

The General Education Committee Review of Student Learning Outcomes, AY 2015-2016

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:

- Activities for AY, the Committee:
 - Developed a new first-year seminar proposal for entering freshmen (in response to last year's review, where it was decided a more robust WSU 101 course [the primary FYE course for first-year freshmen] was needed)
 - Faculty Senate approved proposal on December 7, 2015 (page 2)
 - Committee reviewed 18 course proposals and approved 11 to be offered beginning fall 2016 (page 4)
 - Evaluated two courses, PHIL 144 (Moral Issues) and AGE 404 (Psychology of Aging), for the writing rubric assessment project (page 7).
 - Reviewed student learning performance dashboard data for overall student learning outcomes (page 8).
- Summary of information/data reviewed:
 - Writing rubric assessment project
 - Sample size: 206
 - Results: Pre and post test scores on writing rubric – genre/disciplinary conventions and syntax/mechanics were not statistically different. While post test scores on context/purpose for writing and content development were statistically higher than pre-test scores, the difference was not meaningful.
 - Student Learning Performance dashboard for overall student learning outcomes.
 - In terms of direct measurements for student learning, students were performing “at” expectations on the CLA (n= 100 seniors) and “at” expectations on the English 101 writing performance assessment (n= 541). Likewise, indirect measures indicate continued success in student perception in their critical thinking abilities, oral/written competency, and teamwork competency. Students continue to perceive their chosen degree will be useful to them in their career and 83.9% of them are employed within 6 months of graduation.
 - NSSE outcomes were higher than previous years, but not statistically different.

Recommendations for next academic year:

- Evaluate student performance in new first-year seminar for Faculty Senate consideration.
- Share writing rubric evaluation with the philosophy and public health sciences departments for consideration of changes to courses.
- Continue writing rubric assessment projects among general education courses. Recruit more faculties who teach courses across the disciplines.

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 7, 2015

First Year Seminar Curriculum Forms - meeting with General Education Committee Feb. 8, 2016

Appt. time	College	Dept.	Course	Course Title	Faculty Name	Approval Status
12:40	Business	Marketing	WSUB102	Solutions by Design: An Introduction to Design Thinking	Dotty Harpool	No
1:50	Education	C&I	WSUD102	Mechanisms of Chinese Education System	Fuchang Liu	No
2:10	Education	C&I	WSUD102	Superheroes Go to School	Daniel Bergman	Yes
2:20	Education	C&I	WSUD102	Race and Ethnicity in Modern America	Aaron Rife	Yes
2:40	Education	HPS	WSUD102	A lifetime of Fitness and Health	Michael Rogers	No
2:30	Engineering	Engineering	WSUE102	Introduction to Technology and Innovation	Steven Skinner	Yes
1:40	Fine Arts	Music	WSUF102B	Music As My Key To Success	David Hunsicker & Elaine Bernstorf	Yes
2:50	Fine Arts	Music	WSUF102A	Music Really Does Make you Smarter	Tom Wine	Yes
2:00	Honors	Honors	WSUN102	Election 2016	Neal Allen	Yes
12:30	LAS	Sociology	WSUA102	Through the Looking Glass: Exploring you Social World	Jodie Hertzog	Postpone
12:50	LAS	Communication	WSUA102	Cross Cultural Communication	Beck Nurdyke	Yes
1:00	LAS	MCLL	WSUA102	World Cultures in Popular Media	Wilson Baldrige	Yes
1:00	LAS	MCLL	WSUA102	Powerful Narratives: Storytelling and Social Justice in the Hispanic World	Rocio del Aguila	Yes
1:10	LAS	Pol. Science	WSUA102	Solving Global Problems	Michael Hall	Yes
1:20	LAS	Criminal Justice	WSUA102	Criminal Brains, Criminal Minds	Yumi Suzuki	Postpone
2:00	LAS	Social Work	WSUA101	The Art of Dying Empty	Eveline Kalomo	No
1:30	LAS	Physics	WSUA102	Energy Science and The Environment	Nick Solomey	Yes
1:30	LAS	Math	WSUA102	Effective Adulting	Summer Steenberg	No

