

Wichita State University
General Education Committee

The General Education Committee Review of Student Learning Outcomes, AY 2017-2018

Process:

- x 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.
- x 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.
- x Any changes approved by the senate are implemented in the following semester.

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 7, 2015

First Year Seminar* (FYS) Pre and Post Writing Rubric Test Scores, Spring 2017

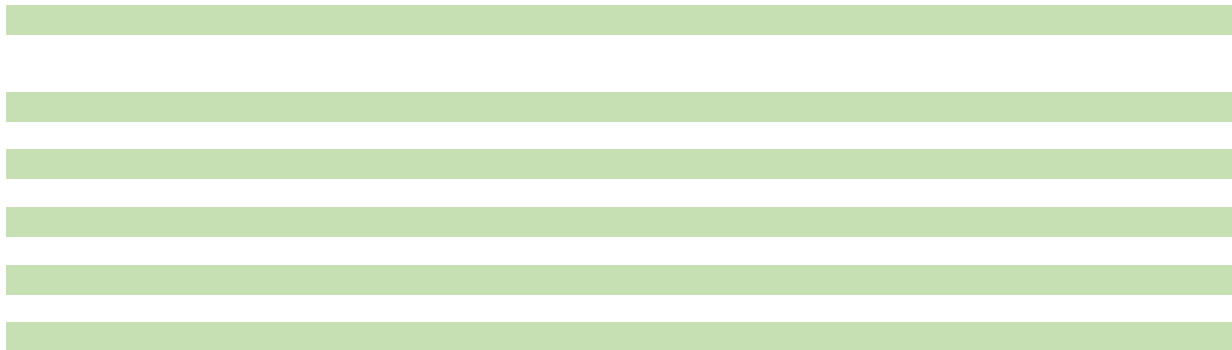
Dimensions:	Pre-test		Pair T-test	Post-test		N
	Mean	std dev	Difference Sig	Mean	std dev	
Total score (1-4 high)	2.37	0.532	0.348	2.46	0.401	31
sub-scores:						
Context Purpose (1-4 high)	2.81	0.703	0.500	2.90	0.539	31
Context Development (1-4 high)	2.55	0.675	0.831	2.58	0.620	31
Genre (1-4 high)	2.26	0.575	0.169	2.42	0.564	31
Sources (1-4 high)	2.19	0.543	0.206	2.00	0.577	31
Syntax (1-4 high)	2.03	0.795	0.005	2.42	0.672	31



Fall 2017 First Year Seminar (FYS) Pre and Post Writing Rubric Test Scores,

FYS Class Sections:

course	title	class section	valid n*
		total students:	112
WSUA102D	FYS: Cross Cultural Comm	14697	18
WSUA102E	FYS: Wrld Culture in Pop Media	14698	5
WSUB102A	Solutns by Design: Int Dsgn Th	16065	11
WSUD102A	FYS: Superheroes Go to School	15623	14
WSUE102A	FYS: Intro to Tech and Innov	14693	6
	FYS: Intro to Tech and Innov	15805	11
	FYS: Intro to Tech and Innov	15806	5
	FYS: Intro to Tech and Innov	15807	8
	FYS: Intro to Tech and Innov	15808	3
	FYS: Intro to Tech and Innov	15809	7
WSUF102A	FYS: Music Makes You Smarter	14694	20
WSUF102B	141414694	siP <</MCtID 18em134cf 7.448-9.5(o T)-4.9(ec)-11aa.5(l)-9.3437 >>BDC	0.02 Tw 5pr



