THE GENERAL EDUCATION COMMITTEE REPORT TO FACULTY SENATE AY 2021-2022

COMMITTEE VOTING MEMBERS:

- Mathew Muether (LAS-Natural Sciences, Chair)
- Natalie Delacruz (Health professions)
- Brittany Lockard (Fine Arts, on sabbatical in Spring)
- Jaewan Byun (Applied Studies)
- Maria Sclafani (Library, Secretary)
- Roy Myose (Engineering)
- Sandra Sipes (Basic skills)
- Shaunna Millar (LAS- Social Sciences)
- Jan Wolcutt (Business)
- Julie Henderson (LAS-Humanities)
- Mackenzie Lane (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 13, September 27, October 25, November 8, November 22, December 13, January 10, January 24, February 14, February 28, March 28, April 11, April 25, May 9

COMMITTEE LEADERSHIP ELECTION RESULT FOR AY 2022-2023

- The committee elected a chair and secretary for AY 2022-2023 at the April 25th meeting.
    - Chair – Mathew Muether (LAS-Natural Sciences, Chair)
    - Secretary – Jan Wollcot (Business)

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 reviewed 23 course proposals this AY. As of April 11, 18 courses were approved as General Education, 1 was denied. 4 of the approved courses were new FYS courses.
- The committee reviewed and discussed proposed changes to FYET 102A Introduction to Technology & Innovation and a FY Shocker Design Experience with Samantha Corcoran, Nathan Smith, and Dean Muscat.
- The committee met with Aaron Rife to discuss implementation of an FYS Remediation course for sophomores.
- The committee discussed General Education attributing of transfer courses which don't have a direct WSU equivalent. Honors College credit is General Education, but transfers frequently don't have a WSU equivalent. The committee decided that they would like to review all transfer credits without a standing equivalency and those reviews will be included in future annual reports.

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.
- Review Senate Exceptions committee report for General Education exceptions.
- Discussed and reviewed library assessment.
- Discussed and reviewed FYS Assessment Report including FYS director.
- Meeting with OneStop Advising
- Meeting with LAS Advising

COMMITTEE ACTIONS

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

SUMMARY OF INFORMATION/DATA REVIEWED:

- FYS Data: Aaron Rife has created a new survey. Report attached.
  - One of the purposes of a First-Year Seminar course is to expose new students to the purposes and outcomes of WSU's General Education program. The survey given to students at the end of their course (Fall 2021) asks some questions to see if the course has addressed these outcomes.
  - Knowledge in the arts, humanities, and natural and social studies:
    - Each FYS is aligned with one of the above four categories, the survey asked students to rate if their course helped them "think deeply about a

difficult or interesting topic" (76.49% agree); Learn about a part of life, people's experiences, or the world (83.75%)

- o Think critically and independently
    - Students rated their confidence in: Critical thinking and analysis of arguments and information (56.01% a lot, 42.96% some)
- o Write and speak effectively
    - Develop my writing skills (65.4% agree); Develop my public speaking skills (57.68%); Confidence in clear writing (54.98% a lot, 40.21% some); Confidence in persuasive speaking (41.58% a lot, 47.08% some)
- o Employ analytical reasoning and problem-solving techniques
    - Creative thinking and problem solving (65.64% a lot, 32.99% some)
    - Analyze and look for solutions to problems (75.54% agree)
- o Knowledge of fundamentals of information literacy and library research
    - Learn how to use library resources and to do research (78.44% agree);
    - Found it helpful to include lessons about library resources and services (69.81%)
- o The FYS class is meant as an introduction to general education goals, and according to student feedback is strong in exposing students to knowledge in the four gen ed divisions, and relatively strong in analytical thinking, critical thinking, and learning about information literacy and the library. Writing skills follow, with speaking coming last. All FYS courses require writing of some kind, but not all require public speaking.
- Library Assessment
    - o University Libraries' (UL) contributions to the First Year Seminar (FYS) program during the 2021-2022 AY.
        - Liaison librarians are matched with FYS courses based on subject expertise and support students in a variety of ways, including in the achievement of the FYS Gen Ed outcome: "identify appropriate library and other resources to facilitate research and accurately provide citations." The UL has been ramping up its support of FYS program in preparation for the FYS requirement for first year students, which went into effect in Fall 2021. FYS classes tend to have high levels of interaction with librarians, which helps to fulfill the FYS outcome and introduce students to library resources and services early in their academic careers.

