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

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:
- The Committee:
  - Approved on November 27, 2017 sending a message to the Faculty Senate Executive Committee, to examine the necessity to revise, maintain, or replace the General Education Program as currently practiced.
  - Approved on March 12, 2018 a FYS proposal that all entering new freshmen would be required to take one FYS course and would count toward one introductory course in the GE curriculum (see page 2). The approved documents were forwarded to the Faculty Senate Executive Committee for consideration on March 30, 2018).
- Summary of information/data reviewed:
  - FYS data (including writing rubric assessment data, student retention, library outcomes, and student perceptions – pages 4-14).
  - Student Learning Performance dashboard (page 15) for overall student learning outcomes.
    - In terms of direct measurements for student learning, students were performing "near" expectations on the CLA (n= 100 seniors) and "at" expectations in public speaking (n=481) assessments. The English 101 writing performance evaluations were not available at the time this report was written. 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 79% of them are employed within 6 months of graduation.
    - NSSE outcomes were lower than previous years, but not statistically different.

Recommendations for next academic year:
- No other changes to the general education program are recommended.

4.23.18

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

Dimensions:	Pre-test		Pair T-test Difference	Post-test		
	Mean	std dev	Sig	Mean	std dev	N
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

* includes FYS WSUA102D (crn26043 valid n=9), WSUA102E (crn26177 valid n=10), WSUD102A (crn26088 valid n=4), WSUE102A (crn 26261, valid n=9).

Executive summary: With the exception of Syntax, post-test score differences were not statistically significant at the .05 level. Sample size prohibited controls for class section and student academic performance and demographics.

Business Intelligence and Predictive Modeling (BIPM)

WICHITA STATE UNIVERSITY

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	FYS Music As My Key To Success	14695	4

excludes students without both pre and post test values.

Term-to-term Persistence Rate:

　　Fall 2017 to Spring 2018　　　　90.2%

Bivariate Pre-Post Test Analysis (paired T-test):

Dimensions:	**Pre-test** Mean	Sig	**Post-test** Mean	post-pre difference	percentage change	N
Total score (1-4 high) mean	1.90	0.000	2.25	0.35	18.4%	112
std dev	0.64		0.62			
sub-scores:						
Context Purpose (1-4 high)	2.40	0.007	2.60	0.20	8.4%	106
std dev	0.87		0.86			
Context Development (1-4 high)	2.02	0.000	2.31	0.29	14.6%	110
std dev	0.72		0.82			
Genre (1-4 high)	1.91	0.000	2.26	0.35	18.4%	109
std dev	0.63		0.64			
Sources (1-4 high)	1.68	0.000	2.11	0.43	25.7%	108
std dev	0.65		0.74			
Syntax (1-4 high)	1.82	0.003	1.98	0.16	9.0%	110
std dev	0.59		0.68			

Executive summary: Bivariate post test score differences from pre-test scores were statistically significant showing an increase in ability/understanding. Sample size and fluctuations across class sections prohibited a class section analysis and overall sample size prohibited a multivariate analysis with controls (e.g., demographics, academic ability, performance).

Business Intelligence and Predictive Modeling (BIPM)

WICHITA STATE UNIVERSITY

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

Term-to-term Persistence Rate

FYS Course:	FL16 to SP17	FL16 to FL17	FL16 to SP18	Student count
Total	92.2%	81.1%	78.3%	217
(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

Summary: Total of 217 students were enrolled at Fall 2017 census in ten FYS classes spread across LAS, Education, Engineering, Fine Arts and Honors. Term-to-term persistence rates of fall to spring and fall to fall were statistically similar across the colleges.

Comparable Group Analysis:

Student groups:	base		restricted		restricted sample	
total	1,393	100%	1,139	100%	674	100%
non FYS student	1,186	85.1%	962	84.5%	497	73.7%
FYS student	207	14.9%	177	15.5%	177	26.3%

base = new fall matriculating HS seniors (SR); **restricted** = freshmen class standing, ACT(SAT) 19 or higher excluding deceased; **restricted sample**= non-FYS random sample reduced for acceptable comparison analysis.

