
THE GENERAL EDUCATION COMMITTEE REPORT TO FACULTY SENATE AY 2022-2023

COMMITTEE VOTING MEMBERS:

- Mathew Muether (LAS-Natural Sciences, Chair)
- Jan Wolcutt (Business, Secretary)
- Natalie Delacruz (Health Professions)
- Robin Folkert (Applied Studies)
- Julie Henderson (LAS-Humanities)
- Brittany Lockard (Fine Arts)
- Shaunna Millar (LAS- Social Sciences)
- Roy Myose (Engineering)
- Angela Paul (Library)
- Sandra Sipes (Basic skills)
- Mark Barlow (SGA Senate Member)

COMMITTEE NON-VOTING MEMBERS:

- Gina Crabtree (Registrar, Ex-Officio)
- Sally Fiscus (Associate Registrar, Ex-Officio)
- Linnea GlenMaye (Academic Affairs Provost Office, Associate Vice President, Ex-Officio)
- Aaron Rife (First-Year Seminar Coordinator, Guest)

COMMITTEE MEETINGS:

- The committee meets at 12:30 pm on the 2nd and 4th Mondays of the month.
- All meetings have been held via Zoom.
- Committee meetings were held on:

- September 12, September 26, October 10, October 24, November 14, November 28, December 12, January 23, February 13, February 27, March 27, April 10, April 24

COMMITTEE LEADERSHIP ELECTION RESULT FOR AY 2022-2023

- The committee elected a chair and secretary for AY 2023-2024 at the April 24th meeting.
 - Chair - Mathew Muether (Brittany Lockard was elected as vice-chair to assume roles if Mathew is unavailable.)
 - Secretary – Jan Wolcott

GENERAL EDUCATION COURSE PROPOSAL REVIEW

PROCESS:

- The committee meets to review the general education attribute on new and updated courses submitted through CIM throughout the AY.
- Applications are assessed for inclusion of General Education outcomes and associated assessments.
- As needed, the committee meets with instructors of the proposed courses.
- The committee included the FYS director in meetings involving FYS courses

COURSES REVIEWED, OUTCOMES, AND ACTIONS:

- The committee approved 20 General Education courses. 4 of the approved courses were FYS.
- The committee noted a high level of 300 level or above course being submitted for general education with some numbered at the 500 level.
- The committee found that some special topics root courses may have been attributed as Gen Ed, and subsequent courses stemming from these roots may carry the Gen Ed attribute without these courses going through the committee. It will not be an issue with new courses, as these courses must now go through the committee. The committee discussed ways to try to remove the Gen Ed attribute from courses that have not gone through committee.
- One submitted course had an upper-level status restriction which the committee recommended be removed for general course access.
- The committee discussed the GenEd approval process for Honors courses.
 - The committee met with Kim Engber on March 27th to discuss.

- The committee is recommending a non-voting representative from honors be assigned to the committee who attends as an ex-Officio member.
- The committee had discussion about the overall depth of the WSU general education catalog and whether those courses reflect the current University general education program appropriately, which should be continued in the next academic year. Three points were discussed.
 - Gen Ed courses attributed prior to recent policy changes.
 - Lack of clear guidance as to what a course not qualifying as Gen Ed would be.
 - Lack of clear process to de-attribute a course.
- The committee recommends that the WSU syllabus template be updated with language specific to Gen Ed (outcome and assessment requirements, etc).

DRAFTING OF NEW GEN ED POLICY TO COMPLY WITH UPDATED KBOR TRANSFER POLICY

PROCESS:

- On Aug 16, 2022 the Faculty Senate President with support from the Senate Executive Committee charged the general education committee to produce a new WSU GE policy which complies with the KBOR system-wide framework.
- A subcommittee consisting of Mathew Muether, Jan Wolcutt, Roy Myose, Brittany Lockard, Sally Fiscus, Linnea Glenmayer, and Patrica Phillips met this semester to draft a proposal for the University's GenEd Policy which would comply with the new KBOR Transfer Policy.
 - This subcommittee met on September 19, October 3, October 31, November 7, November 21, January 9

● OUTCOMES, AND ACTIONS:

- This policy proposal was approved on Jan 23, 2023, by the full GE committee to bring forward to the Faculty Senate for consideration (attached below.)
- The committee recommends the formation of a standing diversity committee to assess diversity attribution for courses going forward.

REVIEW OF GENERAL EDUCATION PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT

PROCESS:

- In the fall and spring 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 general faculty will be instituted in the next academic year.

ACTIVITIES:

- Reviewed Assessment Report from University Assessment Committee.
 - Met with Ashlie Jack on April 10th.
- Discussed and reviewed library assessment from Angela Paul.
- Discussed and reviewed FYS Assessment Report including FYS director.
 - Met with Aaron Rife on March 27th.
- Meeting with OneStop Advising
 - Met with Aaron Hamilton and Kylie Johnson on March 27th
- Meeting with LAS Advising
 - Met with Patricia Philips on April 10th.

COMMITTEE ACTIONS

- No Actions taken this year
- No presentations to the Senate this year.

SUMMARY OF INFORMATION/DATA REVIEWED:

- The committee review the Fall and Spring 2022 FYS Students surveys.
 - The surveys are attached at the end of this report.
 - FYS tracks how many students fail FYS. Last year about 90 students failed FYS. Failing FYS is highly correlated with failing their other classes. A high percentage of failures are students who simply quit coming to class.