- Library Instruction for FYS, by the numbers:
  - In Fall 2021, 29 FYS classes were offered (some with multiple sections), which is the highest number ever offered. 9 liaison librarians were matched with the classes and taught 27 instruction sessions, which were a mix of face to face and synchronous. In Spring 2022, 8 liaison librarians were matched with 21 FYS classes and taught at least 16 instruction sessions (data is incomplete because the semester is not over yet).
- Assessment of library-related outcome for FYS:
  - In previous years, a pre-and post-survey designed by the coordinator of library instruction was distributed to FYS students in order to measure achievement of the library-related outcome, but the response rate was too low to provide useful data. The pre- and post-survey was phased out in Fall 2019. Instead of creating a separate assessment tool, the current coordinator of library instruction collaborated with the FYS faculty coordinator to add questions that better measured achievement of the library-related outcome to the FYS survey distributed to all FYS students at the end of the semester starting in Fall 2021.
- FYS Library Tutorials
  - The UL offers 9 asynchronous tutorials for FYS designed to introduce students to a wide range of library resources and review appropriate citation practices. These tutorials were converted to a newer software platform in Fall 2020 to make them more user friendly. Tutorial usage has increased steadily since then. The library tutorials and the number of FYS classes that completed them are provided in Table 1 below.

Table 1: The library tutorials and the number of FYS classes that completed them

FYS Tutorial	Fall 2021	Spring 2022
Know your library	11	5
Define your topic	9	3
Know your sources	N/A	5
Search strategically: finding articles using smart search	7	5
Search strategically: finding books in the catalog	10	5
Advanced search techniques	10	4
Evaluate your sources	9	18
Avoid plagiarism	9	6
Cite your sources	9	6

- General Education Foundation Course Assessment, Fall 2021
  - Communication 111 Public Speaking was up, with an increase from 2.57 to 2.88, above the target of 2.75.
  - English 101 pre-and post-test scores were down slightly, with a mean score decreasing from 3.74 to 3.66, and were below the target of 3.75.
  - English 102 pre-and post-test scores were down slightly, with a mean post-test score decreasing from 3.84 to 3.58. Pre-test scores went down very slightly from 3.17 to 3.16.
  - Math course completion rate (% ABC grades) for College Algebra was down with a decrease from 82% to 65%.
  - WSU Foresight 2020 Student Learning Performance, including:
    - CLA N/A (every two years)
    - NSSE
      - Undergraduate perception of critical thinking competency exit survey increased slightly from 92.0% to 93% and is well ahead of the target goal of 80%.
      - Undergraduate perception of numerical literacy competency exit survey shows an increase from 77% to 79%.
      - 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 up from previous year, from 89.7% to 90.1%, and is above the goal of 90%.
      - Library literacy from exit survey shows an increase from previous year from 67.7%, to 69.6%, with a target goal of 70%.
      - Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey was up slightly from previous year, from 87.4% to 88.2%, with a target goal of 90%.
      - Percent of undergraduates employed within 6 month of graduate was up significantly from previous year, with an increase from 85.4% to 91%.

RECOMMENDATIONS FOR NEXT ACADEMIC YEAR

- The General Education Committee will continue the Assessment Activities described above and in addition will seek feedback from additional College level advising, especially engineering.
- The General Education Committee will monitor areas that showed decreased performance in the Foundation Course Assessment.