College	Dept.	Division	Course #	Course Title	Faculty Name	Meeting Time	CRN	Quota
Education	C&I	B2	WSUD 102A	Superheroes Go to School	Daniel Bergman		15994	
				Includes examinations of common superhero attributes and narratives, specifically in school or educational settings. Content is applied to projects related to personal development, synergetic collaboration, service outreach, and strategic preparation for ongoing learning and growth		11:00 - 12:15 T/Th, Corbin 162		25
Education	C&I	B2	WSUD 102B	Race and Ethnicity in Modern America	Aaron Rife		15995	
				Examines race as a fundamental part of American life and society. As will be discussed, "race" is a result of how people divided and categorized themselves and others based on physical differences, which then took on non-physical meanings (intelligence, worth, morality). Students will be asked to think and talk about how the concept of race has played a role in their own lives and formative years, as well as reflect upon scholarship on race and current debates/dilemmas.		10:30 -11:20 M/W/ F, DH 104		25
Engineering	Engineering	B2	WSUE 102A	Introduction to Technology and Innovation	Steven Skinner & Samantha Corcoran		15996	
				Uses instruction and hands-on projects to guide freshman through the design thinking process to develop innovative and creative problem solving skills. The design thinking process is a methodology for innovation that combines creative and analytical approaches and requires collaboration across disciplines and diverse backgrounds. Design thinking focuses on empathy as a way to understand the user and design to meet their needs. Students will work in multi-disciplinary teams throughout the course. In the final project students will apply design thinking to build a working prototype that addresses a specific identified need in the community, third world country, or society at large.		9:30-10:45 am M/W, Henrion 126		25
Fine Arts	Music	A1	WSUF 102B	Music As My Key To Success	David Hunsicker & Elaine Bernstorf		15998	
				Will combine performance in one of WSU's music ensembles (i.e., symphony orchestra, symphonic wind ensemble, concert band, jazz arts, concert chorale, a Capella choir, madrigal singers, or women's glee club) with a classroom component that will help you leverage your music experiences into future success in your chosen field. Freshmen will explore best practice and studying techniques; focus and time management; the connections between history and art; teamwork; stage presence; and developing your personal "brand." Students enrolled in WSUF 102B are also required to enroll in one of the following music performance ensembles for 0 credit hours: MUSP211A Orchestra 12253 02:30 PM 04:20 PM TR DA C104 Laycock MUSP211A Orchestra 12253 02:30 PM 03:20 PM F DA C104 Laycock MUSP213B Concert Band 12265 03:30 PM 04:50 PM MW DA C104 TBD MUSP213B Concert Band 12265 03:30 PM 04:30 PM F DA C104 TBD MUSP210B Symphonic Wind Ensemble 12259 01:30 PM 02:20 PM F DA C104 TBD MUSP210B Symphonic Wind Ensemble 12259 01:30 PM 03:20 PM MW DA C104 TBD MUSP211T Jazz Arts Ensemble 1 12299 04:30 PM 05:20 PM F Deibel MUSP211T Jazz Arts Ensemble 1 12299 05:00 PM 06:15 PM MW DA Deibel MUSP212F A Cappella Ch (Men) 12271 12:30 PM 01:20 PM MTWR DA C107 Wine MUSP212F A Cappella Ch (Wom) 13148 02:00 PM 03:15 PM MW DA C107 Hanawalt MUSP213F Concert Chorale 12277 12:30 PM 01:20 PM MTWR WI Hanawalt Vocalists: Women should enroll in MusP 212F, 13148, A Cappella Choir (Women's Glee Club) which does not require an audition. Men who want to participate in an ensemble, should enroll in Mus P 212F, 12271, A Capella Choir. Early auditions will be arranged for men. Both men and women may be moved up to a higher choir, including Concert Chorale, if recommended by the instructor. All wind, brass, and percussion students should register for Concert Band - MUSP 210B, 12265 . They will subsequently audition for section placement, and in rare cases an advanced freshman may be moved up to Symphonic Wind Ensemble. String players will register for Orchestra - MUSP 211A, 12253. They will subsequently have to audition for placement. In the rare event that a student does not meet the basic performing level for orchestra, he/she will be given the option of performing in one of the choirs or dropping the freshman seminar class.		4:30-6:30 pm Tue Duerksen B103		25

