The General Education Committee Review of Student Learning Outcomes, AY 2020-2021

Committee Members:

Steve Kelly (Health professions, no attendance), Mackenzie Lane (student rep), Brittany Lockard (Fine Arts), Roy Myose (Engineering), Mat Muether (LAS-Natural Sciences), Maria Sclafani (Library), Sandra Sipes (Basic skills), Rannfrid Lasine Thelle (LAS-Humanities, Chair)

Vacancies: LAS-social sciences, Business, Applied Studies

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:

- No proposals submitted this year.
- The Gen Ed Committee reviewed updated Student Learning Outcomes AY 2019-2020.
- Four committee members attended a training seminar lasting four days on general education assessment (need: actual name of seminar)
- The committee conducted a critical conversation to assess its tasks and responsibilities, to align the mandate with actual activity (as per the recommendations from last year)
- The committee updated and revised University webpages that describe the tasks of the general education committee
- The committee met with SGA representatives to hear their presentation on a proposal for a diversity requirement and wrote a response (the committee supports the inclusion of a diversity activity in the FYS, and encourages the SGA to begin offering the proposed activity in the fall of 2021)
- The committee included the FYS director in meetings involving FYS courses
- The committee heard reports from the University Assessment Committee and from the Senate Exceptions committee

The Committee: Actions

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

Committee meetings:

- The committee has done some work over email, especially after the CIM system has been initiated and allows for a more transparent process with easy access to forms.
- All meetings have been held by Zoom
- Committee meetings have been held on:
  - Aug 24
  - Sept 28
  - Oct 12
  - Oct 26

- Nov 9
- Nov 30
- Dec 14
- Feb 8
- Feb 22
- March 8
- March 22
- April 12
- April 26
- May 10

Summary of information/data reviewed:

- FYS Data: Aaron Rife has created a new survey and will share the results with the Gen Ed Committee.
- General Education Foundation Course Assessment, Fall 2020
    - Communication public speaking performance scores were down slightly from the previous year, with a decrease in mean from 2.73 to 2.57 on 1-3 point scale and is below target of 2.75.
    - English 101 pre-and post-test scores were up, with a mean score increase from 3.74 to 3.89, and surpassed the target of 3.75.
    - English 102 pre-and post-test scores were down slightly, with a mean score decrease from 3.76 to 3.61.
    - Math course completion rate (% ABC grades) for College Algebra increased from 60.5% to 72.2%, and surpassed the target of 80%.

- WSU Foresight 2020 Student Learning Performance, including:
    - CLA
        - CLA score for Seniors as percent of expected score was 94%, with actual score decreasing from 1,187 to 1,036 (expected score of 1,103).
    - NSSE
        - Undergraduate perception of critical thinking competency exit survey increased slightly from 92% to 92.1%, well ahead of the target goal of 80%.
        - Undergraduate perception of numerical literacy competency exit survey shows slight increase from 75.9% to 77.2%.
        - Freshman student presentation frequency is measured every two years and is scheduled for measurement in 2021 with a target of 2.2.
        - Undergraduate perception of oral/written competency on exit survey is up from previous year, from 89.1% to 89.7%. Goal for 2020 is 90%. Scores over last 4 years trend toward increase.
        - Library literacy from exit survey shows slight decrease from previous year from 67.1% to 66.7%, with the goal of 70% for 2020.
        - Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey was up slightly from previous year, from 86.8% to 87.4%, with a goal for 2020 of 90%.
        - Percent of undergraduates employed within 6 months of graduate was down significantly from the previous year, with decrease from 84.4% to 72.6%.

Recommendations for next academic year

- The General Education Committee to continue the discussion of assessment procedures. Continue collaboration with University Assessment Committee on review and assessment recommendations. In particular, assess whether the CLA should be continued as an assessment tool.
- The General Education Committee will continue to work with the library to develop data collection processes that will allow for more assessment of how the library supports general education outcomes.

WICHITA STATE UNIVERSITY

Legend n/a=not applicable; tbd=to be determined; FY=fiscal year (U-F-S); AY=academic year (F-S-U); CY=calendar year; Fall=Fall 20th day.