Dimensions:	All	non-FYS*	FYS*	Dimensions:	All	non-FYS*	FYS*
Demographics on census:				**Academic Ability:**			
age in years	18.0	18.0a*	18.0a	ACT(SAT)	24.3	24.3a	24.6a
% female	54.9%	51.3%a	65.0%b	ACT(SAT math	24.1	24.1a	24.0a
& underrepresented minority**	16.3%	17.5%a	13.0%a	high school gpa	3.50	3.48a	3.54a
% first generation**	43.6%	44.5%a	41.2%a	high school percentile	70.1	69.7a	71.3a
% family income <=125% of poverty**	13.8%	12.8%a	16.5%a	Academic ability scale**	53.6	52.8a	56.1a
% underserved**	52.5%	52.7%a	52.0%a	probability 1st year on probation	5.6%	5.9%a	4.9%b
% non-resident	15.3%	15.9%a	13.6%a	% remedial need	30.7%	30.0%a	32.8%a
% I35 corridor	8.0%	8.9%a	5.6%a				
Origin of residence:	100.0%	100.0%	100.0%				
KS Sedgwick	49.3%	52.1%a	41.2%b				
KS MSA wo Sedg	9.8%	9.3%a	11.3%a				
KS (southeast exc MSA & Sedg)	5.0%	4.0%a	7.9%b				
KS (northeast)	13.2%	11.9%a	16.9%a				
KS (northwest)	0.9%	1.0%a	0.6%a				
KS (southwest)	4.7%	4.4%a	5.6%a				
Missouri	2.4%	2.8%a	1.1%a				
Nebraska	1.5%	1.0%a	2.8%a				
Colorado	0.7%	0.8%a	0.6%a				
Oklahoma	3.3%	3.2%a	3.4%a				
Texas	2.4%	2.8%a	1.1%a				
non surrounding states	5.8%	5.6%a	6.2%a				
domestic no address	0.1%	0.2%a	0.0%1				
international	0.9%	0.8%a	1.1%a				

Summary: In order to assess the impact of FYS instruction on grade outcomes, a comparison control group is necessary. Adjusting the non-FYS population to fit similar demographics and academic ability of FYS students and sampling the non-FYS group to maintain comparable cross sectional proportions we end with a sample of 497 (73.3%) non-FYS and 177 (26.3%) FYS students. The bivariate analysis demonstrates that the two groups are statistically similar except for enrollment in FYS classes.

*Values in the same row and sub table not sharing the same subscript are significantly different at p< .05. Bold font with ^ values represent differences of moderate or higher effect size.

** **underrepresented minority** includes American Indian/Alaskan Native, Black non-Hispanic, Hawaiian & Hispanic; **first generation** students are from families whose parents or guardians have no post-secondary degree; **low family income** is defined as total family income (2017 dollars, cpi) at or below 125% of the poverty threshold based on family size; **underserved** includes underrepresented minority, first generation & low family income; **academic ability scale** is based on a standardized composite of ACT/SAT, high school gpa and high school percentile, students with score under 25 have a 3 times greater likelihood of being on probation their first year compared with those who have scores greater than 30; **full-time enrollment** for undergraduates is 12 or more hours during fall term; **SEAS Student Early Alert System** in which instructors can identify a student who is having problems with attendance, participation, assignments and exams during the class term.

Business Intelligence and Predictive Modeling (BIPM)

WICHITA STATE UNIVERSITY

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

END-of-TERM (fall 2016) Outcomes Analysis

Academic Outcomes:

Dimensions:	All	non-FYS*	FYS*
enrolled hours	13.5	13.3a	13.9b
% full time**	93.0%	91.5%a	97.2%b
end of term gpa**	2.96	2.89a	**3.15b^**
institutional earned hours**	12.2	12.0a	13.0b
% on probation end of term	15.6%	17.5%a	10.2%b
% in university housing	47.2%	43.5%a	**57.6%b^**
% athlete	3.3%	4.2%a	0.6%b
% SEAS activity**	11.7%	11.3%a	13.0%a
% SEAS attendance risk	7.0%	6.4%a	8.5%a
% SEAS participation risk	5.3%	5.8%a	4.0%a
% SEAS assignments risk	8.3%	8.9%a	6.8%a
% SEAS exams/quizzes risk	6.4%	6.8%a	5.1%a

Dimensions:	All	non-FYS*	FYS*
degree probability**	44.1%	43.0%a	47.0%a
degree completion risk:			
% low degree risk	18.8%	17.6%a	22.0%a
% moderate degree risk	50.0%	48.5%a	54.2%a
% high degree risk	31.3%	33.9%a	23.7%b

Summary: Few statistically significant meaningful differences exist between FYS & non-FYS students except for end of term gpa (for all coursework in fall 2016) and university housing.