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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 2021 Strategic Goals:

	yearly measure	base year 2010	2018	2019	2020	2021	Target 2021	Status	Goal 2025	desired goal direction
1. WSU Graduates are Scholars by demonstrating:										
1.1 Critical thinking and problem solving										
Collegiate Learning Assessment (CLA) score[1] for Seniors as percent of expected score	AY	103.0%	96.9%	102.5%	93.9%	n/a	103.0%	●	100.0%	↗
Collegiate Learning Assessment (CLA) score[1] for Seniors	AY	1,296	1,142	1,187	1,036	1,104				
(expected score)		1,258	1,179	1,158	1,103	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-- percent 4 or higher shown)	AY	n/a	91.4%	92.0%	92.1%	93.0%	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	76.9%	75.9%	77.2%	79.0%	80.0%	●	80.0%	↗
Math111 course completion rate (% ABC grades)	Fall	66.5%	66.7%	64.6%	81.8%	65.0%	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	3.69	3.75	3.74	3.66	3.75	●	3.75	↗
Communications 111 public speaking performance assessment (scale 1 to 3 high)	Fall	2.80	2.71	2.72	2.57	2.88	2.75	●	2.75	↗
Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	0.9	88.8%	89.2%	89.7%	90.1	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%	25.3%	21.6%	25.1%	tbd	26.0%	●	26.0%	↗
Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	68.1%	65.4%	67.1%	66.7%	69.6%	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%	87.4%	86.8%	87.4%	88.2%	90.0%	●	90.0%	↗
Percent undergraduates employed within 6 months of graduation -- alumni survey	AY	78.2%	91.3%	92.0%	85.4%	91.0%	85.0%	●	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	n/a	47.0%	n/a	32.0%	40.0%	●	40.0%	↗
Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	n/a	31.0%	n/a	31.0%	50.0%	●	50.0%	↗
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	10.8%	10.4%	10.4%	10.2%	15.0%	●	15.0%	↗
Undergraduate's perception diversity/globalization competency ext srvy (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	80.2%	81.0%	81.0%	83.6%	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	4.6	4.7	4.6	10.0	●	10.0	↗
Percent undergraduates participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	36.8%	35.4%	35.9%	31.7%	35.0%	●	35.0%	↗
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	718	1,263	1,531	1,801	1,695	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	88.8%	87.1%	88.1%	88.4%	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 Engagemen 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 2019			Fall 2020			Fall 2021		
	Pre test	sig.[1]	Post test[2]	Pre test	sig.[1]	Post test[2]	Pre test	sig.[1]	Post test[2]
mean	2.97	***	3.74	3.08	***	3.89	3.12	***	3.52
std dev	0.76		0.73	1.11		0.72	0.89		0.79
student count	425			350			255		
crn count	20			21			15		

[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 2019				Fall 2020				Fall 2021			
	Pre-test[2]		Post-test[2]		Pre-test[2]		Post-test[2]		Pre-test[2]		Post-test[2]	
total students	425	100%	335	100%	350	100%	335	100%	255	100%	255	100%
A	19a	4.5%	107b	25.2%	53a	15.1%	134b	38.3%	25a	9.8%	44b	17.3%
B	119a	28.0%	190b	44.7%	95a	27.1%	149b	42.6%	87a	34.1%	117b	45.9%
C	144a	33.9%	104b	24.5%	72a	20.6%	40b	11.4%	64a	25.1%	59a	23.1%
D	115a	27.1%	22b	5.2%	93a	26.6%	25b	7.1%	62a	24.3%	29b	11.4%
F	28a	6.6%	2b	0.5%	37a	10.6%	2b	0.6%	17a	6.7%	6b	2.4%

