



Faculty Senate Archives

Faculty Senate

Academic year 2020-2021

Attachment 1 to Faculty Senate Meeting August 24, 2020

The General Education Committee Review of Student Learning Outcomes, AY 2019-2020

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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 2018-2019.
- The committee discussed the proposal from the General Education Ad Hoc Committee, but did not take a vote on the proposal.

The Committee: Actions Taken:

- 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.
- Committee meetings have been held on:
 - Sept 9
 - Sept 23
 - Oct 7
 - Oct 21
 - Nov 11
 - Feb 10
 - Feb 24
 - March 16 (through email)
 - May 4 (by Zoom)
 - May 11 (by Zoom)

Summary of information/data reviewed (not completed as of 5/11): Update 8/24/20

- FYS Data: FYS Pre and Post Writing Rubric Test Scores, Fall 2019
 - Analysis shows a statistically significant difference pre-test to post-test, with improvement at post-test (3.08 to 3.81 on 5-point scale).
 - Letter grade analysis shows that less than 1% failed English 101, and 7.3% received less than passing grade). Mobility table from pre-test grades to post-test grades shows upward movement for 65% of students, static grade for 27% and 6.8% saw a decrease in grade over the semester.
- General Education Communication Assessment, Fall 2019

- Scores were up slightly from previous year, with an increase in mean from 2.72 to 2.73 on 1-3 point scale and is ahead of target of 2.70.
- WSU Foresight 2020 Student Learning Performance, including:
 - CLA
 - CLA total score for Seniors as percent of expected score was 102%, with actual score increasing from 1142 to 1187 (expected score of 1158).
 - NSSE
 - Undergraduate perception of critical thinking competency exit survey increased slightly from 91.4% to 92.0%, and is well ahead of the target goal of 80%.
 - Undergraduate perception of numerical literacy competency exit survey shows slight decrease from 76.9% to 75.9%.
 - Freshman student presentation frequency shows no change from last measurement of 2.1, with a target of 2.3 for 2020 implementation.
 - Undergraduate perception of oral/written competency on exit survey is up from previous year, from 88.7% to 89.1%. Goal for 2020 is 90%. Scores over last 4 years shows upward trend.
 - Library literacy from exit survey shows increase from previous year from 65.3% to 67.0%, with goal of 72% for 2020.
 - Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey was down slightly from previous year, from 87.3% to 86.8%, with a goal for 2020 of 90%.
 - Percent of undergraduates employed within 6 month of graduate was up significantly from previous year, with increase from 76.4% to 84.4%.

Recommendations for next academic year:

- The General Education Committee to continue the discussion of assessment procedures. Collaboration with University Assessment Committee on review and assessment recommendations.
- The General Education Committee to seek a clarification of roles and responsibilities for oversight of web-pages and printed material pertaining to the revised General Education program.
- The General Education Committee will work with the library to develop data collection processes that will allow for more assessment of how the library supports general education outcomes.



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 Foresight 2020* Student Learning Performance

Foresight 2020 Strategic Goals:

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

II.3 WSU Graduates are Scholars by demonstrating:

Critical thinking and problem solving

Yearly Measure	base year 2010	2016	2017	2018	2019	Target 2020	Goal Status	Goal 2020	Goal direction
Collegiate Learning Assessment (CLA) score ¹ for Seniors as percent of expected score	AY 103%	99%	95.2%	96.9%	102%	103.0%	●	103%	↔
Collegiate Learning Assessment (CLA) score ¹ for Seniors (expected score)	AY 1,296	1,117	1,089	1,142	1,187				
	AY 1,258	1,124	1,144	1,179	1,158				
Student's perception academic challenge from NSSE ² for Freshmen (goal to exceed peers, scale 0-60)	AY n/a	n/a	32.3	n/a	32.8	35.0	●	35.0	↔
Student's perception of level academic challenge from NSSE for Seniors (goal to exceed peers, scale 0-60)	AY n/a	n/a	34.7	n/a	34.2	35.0	●	35.0	↔
Undergraduate perception of critical thinking competency exit survey ³ (scale 1 to 5- percent 4 or higher shown)	AY n/a	91.5%	92.1%	91.4%	92.0%	80.0%	●	80.0%	↔
Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5- percent 4 or higher shown)	AY n/a	75.7%	78.8%	76.9%	75.9%	80.0%	●	80.0%	↔