*Values in the same row and sub table not sharing the same subscript are significantly different at p< .05. Bold font with ^ values represent differences of moderate or higher effect size.

Persistence rates***:	All	non-FYS*	FYS*
Fall 2016 to Spring 2017	93.3%	93.1%a	93.8%a
Fall 2016 to Fall 2017	78.8%	77.8%a	81.4%a
Fall 2016 to Spring 2018	72.7%	70.4%a	79.1%b

Comparative rates for fall 2016 degree bound students:	Spring 2017	Fall 2017
freshmen	83.9%	68.9%
sophomore	86.8%	77.1%
junior	89.7%	82.2%

*** **Persistence rates** are different than **retention rates**. Retention rates are based on a panel study approach among a homogenous population in which all members have little to no variance in factors that can influence outcomes and have a specific start origin whereas a persistence rate is a cross-sectional analysis of diverse but segmented populations and their rate of return across terms.

OLS Regression Predicted End-of term GPA

Predictors:	unstd beta	std beta	sig,	% unique variance
FYS course	**0.176**	**0.071**	**0.014**	**1.9%**
female	0.021	0.009	0.743	
underrepresented minority**	0.106	0.036	0.224	
first generation	-0.074	-0.034	0.247	
family income <=125% of poverty**	0.025	0.007	0.802	
non-resident	0.024	0.008	0.795	
academic ability scale**	0.016	0.409	0.000	44.3%
full time enrolled**	1.007	0.236	0.000	19.1%
SEAS attendance**	-1.150	-0.341	0.000	34.7%
university housing	-0.041	-0.019	0.537	
(Constant)	1.255		0.000	
Adj R-Square		0.478	0.000	

Summary: At the multivariate level, end of term gpa as expected is mostly a consequence of academic performance both prior to and within the term. While a small portion of unique variance, being in a FYS class did have a positive independent impact on end of term gpa net of controls.

** **underrepresented minority** includes American Indian/Alaskan Native, Black non-Hispanic, Hawaiian & Hispanic; **first generation** students are from families whose parents or guardians have no post-secondary degree; **low family income** is defined as total family income (2017 dollars, cpi) at or below 125% of the poverty threshold based on family size; **underserved** includes underrepresented minority, first generation & low family income; **academic ability scale** is based on a standardized composite of ACT/SAT, high school gpa and high school percentile, students with score under 25 have a 3 times greater likelihood of being on probation their first year compared with those who have scores greater than 30; full-time enrollment for undergraduates is 12 or more hours during fall term; **SEAS Student Early Alert System** in which instructors can identify a student who is having problems with attendance, participation, assignments and exams during the class term; **end-of-term gpa** is the gpa for all completed coursework in Fall 2016 (excludes transfer work); **institutional earned hours** excludes transfer work.

WICHITA STATE UNIVERSITY

Business Intelligence and Predictive Modeling (BIPM)

Report on the University Libraries' Involvement
in the 2017-2018 First Year Seminar Pilot Program

Submitted for the 4-9-18 General Education Committee meeting by
Kathy Delker, Coordinator of Library Instructional Services and member of the Gen Ed Committee

- During Summer 2017 University Libraries instruction librarians, faculty who also serve as liaison/subject librarians, revised (often shortened) and reorganized 13 brief, 3- to 5-minute interactive tutorials in 7 modules to support the achievement of the First Year Seminar (FYS) General Education Outcome "Developed fundamentals of information literacy and library research." The 7 modules are the following:

Know Your Library	Evaluate Your Sources
Define Your Topic	Avoid Plagiarism
Know Your Sources	Cite Your Sources
Search Strategically	

- In Fall 2017 the library assigned liaison librarians to the 11 FYS courses. The College of Engineering FYS course had 6 sections.