- 67% of students would recommend their FYS to others and 62% said the FYS course contributed to their success.
- The committee discussed evidence of FYS effects on student retention.
 - The conclusion is that little empirical evidence is available on this topic.
- Library Assessment
 - Instructors that make a library instruction request for their classes can expect to their students to receive a lesson relevant to assignments and research needs. A scaffolding schedule of information literacy skills has been created for library instruction for First-Year Seminar Classes, English 101, English 102, and other general education classes.
 - It is important to inform students about student success services within their first few months on campus to ensure they know what is available. Basic library services such as the facilities in Ablah Library, article searching, and Ask-a-Librarian reference help, and vocabulary such as “periodicals,” “peer-reviewed articles,” and “library databases” are promoted in FYS and other 100-level classes. These threshold concepts are reinforced in multiple classes. The Coordinator of Library Instructional Services has created a web page describing the [library instruction program at University Libraries](#).
 - First-Year Seminar Classes
 - Liaison librarians are matched with FYS courses based on subject expertise and reach out to FYS instructors to see if they would like to request a library instruction session. Classes receive some type of basic information about the library, which could be a library orientation to the library homepage, tour of Ablah, or otherwise learn about the facility, in-person and online library services, and/or library collections. Classes which assign a research project also learn how to locate and access sources for their project. Some classes come for multiple library sessions while the librarian helps students navigate their research topic, locate and evaluate sources, and cite sources.
 - The UL offers 9 asynchronous tutorials for FYS designed to introduce students to a wide range of library resources and review appropriate citation practices. Students usually locate the tutorials web guide via Blackboard, but here is a direct link to the [First-Year Seminar Tutorials](#). As you can see on the first page of this web guide, some librarians have created web guides for specific classes. These guides are usually used to facilitate library instruction, although the absence of a guide does not mean there was no library instruction for that class.
 - ENGL 101: English Composition I Classes
 - All classes receive a lesson with the objective of helping students

determine which services and sources are relevant to their information need. Students often get a brief tour of Ablah Library and orientation to the library homepage, a basic lesson about using SmartSearch to locate scholarly articles with a discussion about the various types of sources available in SmartSearch and which are appropriate for college-level research, and a comparison of Google to SmartSearch. A Jeopardy game is usually played to reinforce concepts learned in this lesson.

- ENGL 102: English Composition II Classes
 - All classes receive a lesson with the same objective of how to evaluate sources and fact-check information. All students complete a worksheet asking them to compare sources found in SmartSearch with sources found in a Google search. This worksheet may be completed before the library lesson as a warm-up task, or after the lesson as an assessment, depending on the date of the library lesson.
- Other 100-level General Education classes
 - Classes that come for library instruction receive a lesson to help with specific research assignments, which usually require general/multidisciplinary databases such as SmartSearch. However, some classes do learn to use specialized databases. Some classes may also learn how to cite sources in APA or MLA style.
- Other General Education classes
 - Classes that come for library instruction receive a lesson on more specialized databases to help with specific research assignments. For example, students learn how to locate engineering standards and reference sources about materials properties in ME 251 and use biology databases in BIO 210/211. Some classes may also learn how to cite sources.
- General Education Foundation Course Assessment, Fall 2022
 - Communication 111 Public Speaking was down slightly, with a decrease from 2.88 to 2.72, below the target of 2.75.
 - In Fall of 2022 we eliminated some of the reported elements in the rubric used to create the COMM 111 performance assessment to more accurately reflect general public speaking proficiency. This means that the 2021 and 2022 scores may not be comparable. To help with overall retention at WSU, we also did the following over the 2022-23 academic year:
 - To help ease students' natural fear of public speaking, GTA training (Comm 750) now includes a component to help students build confidence and overcome their fears.
 - Every class lecture now begins with a slide or two

highlighting one of the student resources on campus (ex. TRIO, CARE Team, Writing Center, Adult Learning, Math Lab, etc.). Each slide gives the name, a map to show where it is, a photo of the building, and a few bullet points of the resources available there.

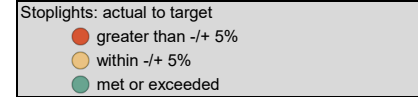
- We adopted an Open Educational Resource textbook this Spring semester to lower costs and help with financial hurdles.
- English 101 pre-and post-test scores were up slightly, with a mean score increasing from 3.66 to 3.69, but were below the target of 3.75.
- English 102 pre-and post-test scores were up, with a mean post-test score increasing from 3.52 to 3.82. Pre-test scores were down very slightly from 3.13 to 3.06, so the post-test increase is notable.
- Math course completion rate (% ABC grades) for College Algebra was up with an increase from 65% to 71%. But this is below the target of 80%.
- WSU Foresight 2020 Student Learning Performance, including:
 - CLAN/A (was not administered in 2022)
 - NSSE
 - Undergraduate perception of critical thinking competency exit survey decreased very slightly from 93.0% to 92.7% but is still well ahead of the target goal of 80%.
 - Undergraduate perception of numerical literacy competency exit survey shows a decrease from 78.9% to 77.5%, with a target of 80%.
 - Freshman student presentation frequency is below the target of 2.2, with a score of 1.8.
 - Undergraduate perception of oral/written competency on exit survey is down slightly from previous year, from 90.1% to 89.5% and slightly below the goal of 90%.
 - Library literacy from exit survey shows a slight decrease from previous year from 69.6% to 69.2%, with a target goal of 70%.
 - Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey was down slightly from previous year, from 88.2% to 87.3%, with a target goal of 90%.

RECOMMENDATIONS FOR NEXT ACADEMIC YEAR

- The General Education Committee will continue the Assessment Activities described above.
- The General Education Committee will monitor areas that showed decreased performance in the Foundation Course Assessment.
- The Committee should discuss process for review of existing Gen Courses.



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.



Wichita State University Student Learning Performance

Student Learning Performance 2022 Strategic Goals:

