

# The General Education Committee Review of Student Learning Outcomes, AY 2016-2017

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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:

- Activities for AY, the Committee:
  - o Reviewed the outcomes of the new first-year seminar (FYS) course offered fall 2016 and considered approval to advance fall 2016 first-year seminar outcomes to the Senate for a second year of pilot courses to be offered/developed for fall 2017/spring 2018.
    - f The outcomes/request were reviewed/approved on February 13, 2017, and forwarded to the Faculty Senate (page 2). Library report reviewed April 24, 2017.
    - f Faculty Senate approved proposal on February 27, 2017.
  - o Evaluated writing rubric assessment of the first-year seminar courses (page 2)
  - o Reviewed student learning performance dashboard data for overall student learning outcomes (page 2).
- Summary of information/data reviewed:
  - o FYS data
    - f Need another year of data before making a recommendation for entering freshmen.
  - o Writing rubric assessment project
    - f Sample size: 122
    - f Results: Pre and Post test scores on the composite Writing Rubric and each of the expectations on the CLA (n= 100 seniors) and "at" expectations on the English 101 writing performance (n=815) and public speaking (n=459) assessment. Likewise, indirect measures indicate continued 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 79.8% of them are employed within 6 months of graduation.
    - f NSSE outcomes were higher than previous years, but not statistically different.

## Recommendations for next academic year

- Evaluate student performance in (SP 17) first-year seminar courses for Faculty Senate reconsideration (FL 17).
- No other changes to the general education program are recommended.

## First Year Seminars (FYS) Update

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Encourage discussion outside the class Ž f ... „ f” t ^ “ — • á f ... † „ ‘ • % ” ‘ — † — ... ä

Encourage them to get out of their comfort zone as a learning tool f • † % < ~ † — Š † • • — ’ ’ “ — < • † ‘ < • % • † Š Š — ä — f Š † • f • ) ^ Ž’ f • < • % Ž † % < ~ < • % f • ’ † † ... Š á < • — † “ ~ † †™ < • % • ‘ † ‘ • † ‘ • ‘ ^ ^ ... f † — f Ž † < • ... — • • < — ‘ ‘ < ... • á f — — † • † < • % — f Ž • • “ ’ † ^ “ • f • ... † • á † — ... ä ä

Take them to places like the library or a talkä

Invite a guest to talk about x topicä

Have some kind of personal meeting(s) with them Š † > Š f ~ † • † —™ < — Š f † ~ < “ ” • á „ — — Ž < • † Ž > Š f ~ † f Ž • Š † † ( f % • • f™ • — Š — f • † • † “ ‘ • ... f • — • ä † Ž % • Š † † “ Š f — ^ f ... — Ž † ’ Ž † „ † • f ” †™ Š ‘™ f • — — ‘ • † † — Š † • • — ... † † † ä

Send reminders a couple days before each deadline á f • † † • ... ‘ — ” f % † — Š † • — ‘ Ž † f ” • Š ‘™ — ‘ • † †’ ... ff Ž † • † f • “ • f • † Ž < — > • • < % • Š † • “ • f „ † ... f — • † • ‘ — f Ž Ž ^ f ... — Ž — >™ < Ž Ž ’ ” “ ~ < † † ” † • < • † † ” • ä

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Give them all the good feedback you canä ‘ — f ” † Š † Ž’ < • % — Š † • — ” f • • < — < † ^ ^ † ... — < ~ † Ž > — ‘ — Š † ... Ž Ž † % † † • ~ < ” ‘ • • † f — f • Š † → Š † > • † † † — † š ’ † ... — f — < ‘ • • f ” † f • † Š ‘™ — Š † > ... f • < • ” ‘ ~ † — Š † < ”™ “ ” • ä

Submit mid semester evaluations and use SEAS — — † † • — f ” Ž > Ž † — > • — † • ä Š † > • † † † — ‘ „ † — ‘ Ž † † š ’ Ž < ... < — Ž > < ^ — Š † f † f • — † • † • • %™ f ” † • † † † † — ‘ f ... Š < † ~ † — Š † % ” f † † — Š † >™ f • — < • — Š † ... Ž f

## SKILLBUILDING

My First Year Seminar Course help me:

	Strongly disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree	SD/Disagree	Agree/SA	N =
Develop my information literacy skills (library/research)	7.50%	7.50%	18.33%	45.00%	21.67%	15%	66%	120
Develop my writing skills	8.33%	8.33%	21.67%	40.00%	21.67%	16%	61%	120
Develop my public speaking skills	6.61%	9.09%	23.97%	39.67%	20.66%	15%	60%	121
Develop my notetaking skills	16.67%	24.17%	31.67%	18.33%	9.17%	40%	27%	120





## SERVICE LEARNING

	Strongly disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree	SD/Disagree	Agree/SA	N =
My service learning experience complemented the course content	5.00%	5.00%	20.00%	35.00%	35.00%	10%	70%	40
My service learning experience added value to the course	10.00%	2.50%	12.50%	47.50%	27.50%	12%	75%	40

## OVERALL SATISFACTION

How would you rate your overall satisfaction with the course?