- In Spring 2018 the library assigned liaison librarians to the 4 FYS courses. The College of Engineering FYS course had 2 sections.

- The liaison librarians contacted all the professors teaching FYS courses, explained and offered their services, and collaborated to the extent desired by each professor. The services included giving in-class sessions on information literacy and library research topics, providing information on library resources and services through Blackboard, and helping incorporate information literacy concepts into assignments.

- In Fall 2017 the University Libraries administered a pre- and post-test assessment in all the FYS sections.

  - 242 students completed the pre-test and the average score was 79%
    - Requiring or giving extra credit for completion of the pre-test increased the response rate
  - 111 students completed the post-test and the average score was 86%
    - Giving extra credit was not enough incentive to achieve the same response rate as for the pre-test
  - 69 of the 103 students who completed both the pre- and post-tests did not look at the interactive tutorials created for the FYS Pilot Program
    - The average difference between the pre- and post-test scores for an individual was 2.17%.
  - 34 of the 103 students who completed both the pre- and post-tests looked at the interactive tutorials created for the FYS Pilot Program
    - The average difference between the pre- and post-test scores for an individual was 4.12%.

Conclusions:
The improvement of the average post-test score over the average pre-test score is slight. The average difference between the pre- and post-test scores for an individual who looked at the interactive tutorials and the average difference between the pre- and post-test scores for an individual who did not look at the interactive tutorials is minimal. Thought slight and minimal, both changes are positive. This supports in a very modest way the conclusion that students do learn some information literacy and library research fundamentals through library instruction during the FYS courses.

Recommendation:
FYS professors should strongly encourage, either by requiring or giving extra credit, their students to work through all the interactive tutorials created by the library for the FYS Program in addition to having the liaison librarians give at least one in-class information literacy and library research instruction session.

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 FL17	Agree/ SA FL16	Agree/ SA FL17	N = FL16	N = FL17
Develop my information literacy skills (library / research)	7.50%	9.09%	7.50%	22.08%	18.33%	11.69%	45.00%	37.66%	21.67%	19.48%	**15%**	**31.17%**	**66%**	**57%**	120	77
Develop my writing skills	8.33%	22.08%	8.33%	16.88%	21.67%	11.69%	40.00%	36.36%	21.67%	12.99%	**16%**	**38.96%**	**61%**	**49%**	120	77
Develop my public speaking skills	6.61%	15.58%	9.09%	16.88%	23.97%	18.18%	39.67%	32.47%	20.66%	16.88%	**15%**	**32.46%**	**60%**	**49%**	121	77
Develop my notetaking skills	16.67%	24.68%	24.17%	14.29%	31.67%	23.38%	18.33%	20.78%	9.17%	16.88%	**40%**	**38.97%**	**27%**	**38%**	120	77
Develop my time management skills	11.86%	16.88%	12.71%	9.09%	24.58%	14.29%	33.90%	38.96%	16.95%	20.78%	**24%**	**25.97%**	**50%**	**60%**	118	77
Develop my financial literacy skills		27.27%		16.88%		14.29%		32.47%		9.09%			**44%**	**42%**		
Develop a greater respect for global diversity	7.50%	15.58%	5.83%	9.09%	13.33%	25.97%	25.00%	15.58%	48.33%	33.77%	**13%**	**24.67%**	**73%**	**49%**	120	77

I found it helpful to include lessons about:	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
Learning styles (visual, audio, kinetic, etc)	6.14%		7.89%		21.05%		26.32%		38.60%		**14%**		**64%**		114	
Schedule planning	5.98%		4.27%		17.95%		37.61%		34.19%		**10%**		**71%**		117	
Career development	6.19%		10.62%		28.32%		29.20%		25.66%		**16%**		**54%**		113	
Financial literacy (budgeting)	7.07%		11.11%		30.30%		24.24%		27.27%		**18%**		**51%**		99	