1. WSU Graduates are Scholars by demonstrating:

1.1 Critical thinking and problem solving

	yearly measure	base year	2019	2020	2021	2022	Target 2022	Status	Goal 2025	desired goal direction
Collegiate Learning Assessment (CLA) score ¹ for Seniors as percent of expected score	AY	103.0%	102.5%	93.9%	n/a	n/a	103.0%	tbd	100.0%	↗
Collegiate Learning Assessment (CLA) score ¹ for Seniors (expected score)	AY	1,296	1,187	1,036	1,104	n/a	n/a			
		1,258	1,158	1,103	n/a	n/a				
NSSE ² Higher-Order Learning score for Seniors (60-point scale; 0=never; 60=very often)	AY	n/a	n/a	37.8	n/a	37.9	35.0	●	40.0	↗
NSSE ² Reflective & Integrative Learning score for Seniors (60-point scale; 0=never; 60=very often)	AY	n/a	n/a	36.0	n/a	35.3	35.0	●	40.0	↗
NSSE ² Learning Strategies score for Seniors (60-point scale; 0=never; 60=very often)	AY	n/a	n/a	37.8	n/a	37.9	35.0	●	40.0	↗
NSSE ² Quantitative Reasoning score for Seniors (60-point scale; 0=never; 60=very often)	AY	n/a	n/a	25.1	n/a	28.2	35.0	●	40.0	↗
Undergraduate perception of critical thinking competency exit survey ³ (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	92.0%	92.1%	93.0%	92.7%	80.0%	●	80.0%	↗
Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	75.8%	77.2%	78.9%	77.5%	80.0%	●	80.0%	↗
Math111 course completion rate (% ABC grades)	Fall	66.5%	64.6%	81.8%	65.0%	71.0%	80.0%	●	80.0%	↗
1.2. Effective communication										
Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often)	AY	n/a	n/a	2.1	n/a	1.8	2.2	●	2.2	↗
Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often)	AY	n/a	n/a	2.3	n/a	2.1	2.5	●	2.5	↗
English 101 Post-test scores from the English pre- and post-test writing performance assessment	Fall	3.55	3.75	3.74	3.66	3.69	3.75	●	3.75	↗
Communications 111 public speaking performance assessment (scale 1 to 3 high)	Fall	2.80	2.72	2.57	2.88	2.72	2.75	●	2.75	↗
Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	0.9	89.2%	89.7%	90.1%	89.5%	90.0%	●	90.0%	↗
1.3. Preparation for lifelong learning										
Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)	AY	22.3%	21.6%	25.1%	tbd	tbd	26.0%	tbd	26.0%	↗
Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	68.1%	67.1%	66.7%	69.6%	69.2%	70.0%	●	70.0%	↗
1.4. Preparation for career in their chosen field										
Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey	AY	87.5%	86.8%	87.4%	88.2%	87.3%	90.0%	●	90.0%	↗
Percent undergraduates employed within 6 months of graduation -- alumni survey	AY	78.2%	92.0%	85.4%	91.0%	tbd	85.0%	tbd	85.0%	↗

2. WSU Graduates are Leaders by demonstrating:

2.1. 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	47.0%	n/a	32.0%	n/a	40.0%	tbd	40.0%	↗
Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	31.0%	n/a	31.0%	n/a	50.0%	tbd	50.0%	↗
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	10.4%	10.4%	10.2%	7.3%	15.0%	●	15.0%	↗
Undergraduate's perception diversity/globalization competency ext srvy (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	81.0%	81.0%	83.6%	82.4%	85.0%	●	85.0%	↗
2.2. Collaboration and service orientation										
Undergraduate average weekly hours in community service reported by students from exit survey	AY	n/a	4.6	4.7	4.6	5.2	10.0	●	10.0	↗
Percent undergraduates participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	35.4%	35.9%	31.7%	27.0%	35.0%	●	35.0%	↗
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	718	1,531	1,801	1,695	1,943	1,690	●	1,700	↗
Undergraduate's perception team work competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	87.1%	88.1%	88.4%	88.8%	90.0%	●	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 Academic Challenge Engagement Indicators for first-year students; 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.

Fall English 101 Pre and Post Test Diagnostic Scores

*to be eligible, classes must have 11 to 35 enrolled students who have completed both pre-test and post-test instruments

Table 1: Pre- & Post-test scores

Test Scale ¹	Fall 2020			Fall 2021			Fall 2022		
	Pre test	sig. ¹	Post test ²	Pre test	sig. ¹	Post test ²	Pre test	sig. ¹	Post test ²
mean	3.07	***	3.88	3.13	***	3.52	3.06	***	3.82
std dev	1.12		0.73	0.89		0.79	0.99		0.72
student count	335			254			356		
cm count	19			14			19		

¹ Numeric scale ranges from 1 to 5 (5=high); Post test statistically different from pre-test at the .000 level with a meaningful effect size.

Table 2: Letter grade equivalents

Letter Grade:	Fall 2020		Fall 2021		Fall 2022							
	Pre-test ²	Post-test ²	Pre-test ²	Post-test ²	Pre-test ²	Post-test ²						
total students	335	100%	335	100%	254	100%	254	100%	356	100%	356	100%
A	50a	14.9%	129b	38.5%	25a	9.8%	44b	17.3%	40a	11.2%	105b	29.5%
B	91a	27.2%	139b	41.5%	87a	34.3%	116b	45.7%	88a	24.7%	174b	48.9%
C	68a	20.3%	40b	11.9%	64a	25.2%	59a	23.2%	99a	27.8%	48b	13.5%
D	90a	26.9%	25b	7.5%	61a	24.0%	29b	11.4%	96a	27.0%	29b	8.1%
F	36a	10.7%	2b	0.6%	17a	6.7%	6b	2.4%	33a	9.3%	01	0.0%

² Values in the same row & sub table not sharing the same subscript are significantly different at p< .05 level; cross test proportions statistically different have a moderate to large Cohen H effect size.

Table 3: Outflow Mobility Table*

Pre-Test Grade	Fall 2020								Fall 2021								Fall 2022							
	total	Post-Test Grade							total	Post-Test Grade							total	Post-Test Grade						
		A	B	C	D	F	F	A		B	C	D	F	A	B	C		D	F					
total	335	129	139	40	25	2		254	44	116	59	29	6	356	105	174	48	29	0					
A	50	30	17	2	1	0		25	9	14	0	2	0	40	23	14	2	1	0					
B	91	37	38	11	5	0		87	13	44	23	6	1	88	43	37	5	3	0					
C	68	24	23	15	6	0		64	6	31	21	5	1	99	21	54	14	10	0					
D	90	26	43	8	11	2		61	13	23	9	15	1	96	16	51	21	8	0					
F	36	12	18	4	2	0		17	3	4	6	1	3	33	2	18	6	7	0					
		increase	static	decrease					increase	static	decrease				increase	static	decrease							
	335	197	94	44				254	109	92	53			356	239	82	35							
	100%	58.8%	28.1%	13.1%				100%	42.9%	36.2%	20.9%			100%	67.1%	23.0%	9.8%							
change by grade:																								
A	100%	60.0%	34.0%	4.0%	2.0%	0.0%		100%	36.0%	56.0%	0.0%	8.0%	0.0%	100%	57.5%	35.0%	5.0%	2.5%	0.0%					
B	100%	40.7%	41.8%	12.1%	5.5%	0.0%		100%	14.9%	50.6%	26.4%	6.9%	1.1%	100%	48.9%	42.0%	5.7%	3.4%	0.0%					
C	100%	35.3%	33.8%	22.1%	8.8%	0.0%		100%	9.4%	48.4%	32.8%	7.8%	1.6%	100%	21.2%	54.5%	14.1%	10.1%	0.0%					
D	100%	28.9%	47.8%	8.9%	12.2%	2.2%		100%	21.3%	37.7%	14.8%	24.6%	1.6%	100%	16.7%	53.1%	21.9%	8.3%	0.0%					
F	100%	33.3%	50.0%	11.1%	5.6%	0.0%		100%	17.6%	23.5%	35.3%	5.9%	17.6%	100%	6.1%	54.5%	18.2%	21.2%	0.0%					

