

THE GENERAL EDUCATION COMMITTEE

REPORT TO FACULTY SENATE

AY 2024-2025

COMMITTEE VOTING MEMBERS:

- Brittany Lockard (CFA, Chair)
- Natalie Delacruz (Health Professions)
- Carolyn Shaw (LAS-Social and Behavioral Sciences)
- Angie Paul (Library)
- Samantha Corcoran (Engineering)
- Sandra Sipes (Basic skills)
- Jan Wolcutt (Business, Secretary)
- Julie Henderson (LAS-Humanities)
- Josh Mallard (SGA Senate Member)
- Robin Folkerts (Applied Studies)
 - Has not attended a meeting; term began 2022
- William Ingle (LAS—Natural Sciences)
 - Has not attended a meeting; term began 2024

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)
- Kimberly Engber (Honors, Ex-Officio)
- Brett Bruner (First-Year Seminar Coordinator, Ex-Officio)

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 9, 2024; September 23, 2024; October 28, 2024; November 11, 2024; December 9, 2024; January 27, 2025; February 10, 2025; February 24, 2025; March 11, 2025; March 24, 2025; April 14, 2025; April 28, 2025

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COMMITTEE LEADERSHIP ELECTION RESULT FOR AY 2024-2025

- The committee elected a chair and secretary for AY 2025-2026 at the 4/14/25 meeting
 - Chair: TBD, first selection regretfully withdrew
 - Secretary: Jan Wolcutt, approved and agreed

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.
- This academic year, the committee evaluated our course proposal review process and produced a flow chart to assess courses

COURSES REVIEWED, OUTCOMES, AND ACTIONS:

- The committee reviewed 24 course proposals this AY. As of March 24, 23 courses were approved as General Education, and 1 was denied.
- 1 new course was an FYS

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 (in progress—student completion rates are low; see reports below).
- Review Senate Exceptions committee report for General Education exceptions (4/10/25).
- Discussed and reviewed library assessment (3/14/25).
- Discussed and reviewed FYS Assessment Report including FYS director (3/14/25).
- Meeting with OneStop Advising (upcoming, 4/14/25).
- The General Education committee also meets with advisors from different colleges to assess specific challenges or recommendations

from advising. This AY we met with Health Professions (upcoming 4/28/25).

- The General Education committee also receives reports related to the Common Read and supplies committee members for that committee
- Their report is also attached below

COMMITTEE ACTIONS

- The committee reviewed their approval process and developed guidelines for the process
 - The committee created a flowchart to document the process for internal use; it is found at the end of this report
- The committee recommends changes to the syllabus format to the academic affairs committee

SUMMARY OF INFORMATION/DATA REVIEWED:

- Health Professions Advising
 - Buckets seem to be working well
 - There is some problem with students from other universities receiving gen ed credit at another KBOR institution but native students not receiving gen ed credit for the same class
 - See, for instance: Interpersonal communication, which they can't list on the degree map but which could be counted as a gen ed (because it counts at Butler and Newman)
 - Foreign languages are like this as well—for instance, Butler takes intro foreign languages and we only accept 200-levels
 - Nursing is missing a course with a diversity attribute; that causes a stumbling block
 - Nursing had to get together and make sure their pathways aligned across KBOR schools and the differing gen ed courses accepted causes some issues for them
 - Some KBOR schools (KU, Fort Hayes) are accepting associate degrees from Kansas as meeting Gen Ed requirements (perhaps as a recruitment technique)
- OneStop Advising
 - Reiterated the issues from Health Professions
 - Developmental Psych or CSS is a requirement for psych major
 - Yet DP has a diversity attribute and CSS doesn't
 - This particular case has recently been sent up to diversity committee, but just as an example
 - They expect to find more of these little inconsistencies will keep cropping up, especially for AND/OR requirements