By being enrolled in this class:	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
I feel more connected with my freshmen peers.	4.96%	9.09%	10.74%	10.39%	16.53%	14.29%	38.02%	38.96%	29.75%	27.27%	**15%**	**19%**	**67%**	**66%**	121	77
I feel more connected with the faculty on campus.	4.92%	12.99%	9.02%	9.09%	27.05%	28.57%	36.07%	33.77%	22.95%	15.58%	**13%**	**22%**	**59%**	**49%**	122	77
I am more aware of different engagement opportunities on campus.	5.04%	6.67%	3.36%	5.33%	15.13%	17.33%	35.29%	30.67%	41.18%	40%	**8%**	**12%**	**76%**	**71%**	119	75

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
Helped me connect with others on campus	7.63%	5.19%	5.08%	10.39%	21.19%	20.78%	27.12%	33.77%	38.98%	29.87%	**12%**	**15.58%**	**66%**	**63.64%**	118	77
Helped me find support resources on campus	5.08%	1.30%	4.24%	9.09%	15.25%	12.99%	30.51%	31.17%	44.92%	45.45%	**9%**	**10.39%**	**75%**	**76.62%**	118	77
Helped me understand the course content	5.93%	6.49%	10.17%	10.39%	18.64%	14.29%	27.97%	38.96%	37.29%	29.87%	**16%**	**16.88%**	**65%**	**68.83%**	118	77
Was a valuable resource during my transition to WSU		1.30%		9.09%		20.78%	9	23.38%		45.45%		**10.39%**		**68.83%**		77

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 =
Yes	54.46%	61
No	45.54%	51

2017	%	N =
Yes	42.47%	31
No	57.53%	42

The skills building was not worth the tme.

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

Seminar was very helpful in terms of university questons that were not covered in any other class, like appropriate ways to communicate with professors, what a blue book is, how to do library research, etc.

I enjoyed the skills building sectons the way they were, not too much class tme but just quick half hour sessions.

I like the way that the class interacts with each other. Give presentatons and such. I especially love the lab because it is fascinatng me. The teacher are really helpful. I think these skills building will be very useful for me.

The only reason I took this class was because it was a humanites class. I think it was beneficial for me but not in the sense of helping me transiton from high school to freshman year in college. I had already developed writng and researching skills needed for college. The main thing this class taught me was about the different stereotypes facing different groups of people.

the class was a required course I had to take, what we were taught in it didn't affect my everyday life. the books we read did, however, affect how I handle certain situatons.

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.

this is some middle school level informaton. how to take notes and use the library?? are you kidding me? I'm in college for a higher level educaton I already know how to manage my tme and use the damn

I think that the skills secton is really subjectve considering which class was taken. In my class, the main focus was on partcipatng and being able to create, partake in, and evaluate dialogues on social issues.

I don't think that class is worth it.

We spent maybe 1 or 2 days total per skill learning about each one (things like note taking, tme management, money management). It may be beneficial for seminar instructors to spend more tme going over these very important topics

Broadens your view of the world

I don't think that it developed my skills anymore than they had already been. The class had homework that did not expand my learning in any new ways.

They were decent.

We really did not cover any of these topics.

While skills building might have been effectve for some in the class, it seemed a pointless exercise most of the tme, doing little to improve us unless we had literally never used the skill before in our entre educatonal career.

What suggestons do you have for greater community building opportunites for a first-year seminar in the future?

I liked being in a class that teams you up with other people so that you can make new friends.

N/A

Do more group actvites or fun in class projects where we can learn about each other.

It was good, we got to join in on the wushock event and volunteered around the city.

I do not feel anymore connected to people that were in my class, than I feel to my toaster.

Have us attend on campus events together as a group.

Do more actvites with the other fys classes.

None, they already have done a great job.

None at this moment.

Have a more cohesive service project. Since class sizes are typically so small, the whole class or one or two groups could meet for a service project early in the semester to get engaged with peers and with the community right off the bat.

Some event outside of class for just socializing, not just Wu's Big Event.

Invite some speakers about what they need to do to survive when you start working. What is the most important skills besides studying. What do they look for interns, what is their requirement etc. and more experience.

have fewer solo assignments and more group assignments! how am I supposed to get to know my peers when I have two weeks to write a 7-8 page research paper!

Have more team projects so students can get to know their classmates better and create more connectons on campus.

We should be provided with opportunites to begin networking as a freshman.

these events shouldn't be required. I'm a student who took 16 credit hours and worked 30 hours at a job to pay for the ever increasing costs of tuiton and I never found the tme to go to the required events for my class. I barely have enough tme to stay involved with my fraternity. People who wish to get involved will find out what is going on.