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

Wichita State University *Student Learning Performance*

Student Learning Performance 2020 Strategic Goals:	yearly measure	base year 2010	2017	2018	2019	2020	Target 2020	Goal Status	Goal 2020	desired goal direction
1. WSU Graduates are Scholars by demonstrating:										
1.1 Critical thinking and problem solving										
Collegiate Learning Assessment (CLA) score[1] for Seniors as percent of expected score	AY	103.0%	95.2%	96.9%	102.0%	94.0%	103.0%		103.0%	↗
Collegiate Learning Assessment (CLA) score[1] for Seniors	AY	1,296	1,089	1,142	1,187	1,036				
(expected score)		1,258	1,144	1,179	1,158	1,103				
Student's perception academic challenge from NSSE[2] for Freshmen (goal to exceed peers, scale 0-60)	AY	n/a	32.3	n/a	32.8	n/a	35.0	tbd	35.0	↗
Student's perception of level academic challenge from NSSE for Seniors (goal to exceed peers, scale 0-60)	AY	n/a	34.7	n/a	34.2	n/a	35.0	tbd	35.0	↗
Undergraduate perception of critical thinking competency exit survey[3] (scale 1 to 5-- percent 4 or higher shown)	AY	n/a	92.1%	91.4%	92.0%	92.1%	80.0%		80.0%	↗
Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	78.8%	76.9%	75.9%	77.2%	80.0%		80.0%	↗
Math111 course completion rate (% ABC grades)	Fall	57.6%	61.3%	60.0%	60.5%	72.2%	80.0%		80.0%	↗
Math131 course completion rate (% ABC grades)	Fall	51.2%	61.9%	88.9%	82.6%	48.6%	80.0%		80.0%	↗
1.2. Effective communication										
Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often)	AY	n/a	2.1	n/a	2.1	n/a	2.2		2.2	↗
Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often)	AY	n/a	2.4	n/a	2.3	n/a	2.5		2.5	↗
English 101 Post-test scores from the English pre- and post-test writing performance assessment	Fall	3.55	3.62	3.56	3.74	3.89	3.75		3.75	↗
Communications 111 public speaking performance assessment (scale 1 to 3 high)	Fall	2.8	2.69	2.72	2.73	2.57	2.75		2.75	↗
Undergraduate's perception oral/written competency exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	0.9	89.0%	88.7%	89.1%	89.7%	90.0%		90.0%	↗
1.3. Preparation for lifelong learning										
Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)	AY	22.3%	25.3%	25.0%	24.4%	tbd	26.0%		26.0%	↗
Percent enrolled in 4 yr school within 1 yr of WSU graduation to have earned a master degree within 2 yrs	AY	23.5%	24.1%	tbd	tbd	tbd	35.0%	tbd	35.0%	
Undergraduate's perception of library literacy competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	68.1%	68.0%	65.3%	67.1%	66.7%	70.0%		70.0%	↗
1.4. Preparation for career in their chosen field										
Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey (scale 1 to 5)	AY	87.5%	88.0%	87.3%	86.8%	87.4%	90.0%		90.0%	↗
Percent undergraduates employed within 6 months of graduation -- alumni survey	AY	78.2%	78.7%	76.4%	84.4%	72.6%	85.0%		85.0%	↗
2. WSU Graduates are Leaders by demonstrating:										
2.1. Global mindedness and forward thinking										
Percent Freshmen participated at least one High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	42.0%	n/a	47.0%	n/a	40.0%	tbd	40.0%	↗
Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY	n/a	37.0%	n/a	31.0%	n/a	50.0%	tbd	50.0%	↗
Percent of undergraduate students participating in study abroad from exit survey	AY	tbd	11.3%	10.7%	10.3%	10.4%	15.0%		15.0%	↗
Undergraduate's perception diversity/globalization competency ext srvy (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	80.8%	80.1%	80.8%	81.0%	85.0%		85.0%	↗
2.2. Collaboration and service orientation										
Undergraduate average weekly hours in community service reported by students from exit survey	AY	n/a	4.4	4.6	4.6	4.7	10.0		10.0	↗
Percent undergraduates participate in volunteer service exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	35.4%	37.0%	36.6%	35.9%	35.0%		35.0%	↗
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY	718	963	1,263	1,531	1,801	1,690		1,690	↗
Undergraduate's perception team work competency from exit survey (scale 1 to 5-- pct 4 or higher shown)	AY	n/a	88.7%	88.9%	87.0%	88.1%	90.0%		90.0%	↗

[1] Collegiate Learning Assessment (CLA) total score for critical thinking, analytical reasoning, problem solving and written communication. Information for Academic year 2010 data are from the College of Liberal Arts and Sciences only; [2] NSSE National Survey of Student 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.

