



Faculty Senate Archives

Faculty Senate

Academic year 2004-2005

Volume XVIII

Agenda and Minutes of the Meeting of February 14, 2005

WICHITA STATE UNIVERSITY
FACULTY SENATE
AGENDA

MEETING NOTICE	Monday, February 14, 2005
	Room 107 CH, 3:30 p.m.

ORDER OF BUSINESS:

I. Call of the Meeting to Order

II. Informal Statements and Proposals

III. Approval of the Minutes -- Meeting, Monday, December 13, 2004 -
- <http://webs.wichita.edu/senate/m1-24-05.htm>

IV. President's Report

V. Committee Reports

VI. Old Business

A. Handbook for Faculty proposed revisions - Chapter 5 (2nd reading) <http://webs.wichita.edu/senate/handbook/chapter5-rev2-05.html>

VII. New Business

A. WSU Westside Center -- Celia Goering, Director

B. General Education Program proposals -- Paul York, Chair, General Education Committee & Don Blakslee, General Education Program Coordinator --

- <http://webs.wichita.edu/senate/GEGoals.htm> and <http://webs.wichita.edu/senate/GEAssessment-2-05.htm>

VIII As May Arise

EXECUTIVE COMMITTEE

		Campus Phone	Campus Box
Will Klunder, President	will.klunder@wichita.edu	7747	45
Chris Brooks, President Elect	chris.brooks@wichita.edu	6194	14
Barbara Hodson, Vice President	barbara.hodson@wichita.edu	6342	75
Joyce Cavarozzi, Secretary	joyce.cavarozzi@wichita.edu	3541	153
Elizabeth Behrman, Past President	elizabeth.behrman@wichita.edu	5224	32
Elected by the Senate			
Jeff Hershfield	jeffrey.hershfield@wichita.edu	3125	74
Brian Withrow	brian.withrow@wichita.edu	6539	135
Appointed by the Faculty Senate President			
Robert Ross	robert.ross@wichita.edu	3367	84
Office of Faculty Senate	bobbi.dreiling@wichita.edu	3504	Box 111

Proposed Changes to the Goals of the General Education Program

Background

As the General Education Committee was developing an assessment plan for the program, it became clear that we had two basic problems with the goals of the program as they are currently written. One is that given the wording of the majority of the goals, measurement of outcomes is exceedingly difficult. That is, four of the six goals refer to understanding very broad topics, such as the humanities; "human functioning and behavior in individuals, groups, institutions, and societies;" and "understanding and appreciating various art forms." These goals contrast with the other two, which are stated in terms of studying and applying principles of mathematics and of oral and written communication. Whether or not we are achieving these two goals is quite easy to measure. The other problem is that the program has developed an emphasis that is not mentioned in any of the goals. It is the library research component that is now a part of the across-the-general-education curriculum approach in the same way as writing, oral communication and math.

We propose that the goals of the program be restated to include the library research component, to make the natural science, social science, humanities and fine arts components measurable, and to put them in an order that matches the structure of the program. **WE DO NOT INTEND** or foresee that the proposed changes will affect the content of the program in any way.

Current Goal Statements

- to understand the humanities and how they explore the complexity of the human experience;
- to understand and appreciate various art forms;
- to understand human functioning and behavior in individuals, groups, institutions, and societies;
- to understand the natural sciences, their application in technological innovation and development, and their impact on society;
- to study and apply basic mathematical principles; and
- to study and apply principles of written and oral communication.

Proposed Goal Statements

- to study and apply basic mathematical principles;
- to study and apply principles of written and oral communication;
- to study and apply basic library research skills including basic assessment of various kinds of sources;
- to study the natural sciences, social and behavioral sciences, humanities and fine arts.

GENERAL EDUCATION PROGRAM GOALS AND ASSESSMENT PLAN
ACCEPTED BY THE FACULTY SENATE 3-28-05

1. Background.

Wichita State University is an urban institution that serves a large number of non-traditional students. We have many minority, international, part-time, first-generation-to-go-to-college, and transfer students. Indeed, only a small minority of our graduates consists of traditional four-or five-year students who take all of their general education courses with us.

These facts of life have had a strong effect on the nature of our general education program and on the means by which we can assess it. At some institutions, the general education program consists of a limited number of courses so that there is a strong element of shared experience for students; that is not possible here. At some institutions, outcomes are measured by a single exam given to all; that also is not possible here.

The essence of our assessment program is that it is a means for providing feedback to ensure that we are achieving our goals to the fullest extent possible. It is based on the premise that our faculty members are professionals who are competent to judge outcomes in the courses they teach.

2. Nature of the program and its relationship to the mission of the university

The mission of Wichita State University includes equipping our students “. . . with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community; . . .”

In the context of our general education program, we interpret this statement in terms of the skills and breadth of experiences needed for our graduates to succeed. The skills we emphasize are those involved in finding, assessing and analyzing information and formulating ideas so that they can be communicated orally or in writing, as appropriate. The diversity of intellectual exposure demanded by our general education program provides our students with the breadth they need to “thrive in a complex world.”