- Additionally, the lack of the 4-5 credit hour lab courses is a struggle for majors who need lower-level sciences (for instance, CFA majors)
- English and math pathways are on the way for implementation in Fall 25 (math) and Fall 25 (english)
 - No more remedial classes
 - Moving forward, this may be something where Supplemental Instruction becomes the norm, rather than an exception
 - Driven by student desire
- Math pathways may cause issues for undecided students (for instance, a student interested in Business and Graphic Design would need different math courses)
 - Try to keep them within the 120 credit hours for majors
 - There is also conflict sometimes between buckets and competencies required by the degree
 - Sociology =cultural and civic competencies, psychology=no competencies (for a Criminal Science degree, for instance)
 - This causes the bucket system to sometimes cause roadblocks for complex majors
- University Exceptions Committee
 - General Education chair and chair of the UEC communicated via email
 - General education curriculum doesn't seem to be causing systemic issues for students
 - Gen ed exceptions by and large are individual and don't require policy or clarification from the GEC
- General Education Foundation Courses
 - Communication 111 Public Speaking was up slightly, with an increase from 2.73 to 2.76 on performance assessment (on a scale of 1 – 3).
 - English 101 Post-test was up over last year's score, from 3.70 to 3.96, with an increase from pre- to post-test of 3.15 to 3.96.
 - English 102 was down over last year in post-test, from 3.80 to 3.66 this year. Pre-test scores remained the same year to year, 3.49.
 - Math completion score was down, 70.7% to 63.7%. But perception of numerical literacy competency was up slightly, from 77.4% to 78.8%.
 - Perception of critical thinking competency was up slightly, from 93.2% to 93.6%, as measured by the Exit Survey.
- FYS Data: Brett Bruner provided a summary of survey data. Report attached.

- Overall, this year's FYS assessment included more participation from students; AY 23-24 FYS reports had far less feedback.
- Quantitative data shows students largely respond positively to FYS in terms of both engagement and material.
- Open-ended positive feedback reports that FYS courses helped students explore careers, confirm majors, supported student wellbeing, engaged students in discovering resources from the library, assisted in helping students make friends through the course, and supported students' confidence in writing, critical thinking, public speaking, and time management skills.
- Open-ended critical feedback included complaints about having to take an FYS course and wishing to take a major course instead, comments about individual instructors and/or homework load, challenges related to the organization of the course, and a desire to have more sharing and discussion during class.
- Library Assessment. Report attached.
 - University Libraries' (UL) contributions to the General Education program include a new coordinator for ENGL 101, ENGL 102, and FYS
 - Instructors who make library instruction requests for their classes can expect their students to receive a lesson relevant to assignments and research needs.
 - See attached report for more
- University Assessment
 - Lots of difficulty engaging students to participate in the CLA assessment (freshmen assessment comparing measurements against seniors) and the NSSE
 - Even with \$25 gift cards to WSU or QuikTrip it is difficult getting a statistically significant participation
 - The NSSE is also in competition
 - As is a KBOR assessment for seniors
 - Taking the assessments is not a priority for the students, but there will be additional data at the end of April/beginning of May
 - Asking Gen Ed to consider seeing if our goals align with LAS and NACE Competencies (evaluated by ETS exam at the beginning and the end of the course) that employers are looking for
 - How do our goals align?
 - How can we measure/assess?
 - The NACE ones are credentialed by the ETS folks
 - The OneStop advising also runs into competency issues (see above) from multiple majors
 - There is a committee that assesses this for LAS that meets once a year
 - Currently, LAS is the only college that requires competencies (9 total for BA, and 8 for BS)

- Also asking Gen Ed and Assessment to work together to reconsider our assessments
- Common Read Committee
 - The committee has met 3 times to review 21 nominations.
 - We have narrowed our list down to 4 finalists and 3 books we are considering if we can get a lower bulk order price from the publishers.
 - The finalists include a comic book by a local author, two historical fiction books, and an autobiography with a nature focus. They all have broad themes to appeal to a wide audience.
 - The committee members are Carolyn Shaw, Aaron Rife, Kimberly Engber, Melinda Defrain, Julie Henderson, Angie Paul, Eiran Saucedo-Rodarte, Jaclyn Fulscher (student), Naomi Guevara (student)

RECOMMENDATIONS FOR NEXT ACADEMIC YEAR

- The General Education Committee will continue the Assessment Activities described above

ATTACHED ASSESSMENT REPORTS

First Year Seminar – Spring & Fall 2024

The First Year Seminar program provided students during the Spring 2024 and Fall 2024 semesters with the opportunity to provide feedback regarding how the course assisted in their transition to Wichita State University as well as knowledge development in the subject of the course. The charts below detail the key takeaways from the surveys.