* Outflow mobility tables are read left to right to display movement from pre-test grades to post-test grades; green cells demonstrate upward grade movement, yellow cells downward grade movement.

First-Year Seminar Student Survey, Spring 2022

First-Year Seminar students had the opportunity to respond to an anonymous survey that was emailed to them at the end of April and available through May 2022. 86 students completed the survey, out of an available 603 first-year students (14.26% response rate). They were asked to rate their FYS course according to topics covered, how prepared they felt for university, whether they learned about resources available at WSU, and their interactions with the course instructor. Students were also afforded the opportunity to provide open-ended feedback on their course (comments are attached).

The principal questions and their results are below.

My first-year seminar course helped me:

#	Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total
1	Think deeply about a difficult or interesting topic	43.53%	37	35.29%	30	12.94%	11	8.23%	7	85
2	Develop my writing skills	17.44%	15	46.51%	40	18.60%	16	17.44%	15	86
3	Develop my public speaking skills	18.82%	16	22.35%	19	38.82%	33	20.00%	17	85
4	Analyze and look for solutions to problems	39.53%	34	36.04%	31	13.95%	12	10.46%	9	86
5	Learn about a part of life, people's experiences, or the world	52.32%	45	33.72%	29	9.30%	8	4.65%	4	86
6	Learn how to use library resources and to do research	38.37%	33	40.69%	35	11.63%	10	9.30%	8	86
7	Develop a greater respect for global diversity	39.53%	34	30.23%	26	15.11%	13	15.11%	13	86

Strongest 3 “agree” responses: Learn about a part of life/experiences/world (86%); Think deeply about a topic (81%); Learn how to use library resources (79%)

Strongest 3 “disagree” responses: Public speaking skills (58%); Writing skills (36%); Respect global diversity (30%)

To what extent did your First-Year Seminar address or contribute to the following areas?

#	Question	Great		Some		Little to None		Total
1	Learning about opportunities available to me at the University	59.30%	51	29.07%	25	11.63%	10	86
2	Learning about student support services on campus (e.g., OneStop Advising, Counseling and Prevention Center, Library, Career Development Center, etc.)	56.98%	49	29.07%	25	13.95%	12	86
3	Feeling supported as a first-year student	55.81%	48	25.58%	22	18.60%	16	86
4	Developing connections with other students in the course	34.88%	30	40.70%	35	24.42%	21	86
5	Developing connections with the course instructor	32.56%	28	56.98%	49	10.46%	9	86
6	Developing connections with my College/School	17.44%	15	34.88%	30	47.67%	41	86
7	Making the transition to college	32.56%	28	26.74%	23	40.70%	35	86
8	Opening my mind to new ways of thinking	47.67%	41	32.56%	28	50.00%	43	86
9	Developing time management skills	39.53%	34	37.21%	32	23.25%	20	86
10	Developing study skills	37.21%	32	34.88%	30	27.90%	24	86

Strongest 3 “great” responses: Learning about opportunities (59%); Learning about student support services (57%); Feeling supported (56%)

Strongest 3 “little to none” responses: Opening mind to new ways of thinking (50%); Connections with College/School (47%); Making transition to college (41%)

By being enrolled in this class:

#	Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total
1	I feel more connected with my first-year peers.	18.60%	16	38.82%	33	38.82%	33	4.65%	4	86
2	I feel more connected with the faculty on campus.	24.42%	21	32.56%	28	29.07%	25	13.95%	12	86
3	I am more aware of different engagement opportunities on campus.	43.53%	37	35.29%	30	12.94%	11	8.23%	7	86

Strongest Agree: I am more aware of different engagement opportunities on campus (79%)

Strongest Disagree: I feel more connected with the faculty on campus **and** I feel more connected with my peers (43%)

Would you recommend your first-year seminar to other first-year students?

Yes: 61.63%

No: 38.37%

Overall, do you think this course contributed to your personal and/or academic success at WSU?

Yes: 53.49%

No: 46.51%

Open-ended positive feedback on FYS courses: Comments centered on engaging instructors, learning about campus resources, time management, making friends, preparing for college.

Open-ended negative feedback on FYS courses: the most common complaint was having to take an FYS class to begin with and wishing to take a major course instead. Other comments dispersed between seeing the specific course as a waste of time, complaints about individual instructors, homework load.

First-Year Seminar Student Survey, Fall 2022

First-Year Seminar students had the opportunity to respond to an anonymous survey that was emailed to them at the end of November and available through December 2022. 573 students completed the survey, out of an available 1130 first-year students (50% response rate). They were asked to rate their FYS course according to topics covered, how prepared they felt for university, whether they learned about resources available at WSU, and their interactions with the course instructor. Students were also afforded the opportunity to provide open-ended feedback on their course.

The principal questions and their results are below.