3. Goals of the Program

The goals of the Wichita State University General Education program are as follows:

- to study and apply basic mathematical principles;
- to study and apply principles of written and oral communication;
- to study and apply basic library research skills including basic assessment of various kinds of sources;

- to study and gain a basic understanding of the natural sciences, social and behavioral sciences, humanities and fine arts.

4. Structure of the Program

The first three goals are articulated in an across-the- (general education)-curriculum structure for writing, oral communication, mathematics and library research. Students are introduced to these skill areas in four *Basic Skills courses* – two in English composition and one each in public speaking and mathematics. They are intended not only to provide practice in library research, writing, speaking and the manipulation of abstractions but also to provide students with experience in thinking clearly so that they can argue clearly – in evaluating oral and written and mathematically-based arguments. Students are required to complete this part of their general education program in their first 48 credit hours.

The second tier of the program is an introduction to the major arenas of intellectual life: the humanities and fine arts, the social sciences, and mathematics and the natural sciences. Students are required to take at least one *Introductory Course* in the fine arts, and two each in the humanities, social sciences, and mathematics/natural sciences. Students may take Introductory Courses concurrently with the Basic Skills courses, *subject to course prerequisites*.

The third tier of the program allows students to follow interests developed in the introductory courses. They are required to take one *Further Studies* course (outside their major) in each of the three divisions. Both the Introductory Courses and the Further Studies courses are designed to enhance students' skills in oral and written communication, library research and mathematical manipulation of data. That is, within the General Education Program, we have an across-the-curriculum structure for library research, mathematical reasoning, writing and oral communication. Departments are encouraged to continue this emphasis in courses beyond the general education program.

Within this final tier, students are required to take at least one and at most two *Issues and Perspectives* courses outside their major. These courses substitute for one or two of the Further Studies courses in the general education requirements. They are a means of exposing students to certain valuable but non-canonical subjects and methodologies. The requirement ensures that students are exposed to either a problem that has emerged from contemporary conditions or an interdisciplinary discussion of an enduring topic.

The Assessment Process.

Basic Skills Courses

The departments responsible for designing and teaching the Basic Skills courses are also given the responsibility for assessing the outcomes in terms of individual students and for assessing the training provided to those who teach the courses. Statements from the three departments regarding how they accomplish such assessment are attached to this document. The General Education Committee reviews these procedures periodically, in discussion with the program directors from the concerned departments.

In addition, during the appropriate part of the assessment cycle, the three departments report summary statistics to the General Education Committee to aid in the assessment of the overall program. These include: number of students who have taken the courses, course grade distributions, exit/final exam grade distributions, and whatever other measures they have accumulated.

For instance, the Elliott School of Communications reports the results of their pre-test/post-test of students' self-reported attitudes regarding speech competency and both the instrument used and the cumulative scores for the persuasive policy speech required of all students in Communication 111.

The English Department reports numbers of students in the composition courses and the grade distributions in the courses and on the exit exams.

Introductory, Further Studies and Issues & Perspectives Courses

Assessment of the rest of the general education program (including further assessment of the basic skills courses) is accomplished through 1) program monitoring, 2) tracking outcomes, and 3) other institutional feedback.

Program monitoring

In order to determine the extent to which the various courses are contributing as they should to the general education program, we obtain information from the instructors of record regarding

- 1) the ways in which the course addresses all of the goals of the program
- 2) how the goals are reflected in course assignments
- 3) the percentage of the course grade that is derived from assignments directly related to general education goals.

Instructors may include this information in course syllabi. Alternatively, they may report the same information to the general education committee independently of the syllabus.

The general education committee is responsible for developing and maintaining a matrix that documents which general education courses at the introductory and further

studies levels have components that require students to apply their library research, mathematical, and written and oral communication skills. Students and advisors use this matrix when planning courses of study to ensure that students obtain practice in applying their newly-acquired skills while completing the rest of their general education program.

Tracking Outcomes

The outcomes of the program are determined in three ways.

1) Course grade distributions are a measure of the outcomes of the individual general education courses. Grade distributions (without student names) for each general education class will be generated as needed by the general education committee using WIN (ERP).

2) We interview a sample of graduating seniors who took all of their general education coursework at WSU and a sample of those who transferred all or most of their general education hours to obtain both a student's perspective of the program as a whole and of their attainment of the skills and perspectives that the program is supposed to provide. Students who have completed the program can speak to all aspects of it and, by the time they are seniors, are more likely to be able to assess the value to them of the program.

3) Individual departments provide feedback to the general education committee as part of the regular program assessment cycle regarding how well the general education program is serving their departmental programs. At the time that a department comes up for assessment, WIN will generate a list of their graduates in the previous three years who completed all of their general education hours at WSU and another list of students who transferred all or most of their general education credits. The general education committee asks the departments to compare the two lists in order to comment on 1) how well the general education program is meeting its stated goals and 2) how well the program is serving their departmental needs.

