The General Education Committee Review of Student Learning Outcomes, AY 2018-2019

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 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:

- Submitted a new proposal recommending all freshmen be required to take an FYS (beginning in AY 2021-22).
- The Gen Ed Committee reviewed updated Student Learning Outcomes AY 2018-2019

The Committee: Actions Taken:

- Presented the upcoming proposal to the Senate Executive Committee on the First Year Seminar (FYS) program design.
- Presented the first read of the motion to approve the proposal for the First Year Seminar (FYS) program to be required to the Faculty Senate.

Summary of information/data reviewed:

- FYS Data: FYS Pre and Post Writing Rubric Test Scores, Fall 2018
  - With the exception of Syntax, post-test score differences were statistically significant at the .05 level with post-test scores being higher than pre-test scores with moderate to high effect sizes. Sample size prohibited control for class section and student academic performance and demographics.
- General Education Writing Rubric Assessment, Fall 2018
  - Pre and Post test scores on the composite Writing Rubric and each of the individual sub scores showed statistically higher post-test scores relative to pre-test values with effect sizes.
- WSU Foresight 2020 Student Learning Performance, including:
  - CLA
  - NSSE
    - NSSE outcomes include participation in High Impact Practice, and 10.7% of undergraduate students participated in study abroad, down slightly from 2017 (2020 goal is 15%).
  - English 101 Post-test scores from English pre- and post-test writing performance assessment (not available for 2017 or 2018)
  - Student Learning Performance Dashboard for overall student learning outcomes.
    - Students (Seniors) were performing below expectations on the CLA (96.9% of expected score) but this was up from last year's score of 95.2%. The

English 101 writing performance evaluations were not available at the time this report was written (and were also not available for 2017). The Communications 111 score was not available for 2918. Student perception of oral/written competency (from the exit survey) was down slightly from 89% to 88.7% (target for 2020 is 90%). Students continue to perceive their chosen degree will be useful to them in their career (87.3%) and 82.5% of them are employed within 6 months of graduation (up from 79% in 2017).

Recommendations for next academic year:

- The General Education Committee to re-address the assessment system/process we have in place for first year seminar with the goal of obtaining valid and reliable data for the writing measure (based on the lack of info for 2017 and 2018).

Proposal for a First-Year Seminar at WSU

Rationale

Missing from the WSU first-year experience is a required common experience that engages student in meaningful relationships with their peers, faculty, and the campus community. Seminars of this type are meant to engage students in intellectual discourse in small classes taught by faculty, who have a deep subject matter knowledge and a passion for a topic.

First-year seminars:

- Connect students to a subject matter that is academically engaging and challenging.
- Feature topics that often take an interdisciplinary approach to subject material.
- Provide an opportunity for faculty members to engage with a small group of students (limited to no more than 20 students) in the context of a subject that is personally and professionally meaningful.
- Expose students to a supportive campus environment and building community
- Fulfill a general education curriculum requirement
- Meet the general education goals and outcomes

Component of the General Education Program

All freshmen (i.e., native freshmen or students who have completed less than 24 hours) will be required to take one first-year seminar as a part of Tier 2 (introductory courses in the discipline) of the general education program. Therefore, one of the 7 courses will be a first-year seminar and should be taken in the first 30 hours. First-year seminar courses offered in all colleges will be designated in either the fine arts/humanities, social/behavioral sciences, or mathematics and natural sciences division.

The First-Year Seminar Course

One objective of the first-year seminar is to introduce first-year students to our faculty members from all colleges and the various majors they represent. Thus, tenured and tenure-track faculty from all colleges are strongly encouraged to offer a section. However, fulltime instructors and professors' emeriti are also eligible to participate. Seminar design should emphasize themes not covered in current General Education courses, and should prioritize student contributions and peer-to peer interactions. These could include, but are not limited to, topics with contemporary societal relevance.