My first-year seminar course helped me:

#	Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total
1	Think deeply about a difficult or interesting topic	34.97%	199	39.37%	224	12.48%	71	13.18%	75	569
2	Develop my writing skills	16.90%	96	43.13%	245	20.60%	117	19.37%	110	568
3	Develop my public speaking skills	17.57%	100	38.66%	220	23.02%	131	20.74%	118	569
4	Analyze and look for solutions to problems	36.97%	210	37.32%	212	13.56%	77	12.15%	69	568
5	Learn about a part of life, people's experiences, or the world	47.28%	269	34.27%	195	10.02%	57	8.44%	48	569
6	Learn how to use library resources and to do research	37.02%	211	35.79%	204	14.39%	82	12.81%	73	570
7	Develop a greater respect for global diversity	41.58%	237	33.86%	193	13.86%	79	10.70%	61	570

Strongest “agree” responses: Learn about a part of life/experiences/world (81.55%); Greater respect for diversity (75.44%); Analyze and look for solutions to problems (74.19%); Think deeply about an interesting topic (74.34%)

Strongest 3 “disagree” responses: Public speaking skills (43.76%); Writing skills (39.37%)

To what extent did your First-Year Seminar address or contribute to the following areas?

#	Question	Great		Some		Little to None		Total
1	Learning about opportunities available to me at the University	56.32%	321	33.33%	190	10.35%	59	570
2	Learning about student support services on campus (e.g., OneStop Advising, Counseling and Prevention Center, Library, Career Development Center, etc.)	52.28%	298	32.28%	184	15.44%	88	570
3	Feeling supported as a first-year student	55.26%	315	27.72%	158	17.02%	97	570
4	Developing connections with other students in the course	47.54%	270	34.33%	195	18.13%	103	568
5	Developing connections with the course instructor	44.37%	252	34.51%	196	21.13%	120	568
6	Developing connections with my College/School	42.11%	240	40.70%	232	17.19%	98	570
7	Making the transition to college	44.56%	254	32.98%	188	22.46%	128	570
8	Opening my mind to new ways of thinking	52.11%	297	32.63%	186	15.26%	87	570
9	Developing time management skills	37.61%	214	37.79%	215	24.60%	140	569
10	Developing study skills	33.86%	193	37.72%	215	28.42%	162	570

Strongest 3 “great” responses: Learning about opportunities (56.32%); Feeling supported (55.28%); Learning about support services (52.28%)

Strongest 3 “little to none” responses: Develop Study Skills (28.42%); Time Management (24.6%); Transition to college (22.46%)

By being enrolled in this class:

#	Question	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Total
1	I feel more connected with my first-year peers.	27.64%	157	39.61%	225	18.31%	104	14.44%	82	568
2	I feel more connected with the faculty on campus.	24.65%	140	34.86%	198	21.65%	123	18.84%	107	568
3	I am more aware of different engagement opportunities on campus.	41.34%	234	36.75%	208	12.72%	72	9.19%	52	566

Strongest Agree: I am more aware of different engagement opportunities on campus (78.09%)

Strongest Disagree: I feel more connected with the faculty on campus (40.49%)

During the current school year, how often have you done the following?

#	Question	Very often		Often		Sometimes		Never		Total
1	Studied when there were other interesting things to do	21.71%	112	32.56%	168	36.63%	189	9.11%	47	516
2	Found additional information for course assignments when you did not understand the material	24.42%	126	36.82%	190	29.84%	154	8.91%	46	516
3	Participated in course discussions, even when you did not feel like it	27.13%	140	30.81%	159	32.95%	170	9.11%	47	516
4	Asked instructors for help when you struggled with course assignments	23.30%	120	23.50%	121	37.28%	192	15.92%	82	515
5	Finished something you had started when you encountered challenges	40.39%	208	37.86%	195	19.61%	101	2.14%	11	515

Most common “grit” activity: Finished something you had started when encountering challenges (78.25%)

Least common “grit” activity: Asked instructors for help (53.2%)

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

#	Question	I have a lot of confidence		I have some confidence		I have little or no confidence		Total
1	Critical thinking and analysis of arguments and information	53.20%	274	44.66%	230	2.14%	11	515
2	Creative thinking and problem solving	62.91%	324	35.34%	182	1.75%	9	515
3	Research	54.17%	279	38.45%	198	7.38%	38	515
4	Clear writing	52.04%	268	41.75%	215	6.21%	32	515
5	Persuasive speaking	39.81%	205	46.41%	239	13.79%	71	515
6	Technological skills	47.37%	243	45.81%	235	6.82%	35	513
7	Financial and business management skills	26.02%	134	53.79%	277	20.19%	104	515
8	Entrepreneurial skills	22.22%	114	48.93%	251	28.85%	148	513
9	Leadership skills	43.77%	225	46.11%	237	10.12%	52	514
10	Networking and relationship building	31.38%	161	53.22%	273	15.40%	79	513

Strongest 3 “I have a lot of confidence”: Creative thinking and problem solving (62.91%); Research (54.17%); Critical thinking and analysis of arguments and information (53.2%)

Strongest 3 “I have little or no confidence”: Entrepreneurial skills (28.85%); Financial and business management skills (20.19%); Networking and relationship building (15.4%)

About your FYS instructor:

#	Question	Almost always		Frequently		Sometimes		Rarely		Almost never		Total
1	Your instructor was well-prepared for class	60.27%	311	24.81%	128	8.91%	46	3.88%	20	2.13%	11	516
2	Your instructor inspired interest in the subject matter of this course	50.39%	260	21.71%	112	14.34%	74	6.20%	32	7.36%	38	516
3	Your instructor encouraged student participation in the class	61.43%	317	23.06%	119	9.30%	48	3.49%	18	2.71%	14	516
4	Your instructor was available to communicate with outside of class	57.48%	296	23.69%	122	11.65%	60	3.88%	20	3.30%	17	515
5	Your instructor seemed to care about you as an individual	58.45%	301	15.92%	82	13.20%	68	6.41%	33	6.02%	31	515

Strongest 3 “almost always/frequently”: well-prepared for class (85.08%); encouraged student participation in the class (84.49%); available to communicate with outside of class (81.17%)

Strongest 2 “rarely/almost never”: inspired interest in the subject matter of this course (13.56%); seemed to care about you as an individual (12.43%)

Would you recommend your first-year seminar to other first-year students?

Yes: 67.44%

No: 32.56%

Overall, do you think this course contributed to your personal and/or academic success at WSU?

Yes: 62.4%

No: 37.6%

Open-ended positive feedback on FYS courses: Comments centered on engaging instructors, learning about campus resources, time management, making friends, preparing for college.