Institutional Feedback

In order to monitor and improve the program, we have designed a set of feedback processes that allow all parts of the university that affect general education to learn from one another. **Faculty** members who teach general education courses will have access through WIN to that part of student records that shows which general education courses they have already taken. This will allow faculty to advise appropriately those students who have taken a Basic Skills course but have not benefited fully from it. The faculty will then also be able to inform the general education committee when such failures do occur. The general education committee meets yearly with **academic advisors** to

obtain feedback from them regarding the program and to provide them with whatever feedback the committee obtains from faculty. Similarly, the general education committee meets annually with representatives from the **University Libraries** regarding students' library research skills. The committee also receives annual reports from **exceptions committees** so that it can review all cases that involve general education requirements. Any waivers of requirements made by **deans** will also be reported to the committee so that it can monitor them as well.

Schedule

In order to mesh the assessment of general education with the other assessments at the university, we review the program in a three-year cycle. Since the program consists of three main elements – basic skills courses, introductory courses and further studies courses – each is reviewed in turn. In the fall semester, the general education committee gathers and assesses the data that has accumulated since the last review and writes a report to the Faculty Senate. In the spring semester, the report with any recommendations for change is presented to the senate early in the semester 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 following version of the undergraduate catalog.

Wichita State University Faculty Senate Minutes of the meeting Monday, February 14, 2005

MEMBERS PRESENT: Akrabova, Brooks, Byrum, Carruthers, Cavarozzi, Celestin, Decker, deSilva, Dooley, Eckert, Flippen, Forlaw, Gibson, Glenmaye, Griffin, Hamdeh, Hodson, Huxman, Klunder, Krishnan, Lancaster, Lewis, Loftus, Ma, Mau, Moore-Jansen, Myers, Myose, Rokosz, Russell, Scherz, Soles, Spurgeon, Stanga, Teshome., Wine, Withrow, Wolf, Wynn, Yeager, Zhang

MEMBERS ABSENT: Behrman, Chopra, Koehn, May, Wimalasena

MEMBERS EXCUSED: Carroll, Hathaway, Hershfield, Ross, Sun

EX-OFFICIO MEMBERS: VPAAR Hutchinson

Summary of Action:

- 1. Accepted revisions to Chapter 5 of the Handbook for Faculty**
- 2. Accepted the nomination of Paul Flippen to replace Senator LeZotte, School of Art & Design and Silvia Herzog Carruthers, Senator, School of Music, to replace Senator Markovich**

I. Call of the Meeting to Order: President Klunder called the meeting to order at 3:30 pm.

II. Informal Statements & Proposals:

Several matters were discussed: 1. Direct Readings Hours done by faculty, 2. The problem of reimbursement in a timely manner for travel funds was addressed. 3. It was suggested that an all faculty meeting was needed to answer questions about the Matrix. Merit evaluations, how to report, goals, etc. need to be discussed. 4. Senator DeSilva said that a South African delegation would be on campus and invited faculty to call him for the time for the reception. 5. Senator Lancaster asked if there was any more information about the security breach with the computers.

III. Approval of the minutes: Minutes of January 24, 2005, accepted as presented

IV. President's Report:

President Klunder reported on the following:

1. University President's Service Award nominees due by Wed., Feb. 16.
2. Request for major to be on diplomas was sent to Academic Affairs.
3. President Beggs is moving forward on VPAA search, which will be made up of a representative from the Deans, Unclassified Professional and the Classified Senates, SGA, the Graduate Council, Faculty representing the degree granting colleges. Co-Chairs are VP Kopita (non-voting) and Faculty Senate President Klunder
4. Announced that Dan Close and Christian Wolf had been elected Senators at Large.

V. Committee Reports:

A. Rules -- Chris Brooks, Chair, presented the name of Paul Flippen to complete the term of Senator LeZotte, School of Art & Design, and Silvia Herzog Carruthers to replace Senator Markovich Senate Accepted.

VI. Old Business:

A. Handbook for Faculty revisions to Chapter 5 -- Senator Cavarozzi presented the revisions. All were accepted.

VII. New Business:

A. Celia Goering, Director, WSU Westside Center, presented an update on the new 24,000 sq. ft. facility to be built at 37th North and Maize. The new center will have 16 classrooms, a computer lab, interactive distance learning, a student service area, and bookstore and library facilities. It will be open 80 hours

B. General Education Committee Proposals, Paul York, Chair, Don Blakeslee, Coordinator presented a report on Proposed changes to the Goals of the General Education program. Library has been added to basic skills. There was discussion on library and computer literacy skills.

They also presented a General Education Program Assessment Plan Various assessment were outlined: monitoring, tracking outcomes, institutional research. Basic skills departments have excellent assessments in place. Both were for 1st reading and had much discussion. The Committee may bring revisions to the next meeting.

VII. As May Arise: none

The meeting was adjourned
Respectfully Submitted
Joyce Cavarozzi, Secretary