Fall English 101 Pre and Post Test Diagnostic Scores

rolled students who have completed both pre-test and post-test instruments

Table 1: Pre- & Post-test scores

	Fall 2018			Fall 2019			Fall 2020		
Test Scale[1]	Pre test	sig.[1]	Post test[2]	Pre test	sig.[1]	Post test[2]	Pre test	sig.[1]	Post test[2]
mean	2.83	***	3.56	2.97	***	3.74	3.08	***	3.89
std dev	0.78		0.70	0.76		0.73	1.11		0.72
student count	344			425			350		
crn count	17			20			21		

different from pre-test at the .000 level with a meaningful effect size.

Table 2: Letter grade equivalents

	Fall 2018				Fall 2019				Fall 2020			
Letter Grade:	Pre-test[2]		Post-test[2]		Pre-test[2]		Post-test[2]		Pre-test[2]		Post-test[2]	
total students	344	100%	335	100%	425	100%	335	100%	350	100%	335	100%
A	12a	3.5%	47b	13.7%	19a	4.5%	107b	25.2%	53a	15.1%	134b	38.3%
B	68a	19.8%	170b	49.4%	119a	28.0%	190b	44.7%	95a	27.1%	149b	42.6%
C	115a	33.4%	91	26.5%	144a	33.9%	104b	24.5%	72a	20.6%	40b	11.4%
D	133a	38.7%	33b	9.6%	115a	27.1%	22b	5.2%	93a	26.6%	25b	7.1%
F	16a	4.7%	3b	0.9%	28a	6.6%	2b	0.5%	37a	10.6%	2b	0.6%

[2]

ferent have a large Cohen H effect size.

Table 3: Outflow Mobility Table*

	Fall 2018 Post-Test Grade						Fall 2019 Post-Test Grade						Fall 2020 Post-Test Grade					
Pre-Test Grade	total	A	B	C	D	F	total	A	B	C	D	F	total	A	B	C	D	F
total	344	47	170	91	33	3	425	107	190	104	22	2	350	134	149	40	25	2
A	12	**2**	9	1	0	0	19	**7**	7	5	0	0	53	**32**	18	2	1	0
B	68	17	**38**	12	1	0	119	42	**49**	24	4	0	95	39	**40**	11	5	0
C	115	18	69	**23**	5	0	144	39	77	**22**	5	1	72	24	27	**15**	6	0
D	133	10	52	53	**18**	0	115	17	47	41	**10**	0	93	26	46	8	**11**	2
F	16	0	2	2	9	**3**	28	2	10	12	3	**1**	37	13	18	4	2	**0**
movement directionality:		increase	static	decrease				increase	static	decrease				increase	static	decrease		
	344	232	84	28			425	290	89	46			350	207	98	45		
	100%	67.4%	24.4%	8.1%			100%	68.2%	20.9%	10.8%			100%	59.1%	28.0%	12.9%		
change by grade:																		
A	100%	**16.7%**	75.0%	8.3%	0.0%	0.0%	100%	**36.8%**	36.8%	26.3%	0.0%	0.0%	100%	**60.4%**	34.0%	3.8%	1.9%	0.0%
B	100%	25.0%	**55.9%**	17.6%	1.5%	0.0%	100%	35.3%	**41.2%**	20.2%	3.4%	0.0%	100%	41.1%	**42.1%**	11.6%	5.3%	0.0%
C	100%	15.7%	60.0%	**20.0%**	4.3%	0.0%	100%	27.1%	53.5%	**15.3%**	3.5%	0.7%	100%	33.3%	37.5%	**20.8%**	8.3%	0.0%
D	100%	7.5%	39.1%	39.8%	**13.5%**	0.0%	100%	14.8%	40.9%	35.7%	**8.7%**	0.0%	100%	28.0%	49.5%	8.6%	**11.8%**	2.2%
F	100%	0.0%	12.5%	12.5%	56.3%	**18.8%**	100%	7.1%	35.7%	42.9%	10.7%	**3.6%**	100%	35.1%	48.6%	10.8%	5.4%	**0.0%**

ht to display movement from pre-test grades to post-test grades; green cells demonstrate upward grade movement, yellow cells downward grade movement .