[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*

	Fall 2019						Fall 2020						Fall 2021					
	Post-Test Grade						Post-Test Grade						Post-Test Grade					
Pre-Test Grade	total	A	B	C	D	F	total	A	B	C	D	F	total	A	B	C	D	F
total	425	107	190	104	22	2	350	134	149	40	25	2	255	44	117	59	29	6
A	19	7	7	5	0	0	53	32	18	2	1	0	25	9	14	0	2	0
B	119	42	49	24	4	0	95	39	40	11	5	0	87	13	44	23	6	1
C	144	39	77	22	5	1	72	24	27	15	6	0	64	6	31	21	5	1
D	115	17	47	41	10	0	93	26	46	8	11	2	62	13	24	9	15	1
F	28	2	10	12	3	1	37	13	18	4	2	0	17	3	4	6	1	3
		increase	static	decrease				increase	static	decrease				increase	static	decrease		
	425	290	89	46			350	207	98	45			255	110	92	53		
	100%	68.2%	20.9%	10.8%			100%	59.1%	28.0%	12.9%			100%	43.1%	36.1%	20.8%		
change by grade:																		
A	100%	36.8%	36.8%	26.3%	0.0%	0.0%	100%	60.4%	34.0%	3.8%	1.9%	0.0%	100%	36.0%	56.0%	0.0%	8.0%	0.0%
B	100%	35.3%	41.2%	20.2%	3.4%	0.0%	100%	41.1%	42.1%	11.6%	5.3%	0.0%	100%	14.9%	50.6%	26.4%	6.9%	1.1%
C	100%	27.1%	53.5%	15.3%	3.5%	0.7%	100%	33.3%	37.5%	20.8%	8.3%	0.0%	100%	9.4%	48.4%	32.8%	7.8%	1.6%
D	100%	14.8%	40.9%	35.7%	8.7%	0.0%	100%	28.0%	49.5%	8.6%	11.8%	2.2%	100%	21.0%	38.7%	14.5%	24.2%	1.6%
F	100%	7.1%	35.7%	42.9%	10.7%	3.6%	100%	35.1%	48.6%	10.8%	5.4%	0.0%	100%	17.6%	23.5%	35.3%	5.9%	17.6%

* 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.

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First - Year Seminar Student Survey, Fall 2021

Aaron Rife

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 2021. 320 students completed the survey, out of an available 934 first-year students (34% 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	39.50%	126	36.99%	118	11.29%	36	12.23%	39	319
2	Develop my writing skills	17.92%	57	47.48%	151	17.30%	55	17.30%	55	318
3	Develop my public speaking skills	19.12%	61	38.56%	123	21.32%	68	21.00%	67	319
4	Analyze and look for solutions to problems	39.18%	125	36.36%	116	13.79%	44	10.66%	34	319
5	Learn about a part of life, people's experiences, or the world	50.94%	163	32.81%	105	9.38%	30	6.88%	22	320
6	Learn how to use library resources and to do research	42.50%	136	35.94%	115	11.88%	38	9.69%	31	320
7	Develop a greater respect for global diversity	45.94%	147	30.94%	99	14.37%	46	8.75%	28	320

Strongest 3 "agree" responses: Learn about a part of life/experiences/world (83%); Greater respect for diversity (76%); Learn about library (78%)

Strongest 3 "disagree" responses: Public speaking skills (42%); Writing skills (34%); Look for solutions to problems (24%)

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	60.31%	193	30.94%	99	8.75%	28	320
2	Learning about student support services on campus (e.g., OneStop Advising, Counseling and Prevention Center, Library, Career Development Center, etc.)	57.19%	183	30.31%	97	12.50%	40	320
3	Feeling supported as a first-year student	58.44%	187	26.56%	85	15.00%	48	320
4	Developing connections with other students in the course	46.39%	148	35.11%	112	18.50%	59	319
5	Developing connections with the course instructor	48.11%	153	33.33%	106	18.55%	59	318
6	Developing connections with my College/School	45.00%	144	40.63%	130	14.37%	46	320
7	Making the transition to college	49.69%	159	33.13%	106	17.19%	55	320
8	Opening my mind to new ways of thinking	53.44%	171	32.19%	103	14.37%	46	320
9	Developing time management skills	40.63%	130	38.13%	122	21.25%	68	320
10	Developing study skills	37.50%	120	38.44%	123	24.06%	77	320

Strongest 3 "great" responses: Learning about opportunities (60%); Feeling supported (58%); New ways of thinking (53%)

Strongest 3 "little to none" responses: Time management (21%); Connections with students (18.5%); Connections with instructor (18.5%)

