Report of the Undergraduate Curriculum Review Committee
to Faculty Senate, Deans and Departments
Spring, 2016

The Undergraduate Curriculum Review Committee (UCRC) reviewed 96 syllabi representing 48 sections of undergraduate courses that have CORE Element 5 designation during Spring 2016.

Syllabi from ALL sections of the following courses were requested; the UCRC reviewed those that were provided by faculty: EC 2000, EC 2040, EC 2050, EC 2060, EC 2100, EC 2900, FIN 2050, PLS 2000, PSY 1010, SOC 2000, SW 2720, UH 2020, WGS 2000

All courses were approved for WSU Core in Element 5. Many of the courses were also approved for Integrated Writing in the Core and/or Multicultural Competence. Two members each independently reviewed assigned syllabi and provided feedback via a Qualtrics survey. Any discrepancies in findings were resolved by a third member.

Findings
1. Does the syllabus identify the course as an Element 5 CORE course?

Q1	Yes		No		Not Sure / Unclear	
TOTAL	**77/96**	**80.2%**	**17/96**	**17.7%**	**2/96**	**2.1%**
CEHS	6/6	100%	0/6	---	0/6	---
CoLA	30/36	83.3%	5/36	13.9%	1/36	2.8%
Lake	11/21	52.4%	9/21	42.9%	1/21	4.8%
RSCoB	30/33	90.9%	3/33	9.1%	0/33	---

2. Are the appropriate Element 5 learning outcomes listed in the syllabus?

Q2	Yes		No		Not Sure / Unclear	
TOTAL	**65/96**	**67.7%**	**24/96**	**25.0%**	**7/96**	**7.3%**
CEHS	6/6	100%	0/6	---	0/6	---
CoLA	27/36	75.0%	8/36	22.2%	1/36	2.8%
Lake	10/21	47.6%	10/21	47.6%	1/21	4.8%
RSCoB	22/33	66.7%	6/33	18.2%	5/33	15.2%

3. Does the syllabus demonstrate the clear measurement of the following student learning outcome?
Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns

Q3	Yes		No		Not Sure / Unclear	
TOTAL	**31/96**	**32.3%**	**43/96**	**44.8%**	**22/96**	**22.9%**
CEHS	6/6	100%	0/6	---	0/6	---
CoLA	17/36	47.2%	14/36	38.9%	5/36	13.9%
Lake	3/21	14.3%	11/21	52.4%	7/21	33.3%
RSCoB	5/33	15.2%	18/33	54.5%	10/33	30.3%

4. Does the syllabus demonstrate the clear measurement of the following student learning outcome? *Explain and critique the methods of inquiry of social science disciplines.*

Q4	Yes		No		Not Sure / Unclear	
TOTAL	**30/96**	**31.3%**	**45/96**	**46.9%**	**21/96**	**21.9%**
CEHS	6/6	100%	0/6	---	0/6	---
CoLA	17/36	47.2%	15/36	41.7%	4/36	11.1%
Lake	4/21	19.0%	11/21	52.4%	6/21	28.6%
RSCoB	3/33	9.1%	19/33	57.6%	11/33	33.3%

5. Does the syllabus demonstrate the clear measurement of the following student learning outcome? *Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.*

Q5	Yes		No		Not Sure / Unclear	
TOTAL	**28/96**	**29.2%**	**44/96**	**45.8%**	**24/96**	**25.0%**
CEHS	6/6	100%	0/6	---	0/6	---
CoLA	16/36	44.4%	14/36	38.9%	6/36	16.7%
Lake	2/21	9.5%	12/21	57.1%	7/21	33.3%
RSCoB	4/33	12.1%	18/33	54.5%	11/33	33.3%

6. Does the syllabus demonstrate the clear measurement of the following student learning outcome? *Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen.*

Q6	Yes		No		Not Sure / Unclear	
TOTAL	**28/96**	**29.2%**	**44/96**	**45.8%**	**24/96**	**25.0%**
CEHS	6/6	100%	0/6	---	0/6	---
CoLA	16/36	44.4%	15/36	41.7%	5/36	13.9%
Lake	3/21	14.3%	11/21	52.4%	7/21	33.3%
RSCoB	3/33	9.1%	18/33	54.5%	12/33	36.4%

A summary spreadsheet of course reviews is attached. (Please note that there is a separate tab for each question.) The committee asks that department chairs and deans share this information with appropriate faculty so that syllabi can be revised and improved as needed.

Recommendations by Committee

1. Strongly encourage faculty to use a standardized format for course syllabi so that essential content is included (e.g. CORE element attribute and learning outcomes).
   NOTE: A syllabus template, which contains both essential and recommended content, is already available to faculty from CTL (see attached).

2. Facilitate review of course syllabi by department chairs and deans for all courses each semester to ensure that essential content is present.

3. Facilitate mentoring by department chairs and deans of all faculty (including adjuncts) who are missing recommended content in the syllabus, particularly descriptions of how student activities connect with learning outcomes.

4. Continue providing education on how to write effective syllabi at New Faculty Orientation.

5. Provide faculty development opportunities for all faculty members (including adjuncts) on writing effective syllabi and mapping student activities to learning outcomes.