -- alumni survey | AY | tbd | tbd | 80.0% | 82.1% | 84.3% | 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 | 37.0% | n/a | 38.0% | | 40.0% | |
| Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100) | AY | n/a | n/a | n/a | 50.0% | n/a | 57.0% | | 60.0% | |
| Percent of undergraduate students participating in study abroad from exit survey | AY | tbd | tbd | 6.6% | 7.1% | 8.1% | 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 | 78.0% | 80.8% | 78.8% | 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 | 5.7 | 5.7 | 5.1 | 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 | 26.1% | 28.9% | 29.3% | 28.5% | | 35.0% | |
| Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education | AY | 993 | 1,101 | 1,300 | 1,138 | 1,094 | 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 | 88.8% | 89.5% | 88.4% | 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] NSSE National Survey of Student Engagement; NSSE data collected in odd years post 2009; NSSE changed survey in 2013, no longer using benchmarks [3] Exit Survey is required of all undergraduate and graduate students upon degree completion.