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.	28.75%	92	40.31%	129	17.19%	55	13.75%	44	320
2	I feel more connected with the faculty on campus.	25.94%	83	35.31%	113	21.25%	68	17.50%	56	320
3	I am more aware of different engagement opportunities on campus.	43.08%	137	38.05%	121	12.26%	39	6.60%	21	318

Strongest Agree: I am more aware of different engagement opportunities on campus (81%)

Strongest Disagree: I feel more connected with the faculty on campus (38%)

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	23.02%	67	33.33%	97	34.36%	100	9.28%	27	291
2	Found additional information for course assignments when you did not understand the material	25.77%	75	37.11%	108	27.84%	81	9.28%	27	291
3	Participated in course discussions, even when you did not feel like it	24.74%	72	29.90%	87	37.80%	110	7.56%	22	291
4	Asked instructors for help when you struggled with course assignments	25.86%	75	22.76%	66	36.55%	106	14.83%	43	290
5	Finished something you had started when you encountered challenges	41.03%	119	36.90%	107	20.00%	58	2.07%	6	290

Most common "grit" activity: Finished something you had started when encountering challenges (77%)

Least common "grit" activity: Asked instructors for help (51%)

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	56.01%	163	42.96%	125	1.03%	3	291
2	Creative thinking and problem solving	65.64%	191	32.99%	96	1.37%	4	291
3	Research	56.70%	165	38.49%	112	4.81%	14	291
4	Clear writing	54.98%	160	40.21%	117	4.81%	14	291
5	Persuasive speaking	41.58%	121	47.08%	137	11.34%	33	291
6	Technological skills	48.45%	141	47.42%	138	4.12%	12	291
7	Financial and business management skills	24.74%	72	56.01%	163	19.24%	56	291
8	Entrepreneurial skills	20.62%	60	52.58%	153	26.80%	78	291
9	Leadership skills	46.74%	136	45.02%	131	8.25%	24	291
10	Networking and relationship building	33.33%	97	54.98%	160	11.68%	34	291

Strongest 3 "I have a lot of confidence": Creative thinking and problem solving (65%); Research (56%); Critical thinking and analysis of arguments and information (56%)

Strongest 3 "I have little or no confidence": Entrepreneurial skills (26%); Financial and business management skills (19%); Networking and relationship building (11%)/Persuasive speaking (11%)

About your FYS instructor:

#	Question	Almost always		Frequently		Sometimes		Rarely		Almost never		Total
1	Your instructor was well-prepared for class	64.26%	187	24.05%	70	7.56%	22	3.44%	10	0.69%	2	291
2	Your instructor inspired interest in the subject matter of this course	52.58%	153	20.27%	59	13.40%	39	6.87%	20	6.87%	20	291
3	Your instructor encouraged student participation in the class	62.89%	183	24.74%	72	7.22%	21	3.44%	10	1.72%	5	291
4	Your instructor was available to communicate with outside of class	59.45%	173	22.68%	66	11.34%	33	3.44%	10	3.09%	9	291
5	Your instructor seemed to care about you as an individual	63.57%	185	15.46%	45	11.00%	32	4.81%	14	5.15%	15	291

Strongest 3 "almost always/frequently": well-prepared for class (88%); encouraged student participation in the class (87%); available to communicate with outside of class (81%)

Strongest 2 "rarely/almost never": inspired interest in the subject matter of this course (13%); seemed to care about you as an individual (10%)

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

Yes: 71.48%

No: 28.52%

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

Yes: 63.45%

No: 36.55%

Open-ended positive feedback on FYS courses: (122 comments) see attachment. Comments centered on engaging instructors, learning about campus resources, time management, preparing for major (most commonly engineering), making friends, preparing for college.

Open-ended negative feedback on FYS courses: (83 comments) see attachment; the most common complaint was having to take an FYS class to begin with and wishing to take a major course instead (23 comments). Other comments dispersed between seeing the specific course as a waste of time, complaints about individual instructors, homework load. Four comments pointed out their class did not help students adjust to university. Identifying information taken out of comments.