Fine Arts	Music	A1	WSUF 102A	Music Really Does Make you Smarter	Tom Wine	15997		
				Provides students with an opportunity to articulate a current music advocacy philosophy while developing leadership skills for a variety of music activities and scenarios.			9:30-10:45 T/Th, Duerksen B103	25
Honors	Honors	B2	WSUN 102A	Election 2016	Neal Allen	15999		
				Examines the presidential election of 2016 as an example of democracy and citizen engagement. We will study the election from the perspective of political science scholarship, and from the perspective of citizen involvement. Students in this course will learn how the contemporary presidential election process functions, why it matters, and consider what the results of 2016 election means for the United States and the broader world. This topic will be the foundation for engagement with the learning environment of Wichita State University, the community in which we live and the journey toward graduation and personal development. Honors students only.			9:30-10:45 M/W, DH 103	25
LAS	Communication	A2	WSUA 102D	Cross Cultural Communication	Becky Nordyke	16000		
				Teaches you to appreciate the cultural diversity located on the Wichita State campus. You will meet people from other cultures to help you understand their world perspectives. In addition, you will learn speaking and writing skills to improve your own communication with people from other cultures.			9:30-10:45 M/W EH 105	25
LAS	MCLL	A2	WSUA 102E	World Cultures in Popular Media	Wilson Baldrige	16001		
				Examines ways in which various cultures are depicted in popular media and how stereotypical depictions may contrast with reality in areas such as East Asia, Africa, the Middle East, Latin America, and Europe.			9:30-10:45 M/W, JH 314	25
LAS	MCLL	A2	WSUA 102C	Powerful Narratives: Storytelling and Social Justice in the Hispanic World	Rocio del Aguila	16002		
				Fictional texts can generate awareness and empathy about contemporary problems. This course aims to analyze oppressive situations portrayed in literature, media, and the arts from Colonial times to present.			TR 12:30-1:45, CE 162	25
LAS	Pol. Science	B2	WSUA 102B	Solving Global Problems	Michael Hall	16003		
				Students will investigate three problems of global concern involving security, the global economy, and the environment. Interactive activities in the course will teach students to search for solutions to the problems and consider how governments and other organizations form policies on these problems.			9:30-10:45 T/Th, CE 162	25
LAS	Physics	C2	WSUA 102A	Energy Science and The Environment	Nick Solomey	16004		
				Discusses the science of energy, its impact on the environment and long term climate change on our planet. We will study some basic science using simple calculations that are not more difficult than balancing a checking account, but simple ways to track energy usage, potential change in saving money and reducing the impact on the environment. We will study long term change from across the ages on the environment and what results we can expect from using these past experiences to predict future outcomes in 10, 50 or 100 years.			9:30 - 10:45 Mon/Wed, Jabara 110	25

General Education Writing Rubric Assessment, Spring and Fall 2015

Sample: 206 students in Aging 404 (n=121 in 3 class sections in Fall), Philosophy 144 (n=51 in 2 class sections in Spring) and Psychology 404 (n=34 in 1 class section in Fall) during regular Spring 2015 and Fall 2015 terms. No statistical difference in test scores across class times and days.

Scoring (4=high)	Mean Writing Rubric Score*				Context of & Purpose for Writing				Content Development				Genre & Disciplinary Conventions				Control of Syntax & Mechanics			
	Pre test		Post Test		Pre test		Post Test		Pre test		Post Test		Pre test		Post Test		Pre test		Post Test	
mean	1.97a		2.11a		1.90a	^	2.13b		1.92a	^	2.23b		1.69a		1.79a		1.65a		1.76a	
std dev	0.54		0.57		0.53		0.54		0.65		0.64		0.80		0.77		0.62		0.66	
^ effect size is not significant.																				
Student counts by score level:																				
Score levels	116	100%	90	100%	116	100%	90	100%	116	100%	90	100%	116	100%	90	100%	116	100%	90	100%
4	0	0.0%	1a	1.1%	0	0.0%	0	0.0%	0	0.0%	1a	1.1%	2a	1.7%	1a	1.1%	0	0.0%	0	0.0%
3	15a	12.9%	17a	18.9%	11a	9.5%	20b	22.2%	20a	17.2%	28b	31.1%	14a	12.1%	12a	13.3%	9a	7.8%	11a	12.2%
2	82a	70.7%	63a	70.0%	82a	70.7%	62a	68.9%	67a	57.8%	52a	57.8%	50a	43.1%	48a	53.3%	57a	49.1%	46a	51.1%
1	19a	16.4%	9a	10.0%	23a	19.8%	8b	8.9%	29a	25.0%	9b	10.0%	46a	39.7%	25a	27.8%	50a	43.1%	33a	36.7%
0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4a	3.4%	4a	4.4%	0	0.0%	0	0.0%

* Values in the same row & sub table not sharing the same subscript are significantly different at p < .05 level.