0=unsatisfied;10=very satisfied	Minimum	Maximum	Mean	Std Deviation
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Would you recommend a first year seminar to other first year students?

Answer Fall2013	%	N=
yes	59%	97
no	41%	69
Total	100%	166

Answer Fall2015	%	N=
yes	85%	63
no	15%	11

Answer Fall2014	%	N=
yes	79%	77
no	21%	21
Total	100%	98

Overall, do you think this course contributed to your academic success at WSU? If yes, how? [2016]

Answer	%	N =
Yes	54.46%	61

## Comments about Skill Building:

Dr. \_\_\_ did a really good job at making sure he had projects that encompassed all of these, throughout the semester I had to present, sing, write a paper, make a presentation, and really took my own grade in my own hands

Using FYSo to develop "respect for diversity" is giving a lot of reason for students to not like it. Mandating a way of thinking isn't freedom and is not what a campus should be setting as a goal for a freshman seminar. Dr. Wine did a very good job of respecting opinion though.

I was pushed out of my comfort zone in a beneficial way.

It has got way better.

very useful

the professors were really good at helping develop these skills but keeping it in a casual form

Teamwork and group projects was a big role in this class.

I don't feel as though I developed any new skills or strengthened any skills I already possessed.

None

Definitely helps with diversity

The papers required for class allowed me to strengthen my writing skills, but we did not take many notes.

The professor was fantastic at providing feedback on our essays. However, not taking and traditional public speaking did not really apply to the subject matter of the course.

Many of the class activities were focused on developing respect for national/global diversity.

good

We were put on the spot for talking a lot, and were judged harshly on writing

My teacher expected all of her students to have English and Public Speaking background before coming to her class. She was very unorganized and never had a complete syllabus. The content of the class was good and when it came to writing papers and making presentations she was never clear on what we needed to do. We never used the book and got the book half way through the semester. I learned nothing that I didn't already know.



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UGOKPCT KP VJG HWVWTG!

havetime

## Comments on the Student Success Coach:

I loved Samantha so much. She really took her time to prepare things that we need and if she didn't think we needed to know it we kind of blew past it and it was very helpful my first semester here

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Very nice and helpful, definitely helped me in many situations on campus I probably would have been lost in alone.

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I loved my student success coach!

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He was very nice, he helped me find additional tools on the mywsu homepage.

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My success coach left half way through the semester so they were really kind of pointless in the grand scheme of things.

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She has definitely helped me find my way around campus as well as understanding the course

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He was great!

He was very nice and



How did this course contribute to your personal success at WSU?

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How did this course contribute to your Academic success at WSU?

It helped contribute to my academic success by giving me an opportunity to explore topics that I don't fully understand or have an interest in to help me know why I have to do topics I don't like in my 4 years

I was able to plan my year, study skills and work with the help of this class.

I had access to programs that provide academic support.

Made me think different. Had new light on subjects.

Our success coach gave us so many resources that I am 100% sure I will use in the future that will contribute to a great academic career.

I will need to know this being a teacher

LEARNING GOALS AND GET HOMEWORK ON TIME

It was an easy learning environment that provided a great transition into college

Helped make connections

It helped to fulfill a necessary requirement, and made me a more rounded individual.

It was mandatory.

They also gave us some tips about singing in the beginning of the semester.

Perhaps the most important thing I learned was how to effectively use the resources available in the library.

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Perhaps the most important thing I learned was how to effectively use the resources available in the library.

The professors were very helpful.

The course taught me a lot ranging from talking to people to my writing skills as well as simply just taking in information from my teachers.

This course helped me open up to the topic in relating to the subject in a way.

It required me to plan for the next four years of classes.

It helped me to learn how important it is to study and pay attention, while at the same time not allowing me to slack off and

Time management

We were required to plan for the next four or so years, so I think this helped us think about how we would become successful at that.

Dr. \_\_\_\_ helped my writing by giving me good feedback.

Yes, I was very interested in course material.

It helped me to write more papers for practice.

I learned new concepts and learned valuable tips

The professor gave us life advice, like how to properly contact our professors and what to do if we fall behind in a class, etc.

There were several texts that we read and analyzed. I believe that this class helped to learn how to truly analyze a new piece of literature.

It helped my writing and speaking skills.

I was able to understand different cultures, and WSU is quite diverse, so I now have an understanding of different people.

I have horrible public speaking skills, and this class helped me develop those skills for the future.

By getting all the foundation learned my freshman year. So I can continue to grow here at WSU.

It helped me to balance my time

I think yes because I am now a more educated individual.

It helped me get out of my comfort zone.

It wasn't as difficult as I thought it would be. There is a lot crammed into a semester but it's worth it.

Helps you stay focused

He was supportive in everything we did

Helped my GPA

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Having a success coach was good, just knowing that I had someone that was a student that I could go to helped me.  
My study

Report on the University Libraries Involvement  
In the 2016-2017 First Year Seminar Pilot Program

Submitted for the 4-24-17 General Education Committee meeting by  
Kathy Delker, Coordinator of Library Instructional Services and member of the Gen Ed Committee

In preparation for the Fall 2016 First Year S

Important findings from January 2016 survey of FYS professors (con't):