I do not have any suggestons.

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 their should be more of an emphasis of bringing freshman from respectve 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

I think this class needs to be centered around what the students feel they need and what will help them benefit in college.

Maybe talk about having to build a bibliography.

Additonal comments about your interactons with your Student Success coach...

I thought the coach was not needed I only saw her once a month and she seemed like a counselor. It was a waste of my tme.

N/A

She was very nice. She actually helped us, because our professor Mr. Mykonats would not email us back about the questons we had for him.

None

Kegan was a gem in an otherwise pointless class. He was the only person whose lectures/ actvites helped me in any way.

She did an excellent job! She was always willing to help us with whatever we needed, even if it was just explaining something about college that a freshmen would not know or understand. It was valuable to have an older student to ask questons to, when I wondering about something

none.

Personally, the student success coach seemed somewhat unnecessary. I did not feel close enough to discuss anything personal.

Shannon was amazing! She did an excellent job checking up on us and was absolutely approachable.

The one-on-one meetngs were very helpful.

I like Kaitlin very much, she is a huge help for me in the class. When I have personal problems, she always helps me to give personal advice and etc.

she was great, and help us relay informaton to the professor.

Understood the problems the students faced in the class and helped them through it

The student coach was amazing for this class. He helped out when some faculty members wouldn't

She was a wonderful additon to the course, but I happen to be fairly organized already, and she wasn't as involved in the course.

our student success coach was super nice, but most days they just read off the shocker blast email and if I really cared I could have just read it on my own

The issue with Student Success is that it is inherently student driven. You can make goals and meet with your coach as many tmes as you want, but getti g involved requires a desire by the student to be involved. If that is lacking, then they won't be involved. While Keegan was really great at making appointments and helping us set goals, I felt like he didn't play a role really inside of class. And there is only so much he can do to get kids involved.

Shannon was amazing! Couldn't have had a better student success coach! She really cared about each of us and helped us figure things out on campus.

Shannon deserves a raise. Good lord she's so good at her job and very kind

She was awesome

The teacher did not seem to talk with the student coach enough so she was unable to give me as much informaton about the assignments as i would have liked. She seemed just as lost as i was at tmes.

She was great. She related to the students very well.

Kegan was always ready to help us improve and better ourselves in and outside of the classroom.

We were to do the WU big event on a Saturday for 5 Hours. I didn't have the tme that day but it was a requirement for the class. I thought the community service part of this class was unnecessary and not worth my tme.

I got to go to the YMCA and paint dugouts for a kids baseball field.

I enjoyed it

I enjoyed that the professor emphasized service learning that was pertnent to class content to make it relevant.

Wu's Big Event was a great additon and transitoned nicely to the empathy secton of the design process.

I feel that for service learning, we should interact with the person more instead of doing things. For example, for community service, I would prefer to go to an orphanage or old folks home to help them organize things or do whatever. After finishing the task, we should talk with the old people and children. At least let them show the appreciaton, because I think that turn on a point for me to be innovatve.

It was excitng getti g to sing in front of a crowd and enjoyed singing with peers.

We were required to attend Wu's Big Event as part of the service-learning, but it was of little value to the course. Also we did not discuss the importance of service-learning, therefore many student only saw it as a mandatory assignment instead of a learning opportunity.

It was supposed to benefit the community, but all we did was sing two carols in the Rhatgan Student Center.

I really liked what we did. We made sandwiches for a homeless shelter. Our teacher related it to what we were learning (structural discriminaton, food shortages, slaves/indentured workers, etc.) and it also was a great opportunity to do some community service.

It was busy work, but good work.