Spring 2024 Survey

89 responses

My first-year seminar course helped me:

#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	Develop my writing skills	20.69%	18	36.78%	32	24.13%	21	18.40%	16	87
2	Develop my public speaking skills	27.59%	24	34.48%	30	25.29%	22	12.64%	11	87

3	Analyze and look for solutions to problems	36.36%	32	30.68%	27	15.91%	14	17.05%	15	88
4	Learn about a part of life, people's experiences, or the world	53.41%	47	36.36%	32	3.41%	3	6.82%	6	88
5	Learn how to use library resources and do research	42.05%	37	29.55%	26	17.05%	15	11.36%	10	88

To what extent did your first-year seminar course address or contribute to the following areas?

#	Question	Great		Some		Little to None		Total
1	Learning about opportunities available to you at WSU	48.31%	43	39.33%	35	12.40%	11	89
2	Develop study skills	32.58%	29	32.58%	29	34.83%	31	89
3	Learn about support services available on campus	55.06%	49	28.09%	25	16.85%	15	89
4	Feel supported as a first-year student	56.18%	50	25.84%	23	17.98%	16	89
5	Developing connections with other students in the course	44.94%	40	30.34%	27	24.72%	22	89
6	Develop connections with the	55.66%	49	20.22%	18	24.72%	22	89

	course instructor							
7	Develop connections with my college/school	35.96%	32	39.33%	35	24.72%	22	89
8	Make the transition to college	42.70%	38	28.09%	25	29.21%	26	89
9	Open my mind to new ways of thinking	50.56%	45	31.46%	28	17.98%	16	89
10	Develop time management skills	40.45%	36	30.34%	27	29.21%	26	89

I found it helpful to include lessons about:

#	Question	Agree		Neither agree nor disagree		Disagree		There was no lesson about this topic		Total
1	Schedule planning	51.69%	46	20.22%	18	7.87%	7	20.22%	18	89
2	Career development	47.19%	42	27.72%	22	7.87%	7	20.22%	18	89
3	Financial wellness	40.45%	36	23.60%	21	13.48%	12	22.47%	20	89
4	Stress management and mental health	56.18%	50	22.47%	20	4.49%	4	16.85%	15	89
5	Library resources and services	61.80%	55	21.35%	19	3.37%	3	13.48%	12	89

By being enrolled in this class:

#	Question	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Total
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1	I feel more connected with my first-year peers.	28.09%	25	43.82%	39	13.48%	12	14.61%	13	89
2	I feel more connected with the faculty on campus.	23.60%	21	41.57%	37	19.10%	17	15.73%	14	89
3	I am more aware of different engagement opportunities on campus.	33.71%	30	37.08%	33	16.85%	15	12.36%	11	89

Open-ended positive feedback on FYS courses included the following: Comments centered on how the FYS courses helped make friends, learn about involvement opportunities on campus, find information about the Shocker Career Accelerator, support students' confidence in writing skills, learn about financial wellness, and improve study and time management skills.

Open-ended feedback that identified areas for growth for FYS courses included the following: Comments complaining about having to take an FYS course and wishing to take a major course instead, comments about individual instructors and/or homework load, desire to build community more during the class sessions, and desire to find more resources through the course's Blackboard shell.

Fall 2024 Survey

222 responses

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	44.14%	98	38.74%	86	9.01%	20	8.11%	18	222

2	Develop my writing skills	22.97%	51	40.99%	91	20.27%	45	15.77%	35	222
3	Develop my public speaking skills	34.68%	77	34.68%	77	16.67%	37	13.96%	31	222
4	Analyze and look for solutions to problems	44.14%	98	33.78%	75	14.41%	32	7.66%	17	222
5	Learn about a part of life, people's experiences, or the world	62.16%	138	30.18%	67	5.41%	12	2.25%	5	222
6	Learn how to use library resources and do research	36.94%	82	40.99%	91	16.22%	36	5.86%	13	222

To what extent did your first-year seminar course address or contribute to the following areas?

#	Question	Great		Some		Little to None		Total
1	Learning about opportunities available to you at WSU	55.41%	123	36.49%	81	8.11%	18	222
2	Develop study skills	38.01%	84	33.48%	74	28.51%	63	221
3	Learn about support services available on campus	60.36%	134	25.23%	56	14.41%	32	222
4	Feel supported as a first-year student	64.25%	142	23.08%	51	12.67%	28	221
5	Developing connections	57.47%	127	28.51%	63	14.03%	31	221

	with other students in the course							
6	Develop connections with the course instructor	53.15%	118	27.03%	60	19.82%	44	222
7	Develop connections with my college/school	45.25%	100	42.08%	93	12.67%	28	221
8	Make the transition to college	51.80%	115	34.68%	77	13.51%	30	222
9	Open my mind to new ways of thinking	62.44%	138	26.70%	59	10.86%	24	221
10	Develop time management skills	47.51%	105	34.39%	76	18.10%	40	221