Fall 2016 First Year Seminar (FYS) Report on Persistence and GPA Performance

FYS Course:	Total	Term-to-term Persistence Rate			Student count
		FL16 to SP17	FL16 to FL17	FL16 to SP18	
(LAS) WSUA102A Energy Sci & Environmen	71.4%	57.1%	57.1%	7	
(LAS) WSUA102B Solving Global Problems	92.0%	72.0%	68.0%	25	
(LAS) WSUA102C Powerful Narratives	81.3%	62.5%	62.5%	16	
(LAS) WSUA102D Cross Cultural Comm	92.0%	76.0%	72.0%	25	
(LAS) WSUA102E Wrld Culture in Pop Media	91.7%	91.7%	87.5%	24	
(EDU) WSUD102A Superheroes Go to School	95.5%	77.3%	77.3%	22	
(EDU) WSUD102B Race % Ethn in Mod Amer	90.0%	80.0%	70.0%	20	
(ENG) WSUE102A Intro to Tech and Innov	91.7%	87.5%	87.5%	24	
(FA) WSUF102A Music Makes You Smarter	100.0%	83.3%	87.5%	24	
(FA) WSUF102B Music As My Key To Succ	100.0%	100.0%	88.9%	9	
(HN) WSUN102A Election 2016	95.2%	95.2%	90.5%	21	

Comparable Group Analysis:

Student groups:

total	base	restricted	restricted sample
	1,124	244	>8281total



SKILLS BUILDING

My FYS helped me:

Strongly Disagree FL16

Strongly Disagree FL17

Somewhat Disagree FL16

Somewhat Disagree FL17

Neither A nor D FL16

Neither A nor D FL17

Somewhat Agree FL16

Somewhat Agree FL17

Stongly Agree FL16

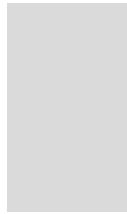
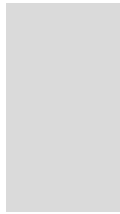
Stongly Agree FL17

SD/ Disagree FL16

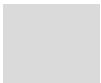
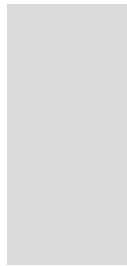
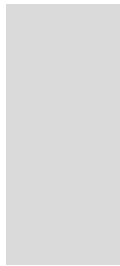
SD/ Disagree



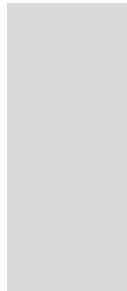
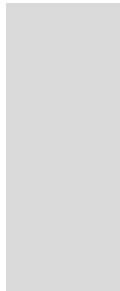
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SERVICE LEARNING

Question	Strongly Disagree FL16	Strongly Disagree FL17	Somewhat Disagree FL16	Somewhat Disagree FL17	Neither A nor D FL16	Neither A nor D FL17	Somewhat Agree FL16	Somewhat Agree FL17	Stongly Agree FL16	Stongly Agree FL17	SD/ Disagree FL16	SD/ Disagree FL17	Agree/ SA FL16	Agree/ SA FL17	N = FL16	N = FL17
My service learning experience complemented the course content	5.00%	12.50%	5.00%	10.71%	20.00%	17.86%	35.00%	26.79%	35.00%	32.14%	10%	23.21%	70%	58.93%	40	56
My service learning experience added value to the course	10%	14.29%	2.50%	10.71%	12.50%	17.86%	47.50%	28.57%	27.50%	28.57%	12%	25.00%	75%	57.14%	40	56

OVERALL SATISFACTION FL 16

How would you rate your overall satisfaction with the course?

0= unsatisfied; 10 = very satisfied	Min FL16	Min FL17	Max FL16	Max FL17	Mean FL16	Mean FL 17	Std Dev FL16	Std Dev FL17
Individual course scores for 9 courses:	5	0	10	10	7.78	5.95	1.55	3.23
	0		10		6.71		3.06	
	1		9		5.6		3.38	
	2		10		6.73		2.47	
	1		10		7.8		2.52	
	0		9		4.76		3.15	
	3		10		8.79		1.86	
	4		10		8.33		2.13	
	0		9		2.67		2.75	
AVERAGE					6.57			

Would you recommend a FYS to other first-year students?