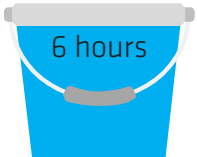
Open-ended negative feedback on FYS courses: Comments fluctuated between seeing the specific course as a waste of time, complaints about individual instructors, homework load. Most negative comments were a critique of first-year seminar and general education as requirements.



General Education Program

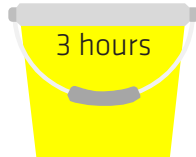
General Education (GE) Requirements at Wichita State follow the KBOR system-wide GE program framework and are comprised of 34-35 credit hours organized in six discipline-based “buckets” and an institutionally designated bucket. A student who satisfies all seven buckets will complete the GE program.

Bucket #1: English Discipline Area



English 100 or 101 and English 102

Bucket #2: Communication Discipline Area



Communication 111

Bucket #3: Mathematics & Statistics Discipline Area



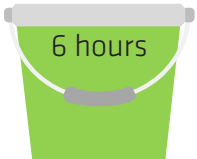
Math 111, 112 or 131* or any math/stat course that requires a MATH 111 or MATH 112 prerequisite. (123, 144, 242, 242H, STAT 370)

Bucket #4: Natural & Physical Sciences Discipline Area



Choose One Subject (must include a lab) :
Anthropology (101 with 106)
Biological Sciences (106 with 107, 210, 211, 220, 223)
Chemistry (103, 211, 212, 523, 531)
Geology (102 for 4 cr.hr., 111, 302, 312, 570, 574)
Physics (195 with 196, 111, 210, 213, 214, 313 with 315, 314 with 316)
Health Sciences (290)

Bucket #5: Social & Behavioral Sciences Discipline Area



Choose from at Least Two Subject Areas:
Anthropology
Criminal Justice
Economics
Entrepreneurship
Ethnic Studies
Geography
Political Science
Psychology
Sociology
Social Work
(full course list on next pages)

Bucket #7: Institutionally Designated Area



3 hours of First-Year Seminar***
(May be satisfied by #5, #6 requirement.)
3 GE hours with Diversity designation
(May be satisfied by #4-#6 requirement)
If above requirements are satisfied in buckets #4-#6, students must take additional Gen Ed approved courses to reach a total of 6 cr. hr. in bucket #7. (May include disciplines not included in buckets #1-#6. See full list)

Bucket # 6: Arts and Humanities Discipline Area



Choose from at least Two Subject Areas:
Communication**
English**
History
Modern and Classical Languages
Linguistics
Philosophy
Religion
Women's Studies
Art History
Dance
Musicology / Composition Studio Arts
Theatre
(full course list on next pages)

*MATH 131 does not fulfill the prerequisite for any further math course. MATH 131 does not meet degree requirements in all colleges.

**Excludes courses from #1-#3

***Students who have earned an Associate Degree or 30 credit hours prior to high school graduation and before starting classes at WSU as a degree-bound student, may be exempt from taking a First-Year Seminar course.



GE Course List for Buckets 5-7

FROM SPRING 2023 GE LIST

Bucket #5: Social & Behavioral Sciences Discipline Area

AGE 404, 405, 512	FYEC 102B	IB 333
ANTH 102, 103, 200, 303, 305, 318, 327, 335, 344, 352, 416, 511, 522, 528, 555, 613	FYED 102A, 102B, 102C, 102D	ID 300, 301
ARTS 211, 211H, 312, 312H, 322, 324	FYET 102A	PHS 310, 326, 408, 408H
CESP 334	FYIM 102C	POLS 121, 121H, 220, 226, 232, 232H, 305, 310, 315, 315H, 316, 319, 320, 336, 337, 337H, 352, 352H, 356, 356H, 380, 380H, 385, 390, 390F, 390G, 391E, 391L, 391M, 391MH, 391P, 391R, 395
CJ 191, 315, 351, 355, 394, 453, 513, 518, 593, 652	FYIS 102E	PSY 111, 111H, 320, 321, 322, 323, 323H, 324, 324H, 325, 404, 406, 409, 410, 413, 413H, 414, 416, 508AH, 534
COMM 130	FYMG 102C, 102D	SCWK 201, 304, 385, 541, 571
ECON 201, 201H, 202	FYMK 102A	SOC 111, 302, 306, 315, 316, 318, 319, 320, 322, 325, 326, 330, 332, 336, 337, 338, 346, 350, 405, 515, 516, 528, 534, 528, 539
EDUC 310, 310H	FYPH 102B, 102C, 102D, 102G	WSUA 102AG
ENTR 310, 327, 440	FYPS 102AB, 102AD	WSUN 102A, 102E, 102G
ETHS 100, 210, 330, 331, 332, 334, 360, 381AC, 381AD, 399, 512	FYSO 102A, 102Y	
FVAN 102AC, 102X	FYSW 102A, 102T	
FYCJ 102A, 102Q	GEOG 125, 210, 530, 542, 550, 570	
	HNRS 106AB, 152F, 306G, 306I, 306J, 306K, 406A, 406B, 406C, 406D	