Summary: Pre and Post test scores on Writing Rubric, Genre/Disciplinary Conventions and Syntax/Mechanics were not statistically different. While Post test scores on Context/Purpose for Writing and Content Development were statistically higher than pre-test scores, the difference was not meaningful.

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

Wichita State University Foresight 2020* *Student Learning Performance*

Foresight 2020 Strategic Goals:

II. Improve Economic Alignment (continued from Foresight 2020 Dashboard).

II.3 WSU Graduates are Scholars by demonstrating:

Critical thinking and problem solving

yearly measure	base year	year					Target 2015	Goal Status	Goal 2020	desired goal direction
		2012	2013	2014	2015	2015				
Collegiate Learning Assessment (CLA) score ¹ for Seniors as percent of expected score	AY	103%	100%	99.6%	100.7%	100%	101.5%	●	100%	↗
Collegiate Learning Assessment (CLA) score ¹ for Seniors (expected score)	AY	1,296	1,181	1,174	1,151	1,147				
		1,258	1,184	1,179	1,143	1,149				
Student's perception of level academic challenge from NSSE ² for Freshmen (goal to exceed peers, scale 0-60)	AY	n/a	n/a	32.1	n/a	34.7	36.5	●	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	35.9	n/a	36.9	38.0	●	40.0	↗
Undergraduate perception of critical thinking competency exit survey ³ (scale 1 to 5-- percent 4 or higher shown)	AY	n/a	90.3%	92.8%	90.9%	91.8%	88.2%	●	86.0%	↗
Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5-- percent 4 or higher shown)	AY	n/a	74.2%	77.0%	75.2%	76.3%	78.1%	●	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	2.5	2.7	●	2.8	↗
English 101 Post-test scores from the English pre- and post-test writing performance assessment	Fall	3.45	3.52	3.27	3.35	3.43	3.73	●	4.0	↗
Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	87.8%	90.0%	88.7%	89.3%	88.9%	●	90.0%	↗

Preparation for lifelong learning

Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)	AY	29.3%	25.9%	26.7%	28.2%	tbd	28.2%	●	27%	↗
Percent enrolled in a 4 yr school within 1 yr of WSU graduation to have earned a master degree within 2 yrs	AY	22.2%	32.0%	tbd	tbd	tbd	28.6%	●	35.0%	↗
Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	65.9%	69.2%	68.3%	68.1%	69.0%	●	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	87.6%	91.8%	87.2%	87.8%	88.8%	●	90.0%	↗
Percent undergraduates employed within 6 months of graduation -- alumni survey	AY	tbd	80.0%	82.1%	81.2%	83.9%	85.0%	●	90.0%	↗

II.4 WSU Graduates are Leaders by demonstrating:

Global mindedness and forward thinking

Percent Freshmen participated in at least one High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	n/a	37.0%	n/a	36.1%	38.5%	●	40.0%	↗
Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	n/a	50.0%	n/a	51.1%	55.0%	●	60.0%	↗
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	6.6%	7.1%	8.1%	8.5%	10.8%	●	15.0%	↗
Undergraduate's perception of diversity/globalization competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	78.0%	80.8%	78.8%	79.0%	80.0%	●	90.0%	↗

Collaboration and service orientation

Undergraduate average weekly hours in community service reported by students from exit survey	AY	n/a	5.7	5.7	5.1	5.1	7.9	●	10	↗
Percent of undergraduates who participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	26.1%	28.9%	29.3%	29.8%	26.1%	●	35.0%	↗
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	993	1,300	1,138	1,094	1,032	1,495	●	1,690	↗
Undergraduate's perception of team work competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	88.8%	89.5%	88.4%	88.7%	89.4%	●	90.0%	↗

¹ Collegiate Learning Assessment (CLA) total score for critical thinking, analytical reasoning, problem solving and written communication. Information for Academic years 2010 and 2011 are from the College of Liberal Arts and Sciences only; ² NSSE National Survey of Student Engagement; NSSE data collected in odd years post 2009; NSSE changed survey in 2013, no longer using benchmarks ³ Exit Survey is required of all undergraduate and graduate students upon degree completion.