Fall English 102 Pre and Post Test Diagnostic Scores

rolled students who have completed both pre-test and post-test instruments

Table 1: Pre- & Post-test scores

	Fall 2018			Fall 2019			Fall 2020		
Test Scale[1]	Pre test	sig.[1]	Post test[2]	Pre test	sig.[1]	Post test[2]	Pre test	sig.[1]	Post test[2]
mean	3.34	***	3.86	3.14	***	3.76	3.20	***	3.61
std dev	0.86		0.65	0.65		0.62	0.89		0.77
student count	390			361			319		
crn count	19			18			16		

different from pre-test at the .000 level with a meaningful effect size.

Table 2: Letter grade equivalents

	Fall 2018				Fall 2019				Fall 2020			
Letter Grade:	Pre-test[2]		Post-test[2]		Pre-test[2]		Post-test[2]		Pre-test[2]		Post-test[2]	
total students	390	100%	390	100%	361	100%	361	100%	319	100%	319	100%
A	44a	11.3%	116b	29.7%	13a	3.6%	70b	19.4%	41a	12.9%	60a	18.8%
B	148a	37.9%	198b	50.8%	141a	39.1%	205b	56.8%	103a	32.3%	155b	48.6%
C	121a	31.0%	67b	17.2%	122a	33.8%	73b	20.2%	70a	21.9%	59a	18.5%
D	66a	16.9%	7b	1.8%	77a	21.3%	12b	3.3%	99a	31.0%	43b	13.5%
F	11a	2.8%	2a	0.5%	8a	2.2%	1a	0.3%	6a	1.9%	2a	0.6%

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Table 3: Outflow Mobility Table*

	Fall 2018 Post-Test Grade						Fall 2019 Post-Test Grade						Fall 2020 Post-Test Grade					
Pre-Test Grade	total	A	B	C	D	F	total	A	B	C	D	F	total	A	B	C	D	F
total	390	116	198	67	7	2	361	70	205	73	12	1	319	60	155	59	43	2
A	44	**23**	15	6	0	0	13	**11**	2	0	0	0	41	**15**	22	4	0	0
B	148	69	**69**	8	1	1	141	34	**88**	17	2	0	103	19	**59**	20	5	0
C	121	17	74	**27**	3	0	122	22	75	**22**	3	0	70	16	32	**11**	11	0
D	66	7	33	24	**2**	0	77	2	38	31	**6**	0	99	10	40	23	**24**	2
F	11	0	7	2	1	**1**	8	1	2	3	1	**1**	6	0	2	1	3	**0**
movement directionality:		increase	static	decrease				increase	static	decrease				increase	static	decrease		
	390	234	122	34			361	209	128	24			319	146	109	64		
	100%	60.0%	31.3%	8.7%			100%	57.9%	35.5%	6.6%			100%	45.8%	34.2%	20.1%		
change by grade:																		
A	100%	**52.3%**	34.1%	13.6%	0.0%	0.0%	100%	**84.6%**	15.4%	0.0%	0.0%	0.0%	100%	**36.6%**	53.7%	9.8%	0.0%	0.0%
B	100%	46.6%	**46.6%**	5.4%	0.7%	0.7%	100%	24.1%	**62.4%**	12.1%	1.4%	0.0%	100%	18.4%	**57.3%**	19.4%	4.9%	0.0%
C	100%	14.0%	61.2%	**22.3%**	2.5%	0.0%	100%	18.0%	61.5%	**18.0%**	2.5%	0.0%	100%	22.9%	45.7%	**15.7%**	15.7%	0.0%
D	100%	10.6%	50.0%	36.4%	**3.0%**	0.0%	100%	2.6%	49.4%	40.3%	**7.8%**	0.0%	100%	10.1%	40.4%	23.2%	**24.2%**	2.0%
F	100%	0.0%	63.6%	18.2%	9.1%	**9.1%**	100%	12.5%	25.0%	37.5%	12.5%	**12.5%**	100%	0.0%	33.3%	16.7%	50.0%	**0.0%**

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