I found it helpful to include lessons about:

#	Question	Agree		Neither agree nor disagree		Disagree		There was no lesson about this topic		Total
1	Schedule planning	48.20%	107	29.28%	65	9.46%	21	13.06%	29	222
2	Career development	51.80%	115	26.13%	58	6.76%	15	15.32%	34	222
3	Financial wellness	44.80%	99	27.60%	61	8.60%	19	19.00%	42	221
4	Stress management and mental health	48.65%	108	29.73%	66	5.41%	12	16.22%	36	222
5	Library resources and services	64.41%	143	22.97%	51	4.05%	9	8.56%	19	222

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.	37.84%	84	39.64%	88	12.16%	27	10.36%	23	222
2	I feel more connected with the faculty on campus.	29.28%	65	41.44%	92	17.57%	39	11.71%	26	222
3	I am more aware of different engagement opportunities on campus.	49.09%	108	36.82%	81	9.09%	20	5.00%	11	220

Open-ended positive feedback on FYS courses included the following: Comments centered on how the FYS courses helped students explore careers, confirm majors, supported student wellbeing, engaged students in discovering resources from the library, assisted in helping students make friends through the course, and supported students' confidence in writing, critical thinking, public speaking, and time management skills.

Open-ended feedback that identified areas for growth for FYS courses included the following: Comments complaining about having to take an FYS course and wishing to take a major course instead, comments about individual instructors and/or homework load, challenges related to the organization of the course, and a desire to have more sharing and discussion during class.

University Libraries Instruction Services

Instructors who make a library instruction request for their classes can expect their students to receive a lesson relevant to assignments and research needs. General Education classes that regularly receive library instruction include First-Year Seminar Classes, English 101, English 102, and BIO 210L. Other courses, including additional general education and other classes, also have library instruction as needed. Library instruction is scaffolded with librarians preparing content based on the needs of the course. A new coordinator for ENGL 101, ENGL 102 and FYS library instruction was hired in fall of 2024 and will be adjusting and adapting scaffolded content. This report highlights the most popular general education courses that use library instruction.

First Year Seminar

Liaison librarians at University Libraries (UL) are matched with FYS courses based on subject expertise and reach out to FYS instructors to see if they would like a library instruction session. In these sessions, students commonly get a library tour and receive information literacy instruction.

In the 2024-2025 school year, UL offered three asynchronous tutorials for FYS designed to introduce students to searching and critical thinking about sources, which are posted on the [First-Year Seminar Tutorials](#) page. Some librarians have created individual online guides for these classes that focus on content specific to the class. The University offered 75 in-person and in-person/hybrid FYS classes (individual CRNs) from summer 2024 through spring 2025, and 52 of these received at least one library instruction session; three different classes received multiple library sessions. Seven total FYS classes had library tutorials results by the end of March 2025.

ENGL 101

Librarians have recently seen an influx of instructors requesting library instruction for ENGL 101 courses. These instruction sessions typically receive an overview of library services relevant to beginner students and introduce basic resources such as SmartSearch, the library's main search engine and the library catalog. The University offered 49 in-person classes from summer 2024 through spring 2025; 20 received a library instruction session.

ENGL 102

Other general education classes also receive library instruction including all ENGL 102 sections where library instruction is built into the course syllabus. Instruction focuses on evaluating information on the web to determine credibility and authority of the source or author. These sessions generally include a brief review of library services and the library website. Librarians may also include time for students to do research while the librarian supervises helping students at time of need. Online sections utilize library tutorials instead of coming into the library for instruction. The University offered 48 in-person classes from summer 2024 through spring 2025; 42 received a library instruction session, including some that meet outside the main campus.

BIO 210/211 Labs

The subject librarian for Biology provides library instruction for and is embedded in all sections of BIOL 210L: General Biology I and BIOL 211L: General Biology II labs. These sessions focus on research specific to biological sciences and are project-driven, following a series of assignments developed in collaboration with Biology instructors. Assignments require students to read scientific literature,

properly cite scholarly sources, find and review the literature, and compose scientific papers. The librarian provides in-person laboratory sessions for BIOL 210L in Ablah Library and online tutorials and consultations for BIOL 211. There were 17 BIO 210L labs offered and 17 library instruction sessions taught.