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

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
It allowed me to work and build things, something engineering like which I was excited about.
I have a better understanding of what the world has come to.
Gave me a better understanding of other people's cultures.
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.
It helped introduce me to college classes (responsibilites, tme management, etc.)
I made friends. And this course was so much fun, despite the highish workload, that it energized me for all other campus actvites.
I learned a lot of things and this is my first tme going to a competton. Even though I did not win, I feel like Im a winner in my heart.
This class made me feel like a more valuable person.
The professor and course reminded of the privileges I have and helped me realize it's a to be hear and this is an opportunity others don't have so I should take advantage of it.
This class made me open to change and even failing. I could come to this class in a bad mood and leave enlightened.
I don't know

I think social issues such as discriminaton and privilege are highly important topics, that should be required to learn at the collegiate level. I think it made me more appreciatve of the diversity we have on campus, as well as ways we can improve. I think that there needs to be a focus on educatng people on these convoluted topics instead of shying away from them because it makes people "uncomfortable".

It put me with kids that had the same major as me and helped build relationships
I think its focus on making me comfortable helped a lot. Also since it is focused on new students there was a lot of access to informaton and resources I normally wouldn't bother looking for.
Helped create friends and had a teacher who truly wanted to make each of us successful. Wyant really went above and beyond to make it an amazing classroom.
It helped me realize I need to pull my head out of my ass
Broadened view of different cultures and the history of those cultures
This class helped me become acquainted with the individuals in the class, faculty, and other resources available on campus.
It allowed me to understand WSU better.
It helped me to prepare for my college career and adulthood.
It kept me looking forward to coming to class
It helped me gain a better perspectve on diversity.
It allowed me to see what the campus offers instead of being stuck in a clasroom

Since becoming more confident i can build more relatonships and connect to others better
I have a better understanding of what the world has come to.
I had no idea what a blue book was before this course, nor did I know the best ways to communicate with professors or find resources on campus before taking this course.
It helped me with note taking and tme management
This class helped me understand what college courses can be like.
Helped my G.P.A.
It introduced me to the academic requirements of college.
This course had the highest workload of all of my first semester course.
I learn how to study effectvely.
I made more connectons on campus through this class.
We were not informed about assignments in class, therefore I learned to check my email and Blackboard regularly for assignment updates.
Well there's only so much a course can do to better your grades in another. However the professor was always reminding us no would be a good tme to finish some extra work here and there. And telling us to email our other professors
They were helpful with different resources

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It especially helped in sociology, as a lot of the topics overlapped. I had a better understanding of the topics on perspectves I was using in my other classes, because of the informaton I learned in my FYS class.

I think the access to those resources through the class and coach helped a lot.

Taught me about so many library resources.

Refer to last questons answer

I learned quite a bit that was important

This class taught me how to reach out for help if and when I needed it.

It pushed me.

It showed me what to expect in a college classroom.

Helped me not procrastnate

It helped me with my writng skills as well as discussion skills.

It helped me connect with people and now how to stay on top of my grades

There were some beneficial factors, but not in the way that the course was intended. I realize that the class is intended to provide a better transiton for freshmen, but this course specifically was more successful with the course content rather than the

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

It was a waste of my tme and money.

The course literature had nothing to do with the content covered in the course. The curriculum forced on the course as a first year seminar detracted from the value of the engineering course. Spending entre days on "how to take notes" or "how to budget" were redundant add-ons that left most student twiddling their thumbs.

N/A

The teacher was knowledge, but this should have been a seminar class for fine-arts students only. Half of the tme I felt as if we did busy work in class, and then all the hard work was assigned outside of class for us to handle. I understand that there will be homework and this is a college course, but this added way too much extra work on my plate. I could have taken an easier class to fill the same requirement in my major.

This should not become a required class.

I already knew what I was doing, and I've always been a proactve student. It just felt like this was helpful to people who didn't have experience in a rigorous college prep program like I did.

None

It was really over sold to me. It wasn't very good

none.

Superheroes Go to School was my favorite course this semester. I looked at all of the other first-year seminar courses, and this one is by far the most interestng and fun. And I did learn a lot as well, about WSU and self- improvement.

It is important to keep the conversaton going in class so we wont get bored.

I don't feel like this first-year seminar set me up to achieve more while I anguish in self-despair over the next four years attending this overpriced community college.

The class was a complete mess. The instructor had the poorest communicaton skills. The only way to pass that class was to work as a team with the success coach and other students.

The class was not very well structured and the assignments were very confusing. There is also a big project at the end of the course, but I did not think that we had enough tme and informaton to complete the project well.