Bucket # 6: Arts and Humanities Discipline Area

ARTS	285, 310, 315, 320, 322, 323, 330, 340, 343, 344, 360, 361, 362, 363, 365, 375, 377, 378, 379, 517, 518, 579	HNRS 105G, 305F, 305J, 305N, 305O, 305P, 305Q, 305R, 305S, 305U, 305V, 305W, 305X 351, 352, 405C, 405E, 405F, 405G
ARTE 303	FREN 210, 210H, 223, 223H, 300, 300H, 540, 541	JAPN 322, 324
ARTH 103, 125A, 125B, 125C, 125D, 328, 346, 347, 387	FYAR 102D	LASI 300
ARTS 270	FYCM 102D, 102R	LATN 223, 224
DANC 140, 225, 325	FYEN 102P	LING 151, 152, 315
FA 110, 301, 321	FYET 102B	PHIL 100, 105, 125, 125H, 144, 144H, 300, 302, 304, 305, 306, 307, 310, 312, 312H, 313, 315, 320, 322, 327, 331, 338, 341, 342, 346, 352, 354, 360, 361, 365, 385, 526, 530, 577
FYMU 102A, 102B	FYHS 102AE, 102AZ, 102K, 102M, 102O, 102V, 102Z	REL 110, 115, 301, 301H, 302, 327, 420, 576
FYPF 102A, 102C	FYML 102C, 102E, 102F, 102G, 102I, 102N	RUSS 210, 224, 300
HNRS 304F	FYPL 102A, 102S	SPAN 210, 323, 323H, 400
MUSC 113, 160, 161, 162, 334, 335, 346, 493	FYWS 102AA, 102J	WOMS 190, 287, 306, 316, 338, 361, 365, 385, 387, 389, 391, 392, 399, 420, 511, 513, 516, 530, 534, 541, 571, 588
THEA 143, 221, 241, 243, 260, 385, 516, 517, 624	GERM 210, 224, 300	WSUN 102D, 102F
WSUN 102C	HIST 100, 101, 102, 131, 132, 304, 305, 306, 307, 308, 309, 314, 317, 318, 319, 320, 321, 327, 330, 333, 340, 359, 362, 501, 502, 503, 504, 505, 507, 508, 511, 512, 513, 514, 517, 517H, 518, 518H, 522, 525, 528, 530, 531, 535, 536, 541, 543, 543H, 544, 550, 553, 559, 560, 562, 566, 567, 575, 576, 581, 582, 588, 589, 592, 593	
HUMANITIES		
COMM 190, 221, 302, 312, 313, 321, 335, 430, 535, 631		
ENGL 152, 230, 232D, 232E, 232I, 232K, 232L, 232M, 232OH, 232P, 232Q, 232R, 232S, 232T, 240, 241, 252, 254, 273, 274, 276, 277, 278,		

Bucket #7 Course List: Institutionally Designated

FYS Courses (Student must take 1 FYS course which may be satisfied in bucket #5 or #6)

BUCKET #5	WSUA 102AG	FYHS 102AE, 102AZ, 102K, 102M, 102O, 102V, 102Z
FVAN 102AC, 102X	WSUN 102A, 102E, 102G	FYML 102C, 102E, 102F, 102G, 102I, 102N
FYCJ 102A, 102Q		FYPL 102A, 102S
FYEC 102B	BUCKET #6	FYWS 102AA, 102J
FYED 102A, 102B, 102C, 102D	ARTS	WSUN 102D, 102F
FYET 102A	FYMU 102A, 102B	
FYIM 102C	FYPF 102A, 102C	OTHER
FYIS 102E	WSUN 102C	FYBI 102A
FYMG 102C, 102D		FYCH 102W
FYMK 102A	HUMANITIES	FYGE 102U
FYPH 102B, 102C, 102D, 102G	FYAR 102D	FYMP 102A
FYPS 102AB, 102AD	FYCM 102D, 102R	FYMS 102F
FYSO 102A, 102Y	FYEN 102P	WSUH 102E
FYSW 102A, 102T	FYET 102B	

GE Courses with Diversity Attribute (Student must take 1 Diversity course which may be satisfied in bucket #4, #5 or #6)

BUCKET #4 (NOT FYS)	BUCKET #6 (NOT FYS)	FYS COURSES
GEOL 102	ARTS	FVAN 102AC, 102X
	MUSC 113, 162, 346, 493	FYED 102A, 102B
	THEA 385	FYET 102A
BUCKET #5 (NOT FYS)	HUMANITIES	FYIS 102E
ANTH 101, 102, 200, 303, 327, 356, 356, 416, 511, 522, 356H, 387	COMM 190, 335	FYMG 102C, 102D
ARTS 211, 312, 324, 211H, 312H	ENGL 152, 241, 278 365	FYMK 102A
CESP 334	HIST 100, 317, 333, 511, 512, 513, 522 530, 531, 536, 553	FYML 102E
CJ 355	HNRS 305S	FYMP 102A
ENTR 327	LASI 300	FYPH 102D
ETHS 210, 330, 331, 332, 334, 360, 399, 512, 381AC, 381AD	LING 152	FYPH 102G
GEOG 210, 570	PHIL 144, 300, 302, 306, 313, 327, 338, 354, 385, 144H	FYPS 102E
HNRS 106AB, 306K	REL 327, 420	FYSO 102Y
IB 333	WOMS 190, 287, 306, 316, 338, 361, 365, 385, 387, 389, 391, 392, 399, 420, 511, 513, 516, 530, 534, 541, 571, 588	FYSW 102A, 102T
PHS 512		WSUN 102C, 102D, 102E, 102F, 102G
POLS 220, 310, 320, 356, 385, 356H		
PSY 406, 416, 534		OTHER (NOT FYS)
SCWK 304, 385, 541, 571		BIOL 360, 370
SOC 302, 306, 316, 318, 319, 326, 330, 346, 515, 516, 528, 534, 538		GEOL 200, 300

GE Courses Not in Buckets #1-#6 or FYS

ANTH 356, 356H	HNRS 153B, 153T, 307C	PHS 101
BIOL 309, 309H, 310, 360, 370	HP 330	PHYS 131, 395
CHEM 101, 514, 545, 661	MATH 144, 242, 242H, 243, 243H, 344, 344H, 531	STAT 370, 460, 571, 572, 576
GEOG 235	MLS 430	
GEOL 200, 235, 300, 310, 574C	PC 105	



Differences From Current WSU GE

The committee found in reviewing the framework that WSU's existing GE program largely complied with the new policy. Below is a list of specific differences.

KBOR Framework Required Changes

- Each KBOR institution determines that a student has satisfied the system-wide GE requirements. KBOR mandates that a student transferring to WSU from any KBOR institution with this notation will have satisfied the requirements for GE at WSU. A student who transfers without this notation must meet WSU GE requirements.
- Total required GE credits hours are reduced from 36 to 34-35.
- The Fine Arts Discipline has merged with Humanities. Students now pick two subjects within this larger bucket.
- Math and Statistics have been separated to a distinct discipline from Natural Sciences.
- All students are required to take a NS Lab.
- There is no requirement for course number 300 and above, however they are not excluded and can still receive GE attribution.
- An additional 3 cr. hr. of social and behavioral sciences are required. Students must select from 2 subject areas in this bucket. FYS may fulfill this requirement.