FOUNDATION COURSES ASSESSMENT DATA

Fall English 102 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 2022			Fall 2023			Fall 2024		
	Pre test	sig. ¹	Post test ²	Pre test	sig. ¹	Post test ²	Pre test	sig. ¹	Post test ²
mean	3.25	***	3.66	3.49	***	3.80	3.49	***	3.66
std dev	0.95		0.73	0.83		0.69	0.85		0.69
student count	229			280			398		
cm count	12			14			20		

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

Table 2: Letter grade exit data										
Letter Grade:	Fall 2022			Fall 2023			Fall 2024			
	Pre-test ¹		Post-test ²	Pre-test ¹		Post-test ²	Pre-test ¹		Post-test ²	
total students	229	100%	229	100%	280	100%	280	100%	398	100%
A	32a	14.0%	47a	20.5%	48a	17.1%	68b	24.3%	61a	15.3%
B	76a	33.2%	113b	49.3%	107a	38.2%	154b	55.0%	193a	48.5%
C	53a	23.1%	48a	21.0%	88a	31.4%	45b	16.1%	73a	18.3%
D	60a	26.2%	18b	7.9%	33a	11.8%	13b	4.6%	62a	15.6%
F	8a	3.5%	3a	1.3%	4a	1.4%	01	0.0%	9a	2.3%

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 2022							Fall 2023							Fall 2024						
	total	A	B	C	D	F		total	A	B	C	D	F		total	A	B	C	D	F	
total	229	47	113	48	18	3		280	68	154	45	13	0		398	70	230	56	38	4	
A	32	8	21	3	0	0		48	30	14	4	0	0		61	20	34	6	1	0	
B	76	21	37	14	4	0		107	26	74	5	2	0		193	39	124	17	12	1	
C	53	13	24	11	5	0		88	9	52	25	2	0		73	4	45	18	5	1	
D	60	5	31	16	6	2		33	3	10	11	9	0		62	5	26	14	17	0	
F	8	0	0	4	3	1		4	0	4	0	0	0		9	2	1	1	3	2	
		increase	static	decrease					increase	static	decrease					increase	static	decrease			
	229	117	63	49				280	115	138	27				398	140	181	77			
	100%	51.1%	27.5%	21.4%				100%	41.1%	49.3%	9.6%				100%	35.2%	45.5%	19.3%			
change by grade:																					
A	100%	25.0%	65.6%	9.4%	0.0%	0.0%		100%	62.5%	29.2%	8.3%	0.0%	0.0%		100%	32.8%	55.7%	9.8%	1.6%	0.0%	
B	100%	27.6%	48.7%	18.4%	5.3%	0.0%		100%	24.3%	69.2%	4.7%	1.9%	0.0%		100%	20.2%	64.2%	8.8%	6.2%	0.5%	
C	100%	24.5%	45.3%	20.8%	9.4%	0.0%		100%	10.2%	59.1%	28.4%	2.3%	0.0%		100%	5.5%	61.6%	24.7%	6.8%	1.4%	
D	100%	8.3%	51.7%	26.7%	10.0%	3.3%		100%	9.1%	30.3%	33.3%	27.3%	0.0%		100%	8.1%	41.9%	22.6%	27.4%	0.0%	
F	100%	0.0%	0.0%	50.0%	37.5%	12.5%		100%	0.0%	100.0%	0.0%	0.0%	0.0%		100%	22.2%	11.1%	11.1%	33.3%	22.2%	

* 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.

General Education Critical Thinking, Math and Communication Scores

Undergraduate Degree-Seeking Students Only

	Academic Year (fall-spring-summer sequence)				
	2020	2021	2022	2023	2024
Critical Thinking Scores:	2020-21	2021-22	2022-23	2023-24	2024-25
Perception of critical thinking competency*	93.0%	92.7%	91.6%	93.2%	93.6%
Perception of numerical literacy competency*	78.9%	77.5%	77.0%	77.4%	78.8%

*exit survey percent rated 4 and 5 on a scale of 1-5 (5=high)

	Year of Fall Census				
	2020	2021	2022	2023	2024
Math and Communication Scores:					
Math111 course completion rate (% ABC grades)	81.8%	65.0%	71.0%	70.7%	63.7%
Communications 111 public speaking performance assessment	2.57	2.88	2.72	2.73	2.76

*Communication score 1 to 3 (3=high)