I believe that as a first year seminar, the requirements were not proportonate to the course level, and came short with the intended goal of providing a beneficial transiton from high school to college level courses.

I'm very upset I paid an absurd amount of money to go to this school and you waste my tme with this class. My professor and student success coach we're both very nice, but that stll doesn't change the fact I got nothing from my class. this was not what I expected from a college level class. I came into college with 20 credit hours, from dual credit and AP tests in highschool. I was already prepared for college, I didn't need this class and frankly for the people that maybe weren't as prepared for college probably got nothing from it too.

I really enjoyed my class and had some amazing opportunites. Professor Chio made learning about these heavy topics really enjoyable, and found absolutely amazing speakers for us to discuss real and relevant issues with. She found a way to connect the topics in class with all kinds of things in everyday life (community service, art, human rights, DACA, LGBTQIA+ issues, etc.). It was by far my favorite class. She treated as all like we were intelligent, and believed that we could have these higher level discussions in an educaton, polite, and respectful way. We did so, but only because she had given us the tools in class to be able to have those discussions, find new perspectves to look through, and possibly even change our standing opinions about these issues.

It was easily my favorite class this semester and the one I made the most friends in. I'd say the only real issue I had with it is that there were some required school events we had to go too, and I don't really think that encourages people to actually go to them properly.

This class seemed like a waste of money more than helpful toward my college experience and learning needs. I would have rather taken a more expensive class that would have taken me farther into my career. The teacher assigned many assignments that did not benefit us or were way to expansive for a first year class. Several tmes the teacher did not show and had the student success coach teach meaning we were all there for only 10 minutes. Many of us had to drive far distances to get their only to leave after 10 minutes. It is a waste of gas and tme that I could have used for homework in other intense classes.

For a first year seminar class that was supposed to be stress free, it wasn't. The teacher was somewhat anal about attendance and certain assignments.

Stoplights: actual to target
- 🔴 greater than -/+ 5%
- 🟡 within -/+ 5%
- 🟢 met or exceeded
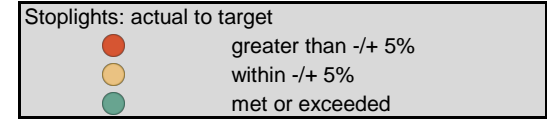
Wichita State University Foresight 2020* *Student Learning Performance*

Foresight 2020 Strategic Goals:

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

II.3 WSU Graduates are Scholars by demonstrating:

	yearly measure	base year 2010	2014	year 2015	2016	2017	Target 2018	Goal Status	Goal 2020	desired goal direction
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	AY	1,296	1,151	1,147	1,117	1,089				
(expected score)		1,258	1,143	1,149	1,124	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 survey3 (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%	
Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	68.3%	68.1%	68.1%	68.0%	70.0%	🟡	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	87.2%	87.8%	87.5%	88.0%	87.0%	🟢	90.0%	↗
Percent undergraduates employed within 6 months of graduation -- alumni survey	AY	tbd	81.2%	83.9%	79.8%	79.2%	87.0%	🔴	90.0%	↗

II.4 WSU Graduates are Leaders by demonstrating:

	yearly measure	base year 2010	2014	year 2015	2016	2017	Target 2018	Goal Status	Goal 2020	desired goal direction
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	36.1%	n/a	42.0%	38.0%	🟢	40.0%	↗
Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	n/a	51.1%	n/a	37.0%	57.0%	🔴	60.0%	↗
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	8.1%	8.5%	9.3%	11.3%	12.0%	🟡	15.0%	↗
Undergraduate's perception diversity/globalization competency ext srvy (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	78.8%	79.0%	79.7%	80.8%	85.0%	🟡	90.0%	↗
Collaboration and service orientation										
Undergraduate average weekly hours in community service reported by students from exit survey	AY	n/a	5.1	5.1	4.5	4.4	7.0	🔴	10	↗
Percent undergraduates participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	29.3%	29.8%	31.3%	35.4%	32.0%	🟢	35.0%	↗
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	993	1,094	1,032	964	1,070	1,300	🔴	1,690	↗
Undergraduate's perception team work competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	89.5%	88.7%	88.9%	88.7%	87.0%	🟢	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; 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.

Business Intelligence and Predictive Modeling (BIPM)