- The majority of the course will be topic specific (as identified by the instructor – see attached syllabus template)
- Items addressing information literacy, time management, note taking, test taking, personal finance, learning styles, campus resources, campus traditions and culture, and the value of student involvement will be infused as appropriate (see attached syllabus template)
- Peer mentoring will be available as an option

Upon completion of a first-year seminar, a student will have achieved the following learning outcomes:

- Acquired knowledge in the arts, humanities, and/or natural and social sciences
- Demonstrated the ability to think critically and independently

- Effectively write and speak
- Employed analytical reasoning and problem-solving techniques
- Developed fundamentals of information literacy and library research
- Developed an appreciation for diversity

First-year seminars will be assessed through the AAC&U writing rubric; National Survey of Student Engagement

Course Development

Faculty will propose seminar courses and route it through the regular curriculum change process. Each seminar will receive:

- The first time the course is offered:
  - $1,500 in development funding
  - $2,500 to teach the course (or the minimum rate established in each college)
- Subsequent offerings
  - $2,500 to teach the course (or the minimum rate established in each college)
- Departments may use these funds to replace lost teaching (due to a faculty member offering the seminar as part of her/his regular teaching load). Or, the faculty member may receive the $2,500 if s/he is teaching the course as an overload. The stipend would be prorated in the event of team-taught courses.

Monitoring

In an effort to assure that the original intent of the first-year seminar remains in place, the General Education Committee will annually review the following and make recommendations on its continuance:

- Number of sections each semester
- Enrollment of each section
- Faculty category distribution assigned to teach the course
- Financial resources to support the first-year seminar program

Approved by the General Education Committee on October 26, 2015 and the Faculty Senate on December

Submitted for the 3-25-19 General Education Committee meeting by
Kathy Delker, Coordinator of Library Instructional Services and member of the Gen Ed Committee

- The University Libraries provided access to 13 brief, 3- to 5-minute interactive tutorials in 8 modules to support the achievement of the First Year Seminar (FYS) General Education Outcome "Developed fundamentals of information literacy and library research." The 8 modules are the following:

Know Your Library	Advanced Search Techniques
Define Your Topic	Evaluate Your Sources
Know Your Sources	Avoid Plagiarism
Search Strategically	Cite Your Sources

- In Fall 2018 the library assigned liaison librarians to the 11 FYS courses. The College of Engineering FYS course had 6 sections, and the Honors Discovering Humanity course had 2 sections.

- In Spring 2019 the library assigned liaison librarians to the 3 FYS courses.

- The liaison librarians contacted all the professors teaching FYS courses, explained and offered their services, and collaborated to the extent desired by each professor. The services included giving in-class sessions on information literacy and library research topics, providing information on library resources and services in Blackboard course shells, and helping incorporate information literacy concepts into assignments.

- In Fall 2018 the University Libraries administered a pre- and post-test assessment in all the FYS sections.

    - 191 students completed the pre-test, and the average score was 82%.

    - 97 students completed the post-test, and the average score was 89%.

        - Giving points or extra credit for completing the post-test was not enough incentive to achieve the same response rate as for the pre-test.

        - The last question on the post-test was the following: **Q23** During this semester library instruction was provided to help you complete the assignments for this course and to introduce you to information literacy concepts. If you could choose, what type of library instruction would you prefer? Ninety-seven (97) students responded:

            - Online tutorial on own time 21%
            - Online tutorial during class period without librarian present 13%
            - Lecture/demonstration by librarian during class period 54%
            - I did not need library instruction for this course. 12%

Conclusions:
The improvement of the average post-test score over the average pre-test score is 7%. Thought slight, the change is positive. This supports in a modest way the conclusion that students do learn some information literacy and library research fundamentals through library instruction the FYS courses.

Recommendation:
FYS professors should strongly encourage, either by requiring or giving extra credit, their students to work through all the interactive tutorials created by the library for the FYS Program in addition to having the liaison librarians give at least one in-class information literacy and library research instruction session.