Answer Fall 2013	%	N =
yes	59%	97
no	41%	69
Total	100%	166

Answer Fall 2014	%	N =
yes	79%	77
no	21%	21
Total	100%	98

Answer Fall 2015	%	N =
yes	85%	63
no	15%	11
Total	100%	74

Answer Fall 2016	%	N =
yes	73.28%	85
no	26.72%	31
Total	100%	116

Answer Fall 2017	%	N =
yes	61.64%	48
no	38.36%	28
Total	100%	73

Overall, do you think this course contributed to your *personal* success? [2013, 2014, 2015, 2017]

2013: 3.24 out of 5		
2014: 4.06 out of 5		
2015: 3.92 out of 5		
2017	%	N=
Yes	47.30%	35
No	52.70%	39

How would you rate how this course contributed to your *academic* success at WSU? [2013, 2014, 2015]

2013: 3.16 out of 5
2014: 3.91 out of 5
2015: 3.86 out of 5

Overall, do you think this course contributed to your *academic* success? [2013, 2014, 2015, 2017]

2016	%	N =	2017	%	N =
Yes	54.46%	61	Yes	42.47%	31
No	45.54%	51	No	57.53%	42

Comments about skills building FL17

The skills building was not worth the time.

I felt like this class stressed me out more than I was able to focus on "skill building." I feel as if more of the work should have been in class considering it is a "seminar" class.

We did little in this class regarding note taking, informaton skills, and/or writng.

A lot of the skills were ones I already had so they were not built any further.

The note assignments were pointless

Several assignments in this course required research skills, but research skills were not taught or outlined in the class.

Great class. The professor was amazing and so helpful, understanding and caring.

I developed most of these skills before graduatng and I do not believe they were influenced by this course at all.

What suggestions do you have for greater community buidling opportunities for a FYS in the future? FL17

I think the hardest thing about building a community through a FYS class is that I won't see most of the people from my class again. I think there should be more of an emphasis of bringing freshman from respective colleges (Business, Engineering, etc.) together, since those are the people I will most likely "build a community" with.

Good luck

Just keep doing Wu's big event

None

Additional comments about your interactions with your Success Coach: FL17

Comments about Service Learning: FL17

It seemed a pointless (but charitable) exercise. While it felt good to give to the community, I could have done it of my own accord and it would have had the same amount of connecton to the course– that is, no connecton.

We sang at the RSC and this was extremely terrifying for many students as they did not feel comfortable doing it and it did not really give back to the community. It seemed like a last minute "i dont know what else to do so we are going to sing." I think

Comments about contributing to personal success: FL17

Yes - Text

Improve my public speaking skills

Helped me step outside my comfort zone

I felt more confident and comfortable with most situatons comparing to how i left my high school

Aside from the value of the law and politcs seminar, which is extremely important in itself, I learned basic things to know at Wichita State. It was a good transiton course from high school to college.

It was a great way to ease into college life and build skills and friendships

I learned more about myself during this class.

It introduced me to working in teams and design processes, and helped me know what resources are on campus

both for engineers and in general.

Comments about contributing to the academic success (for students who answered yes): FL17

Additional comments you'd like to share about your FYS experience: FL17

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

Wichita State University Foresight 2020* Student Learning Performance

Foresight 2020 Strategic Goals:	base year	year					Target 2018	
		2014	2015	2016	2017			
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%	100.7%	100%	99.4%	95.2%	101.2%	104%
Collegiate Learning Assessment (CLA) score ¹ for Seniors (expected score)	AY	1,296 1,258	1,151 1,143	1,147 1,149	1,117 1,124	1,089 1144		
Student's perception academic challenge from NSSE2 for Freshmen (goal to exceed peers, scale 0-60)	AY	n/a	n/a	34.7	n/a	32.3	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	n/a	36.9	n/a	34.7	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	90.9%	91.8%	91.5%	92.1%	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	75.2%	76.3%	75.7%	78.8%	78.9%	82.0%
Effective communication								
Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often)	AY	n/a	n/a	2.1	n/a	2.1	2.2	2.3
Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often)	AY	n/a	n/a	2.5	n/a	2.4	2.7	2.8
English 101 Post-test scores from the English pre- and post-test writing performance assessment	Fall	3.45	3.35	3.49	3.38	tbd	3.78	4.0
Communications 111 public speaking performance assessment (scale 1 to 3 high)	Fall	n/a	n/a	2.74	2.75	2.68	2.65	2.7
Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	88.7%	89.3%	88.1%	89.0%	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%	33.1%	28.3%	22.3%	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%	39.2%	tbd	tbd	tbd	29.9%	tbd 35.0%