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	2.3	tbd	2.3	↔
Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often)	AY n/a	n/a	2.4	n/a	2.3	2.8	tbd	2.8	↔
English 101 Post-test scores from the English pre- and post-test writing performance assessment	Fall 3.43	3.55	3.61	3.73	3.81	4.00	●	4.0	↔
Communications 111 public speaking performance assessment (scale 1 to 3 high)	Fall n/a	2.75	2.68	2.72	2.73	2.70	●	2.7	↔
Undergraduate's perception oral/written competency exit survey (scale 1 to 5- pct 4 or higher shown)	AY n/a	88.1%	89.0%	88.7%	89.1%	90.0%	●	90.0%	↔

Preparation for lifelong learning

Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)	AY 29.3%	22.3%	25.3%	25.0%	tbd	28.0%	●	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%	23.5%	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 n/a	68.1%	68.0%	65.3%	67.0%	72.0%	●	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	87.5%	88.0%	87.3%	86.8%	90.0%	●	90.0%	↔
Percent of undergraduates employed within 6 months of graduation - alumni survey	AY tbd	78.2%	78.7%	76.4%	84.4%	90.0%	●	90.0%	↔

II.4 WSU Graduates are Leaders by demonstrating:

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	42.0%	n/a	47.0%	40.0%	●	40.0%	↔
Percent Seniors participated one or more High Impact Practice (NSSE, goal to exceed peers, scale 0-100)	AY n/a	n/a	37.0%	n/a	31.0%	50.0%	●	50.0%	↔
Percent of undergraduate students participating in study abroad from exit survey	AY tbd	9.3%	11.3%	10.7%	10.3%	15.0%	●	15.0%	↔
Undergraduate's perception diversity/globalization competency exit survey (scale 1 to 5- pct 4 or higher shown)	AY n/a	79.7%	80.8%	80.1%	80.8%	90.0%	●	90.0%	↔

Collaboration and service orientation

Undergraduate average weekly hours in community service reported by students from exit survey	AY n/a	4.5	4.4	4.6	4.6	10.0	●	10	↔
Percent undergraduates participate in volunteer service exit survey (scale 1 to 5- pct 4 or higher shown)	AY n/a	31.3%	35.4%	37.0%	36.6%	35.0%	●	35.0%	↔
Undergraduates and Graduates in internships and/or co-op positions through Cooperative Education	AY 718	868	963	1,263	1,796	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	88.9%	88.7%	88.9%	87.0%	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.



English 101 Pre and Post Test Diagnostic Scores for Spring 2020**Table 1: Pre- & Post-test scores**

Test Scale ¹	Pre test	sig. ¹	Post test ²
mean	3.08	***	3.81
std dev	0.75		0.77

¹ Numeric scale ranges from 0 to 5 (5=high), Post test is statistically different from pre-test at the .000 level with a meaningful effect size of large.

Table 2: Letter grade equivalents

Letter Grade:	Pre-test ²		Post-test ²	
total students	368	100%	515	100%
A	25a	6.8%	111b	30.2%
B	102a	27.7%	170b	46.2%
C	133a	36.1%	60b	16.3%
D	100a	27.2%	24b	6.5%
F	8a	2.2%	3a	0.8%

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 large Cohen H effect size.

Table 3: Outflow Mobility Table*

Pre-Test Grade	total	Post-Test Grade				
		A	B	C	D	F
total	368	111	170	60	24	3
A	25	21	4	0	0	0
B	102	42	48	7	5	0
C	133	31	73	21	8	0
D	100	13	45	32	9	1
F	8	4	0	0	2	2
movement directionality:		increase	static	decrease		
		368	242	101	25	
		100%	65.8%	27.4%	6.8%	
change by grade:						
A	100%	84.0%	16.0%	0.0%	0.0%	0.0%
B	100%	41.2%	47.1%	6.9%	4.9%	0.0%
C	100%	23.3%	54.9%	15.8%	6.0%	0.0%
D	100%	13.0%	45.0%	32.0%	9.0%	1.0%
F	100%	50.0%	0.0%	0.0%	25.0%	25.0%

* 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. For example, of the 102 students who received a B at pre-test, 42 changed to an A, 48 stayed as a B, 7 changed to a C and 5 changed to a D.