First Year Seminar* (FYS) Pre and Post Writing Rubric Test Scores, Fall 2018

	Pre-test		Pair T-test Difference	Post-test			
Dimensions:	Mean	std dev	Sig	Mean	std dev	N	Cohen's D
Total score (1-4 high)	1.57	0.393	0.000	1.93	0.517	77	-0.78
sub-scores:							
Context Purpose (1-4 high)	1.83	0.548	0.000	2.35	0.684	77	-0.84
Context Development (1-4 high)	1.39	0.517	0.000	1.92	0.712	75	-0.86
Genre (1-4 high)	1.49	0.531	0.000	1.80	0.576	71	-0.56
Sources (1-4 high)	1.51	0.578	0.000	1.81	0.586	75	-0.53
Syntax (1-4 high)	1.79	0.498	0.078	1.93	0.574	76	-0.27

* includes FYS WSUA102E (crn14052 valid n=11), WSUB102A (crn14881 valid n=10), WSUD102A (crn14660 valid n=7), WSUD102B (crn14661, valid n=8), WSUE102A (crn14788 valid n=17), WSUN102D (crn16416 valid n=11 & crn 16417 valid n=13).

Executive summary: With the exception of Syntax, post-test score differences were statistically significant at the .05 level with post-test scores being higher than pre-test scores with moderate to high effect sizes. Sample size prohibited controls for class section and student academic performance and demographics.

General Education Writing Rubric Assessment, Fall 2018

Summary: Pre and Post test scores on the composite Writing Rubric and each of the individual sub scores showed statistically higher post-test scores relative to pre-test values with effect sizes >.5.

Scoring:	**Mean Writing Rubric Score***		**Context of & Purpose for Writing**		**Content Development**		**Genre & Disciplinary Conventions**		**Control of Syntax & Mechanics**	
1 to 3, 3=high	Pre test	Post Test	Pre test	Post Test	Pre test	Post Test	Pre test	Post Test	Pre test	Post Test
mean	2.32a	**2.69b**	2.66a	**2.86b**	2.32a	**2.68b**	2.09a	**2.49b**	1.89a	**2.13b**
std dev	0.49	0.47	0.48	0.35	0.49	0.49	0.39	0.57	0.38	0.48

* Values in the same row & sub table not sharing the same subscript are significantly different at p< .05 level , **bold font** shown for effect size>.5.
02A due to sample size limitations.

Student counts by score level (**bold font** post-test score statistically different than pre-test at the p<.05 level):

Heads by scoring level	90	100%	90	100%	90	100%	90	100%	90	100%	90	100%	90	100%	90	100%	90	100%	90	100%
3	30	33.3%	**62**	**68.9%**	59	65.6%	**77**	**85.6%**	30	33.3%	**62**	**68.9%**	11	12.2%	**47**	**52.2%**	2	2.2%	**17**	**18.9%**
2	59	65.6%	**28**	**31.1%**	31	34.4%	**13**	**14.4%**	59	65.6%	**27**	**30.0%**	76	84.4%	**40**	**44.4%**	76	84.4%	68	75.6%
1	1	1.1%	0	0.0%	0	0.0%	0	0.0%	1	1.1%	1	1.1%	3	3.3%	3	3.3%	12	13.3%	5	5.6%

End-of-term Grade Distributions by Course

end of term course grade	All	WSUA 102D	WSUA 102E	WSUA 102F	WSUE 102A
total	90	17	9	13	51
A	30	5	2	7	16
B	39	6	4	3	26
C	15	4	3	3	5
D	3	1	0	0	2
F	3	1	0	0	2
	100%	100%	100%	100%	100%
A	33.3%	29.4%	22.2%	53.8%	31.4%
B	43.3%	35.3%	44.4%	23.1%	51.0%
C	16.7%	23.5%	33.3%	23.1%	9.8%
D	3.3%	5.9%	0.0%	0.0%	3.9%
F	3.3%	5.9%	0.0%	0.0%	3.9%