Institutional Changes

- Institutional requirement of at least 3 GE cr. hr. of diversity designated coursework has been added. These may be satisfied through the discipline specific requirements including FYS.
- There is no restriction of the amount of major or program requirements which can be applied to GE, but students must fulfill the two subject requirement in buckets #5 and #6.



FAQ about Framework and Proposal

FAQ #1: What is the KBOR GE policy and what are its goals?

Full details about the KBOR Framework policy are at: https://kansasregents.org/academic_affairs/general-education.

“At the end of FY 2020, the Board expressed a strong desire to develop a more robust system-based approach to facilitate student transfer. Building on this vision, in FY 2021 and 2022, the Board established a goal to develop a system-wide general education (GE) package under a common framework. When framing this goal, the Board instructed Board staff to develop a system-based GE package that would maximize the application of credit throughout the system, simplify processes for transfer students, and remove barriers for transfer students.”

FAQ #2: Does WSU have to comply with this policy?

Yes. “State universities are required to comply with every aspect of both policies.”

FAQ #3: Do all programs need to comply?

There is an exceptions process which is detailed at https://kansasregents.org/academic_affairs/general-education/implementing-systemwide-ge for specific programs.

FAQ #4: Is an institution able to change or modify the bucket names?

“Common terminology and consistent themes help prospective students, current students, transfer students, academic advisors, and high school counselors connect the dots between multiple institutions. Thus, universal bucket names are a necessary component to provide an avenue to navigate GE requirements throughout the system. “

FAQ #5: What is the implementation timeline?

“At the latest, this will need to take effect on each campus for first-time students and transfer students who begin in the Fall of 2024.” “Nothing prohibits an earlier implementation.”

FAQ #6: What was the process to produce this proposal?

On Aug 16, 2022 the Faculty Senate President with support from the Senate Executive Committee charged the general education committee to produce a new WSU GE policy which complies with the KBOR system-wide framework. A subcommittee consisting of 4 members of the GE committee, a representative from the registrars office, the Associate VP for Academic affairs, and a representative from LAS advising was formed to produce the policy and met 5 times. This policy was then approved on Jan 23, 2023 by the full GE committee to bring forward to the Faculty Senate for consideration.

FAQ #7: What is the overall strategy in drafting the new policy?

The KBOR framework leaves little room for variation except in the institutional bucket (#7). In general we aimed for compliance and maximal flexibility while supporting the unique FYS and diversity components of our existing program.

FAQ #8: Does the University maintain its authority to approve individual courses for GE?

Yes. We will continue to approve GE coursework following the existing GE process. We also have the authority to set the discipline for each approved course.

FAQ #9: How will the diversity attribute be determined for GE courses?

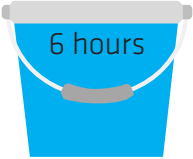
The GE committee recommends the formation of a standing diversity committee to review the diversity attribute for all courses including GE courses.



Sample GE Programs

Sample General GE Completed at WSU

Bucket #1: English Discipline Area



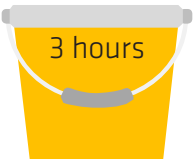
English 100 - 3 hours
English 102 - 3 hours

Bucket #2: Communication Discipline Area



Communication 111 - 3 hours

Bucket #3: Mathematics & Statistics Discipline Area



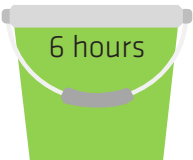
Math 111 - 3 hours

Bucket #4: Natural & Physical Sciences Discipline Area



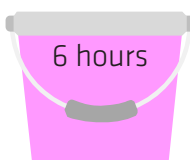
GEOL 111 - 4 hours

Bucket #5: Social & Behavioral Sciences Discipline Area



Choose from at Least Two Subject Areas:
SOC 316 - 3 Hours (**DIVERSITY REQ.**)
PSY 111 - 3 Hours

Bucket #7: Institutionally Designated Area



Any approved GE - 3 hours
Any approved GE - 3 hours

Bucket #6: Arts and Humanities Discipline Area

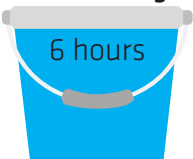


FYEN 102P - 3 hours (**FYS REQ.**)
PHIL 100 - 3 Hours

34 GE hours total, FYS and Diversity fulfilled in Bucket #5 and #6

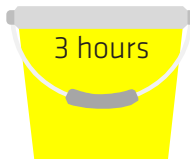
Sample Engineering GE Completed at WSU

Bucket #1: English Discipline Area



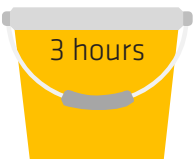
English 100 - 3 hours
English 102 - 3 hours

Bucket #2: Communication Discipline Area



Communication 111 - 3 hours

Bucket #3: Mathematics & Statistics Discipline Area



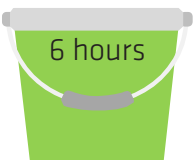
Math 242 - 5 hours
(REQUIRED BY ENG.)

Bucket #4: Natural & Physical Sciences Discipline Area



CHEM 211 - 5 hours
(REQUIRED BY ENG.)

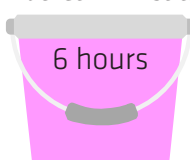
Bucket #5: Social & Behavioral Sciences Discipline Area



ANY FYS (free choice for 91% of Engt, FYET 102 required only in ET & Cyber)

ANY S&BS (free choice for 70% Eng. ECON 201 required in AE, ET & Cyber)

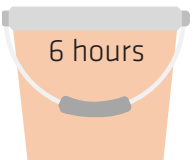
Bucket #7: Institutionally Designated Area



PHYS 313 - 4 hours
(REQUIRED for 95% of ENG.)

MATH 243 - 5 hours
(REQUIRED for 95% of ENG.)

Bucket #6: Arts and Humanities Discipline Area



PHIL 385 - 3 hours (**DIVERSITY REQ.**)
(REQUIRED BY ENG.)

THEA 143 - 3 hours

40 GE hours total, FYS and Diversity fulfilled in Bucket #5 and #6. 28 hours required by Engineering.