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 met or exceeded

Wichita State University Foresight 2020* *Student Learning Performance*

Foresight 2020 Strategic Goals:	yearly measure	base year 2010	2015	2016	2017	2018	Target 2019	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%	99.4%	95.2%	96.9%	101.2%		104%	↗
Collegiate Learning Assessment (CLA) score[1] for Seniors	AY	1,296	1,147	1,117	1,089	1,142				
(expected score)		1,258	1,149	1,124	1,144	1,179				
Student's perception academic challenge from NSSE[2] for Freshmen (goal to exceed peers, scale 0-60)	AY	n/a	34.7	n/a	32.3	n/a	36.8		40.0	
Student's perception of level academic challenge from NSSE for Seniors (goal to exceed peers, scale 0-60)	AY	n/a	36.9	n/a	34.7	n/a	38.4		40.0	
Undergraduate perception of critical thinking competency exit survey[3] (scale 1 to 5– percent 4 or higher shown)	AY	n/a	91.8%	91.5%	92.1%	91.4%	87.7%		86.0%	
Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5– percent 4 or higher shown)	AY	n/a	76.3%	75.7%	78.8%	76.9%	78.9%		82.0%	
Effective communication										
Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often)	AY	n/a	2.1	n/a	2.1	n/a	2.2		2.3	
Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often)	AY	n/a	2.5	n/a	2.4	n/a	2.7		2.8	
English 101 Post-test scores from the English pre- and post-test writing performance assessment	Fall	3.45	3.49	3.38	tbd	tbd	3.78		4.0	
Communications 111 public speaking performance assessment (scale 1 to 3 high)	Fall	n/a	2.74	2.75	2.68	tbd	2.65		2.7	
Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	89.3%	88.1%	89.0%	88.7%	89.1%		90.0%	
Preparation for lifelong learning										
Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)	AY	29.3%	28.3%	22.3%	25.3%	tbd	27.9%		28%	↗
Percent enrolled in 4 yr school within 1 yr of WSU graduation to have earned a master degree within 2 yrs	AY	22.2%	37.6%	tbd	tbd	tbd	29.9%	tbd	35.0%	
Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5– pct 4 or higher shown)	AY	n/a	68.1%	68.1%	68.0%	65.3%	70.0%		72.0%	↗
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	87.8%	87.5%	88.0%	87.3%	87.0%		90.0%	
Percent undergraduates employed within 6 months of graduation – alumni survey	AY	tbd	83.9%	79.8%	79.2%	82.5%	87.0%		90.0%	
II.4 WSU Graduates are Leaders by demonstrating:										
Global mindedness and forward thinking										
Percent Freshmen participated at least one High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	36.1%	n/a	42.0%	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	51.1%	n/a	37.0%	n/a	57.0%		60.0%	
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	8.5%	9.3%	11.3%	10.7%	12.0%		15.0%	
Undergraduate's perception diversity/globalization competency ext srvy (scale 1 to 5– pct 4 or higher shown)	AY	n/a	79.0%	79.7%	80.8%	80.1%	85.0%		90.0%	
Collaboration and service orientation										
Undergraduate average weekly hours in community service reported by students from exit survey	AY	n/a	5.1	4.5	4.4	4.6	7.0		10	
Percent undergraduates participate in volunteer service exit survey (scale 1 to 5– pct 4 or higher shown)	AY	n/a	29.8%	31.3%	35.4%	37.0%	32.0%		35.0%	
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	993	1,032	964	1,070	1,130	1,300		1,690	
Undergraduate's perception team work competency from exit survey (scale 1 to 5– pct 4 or higher shown)	AY	n/a	88.7%	88.9%	88.7%	88.9%	87.0%		90.0%	

[1] Collegiate Learning Assessment (CLA) total score for critical thinking, analytical reasoning, problem solving and written communication. Information for Academic year 2010 data 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.