

Undergraduate Academic Program Review (Dayton and Lake Campuses)

Name of Program: General Education

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Indicate whether the program is

on campus

online

both

**NCA Criterion 1—Mission and Integrity**

**NCA Criterion 2—Preparing for the Future**

**NCA Criterion 3—Student Learning and Effective Teaching**

**NCA Criterion 4—Acquisition, Discovery, and Application of Knowledge**

**NCA Criterion 5—Engagement and Service**

The assistance of Institutional Research in providing data and Carleen Beckermann in the preparation of the manuscript is gratefully acknowledged.

The General Education Program at Wright State University is designed to provide students critical academic skills, breadth of knowledge, and flexibility of perspectives that are the foundation of the baccalaureate experience. There have been significant opportunities to examine our current GE Program since its implementations in fall 2003, including self-studies generated by our participation in the Foundations of Excellence Project of the National Policy Center for the First Year of College in 2005-2006, in preparation for the NCA accreditation review in 2006, and the creation of the Office of General Education in 2007. The findings from these efforts and from the ongoing assessments of GE are positive. Focus groups for faculty, students, and staff conducted in spring and fall of 2007 provide additional insights regarding the campus community's perception of our GE Program. Students' ratings of instruction in GE courses are generally positive, and student surveys generally indicate they agree GE courses help them achieve the GE learning outcomes. The findings also identified areas of needed improvement to increase student success, support faculty development, improve assessment, and enhance the University community's awareness of the importance of the GE Program in the baccalaureate experience.

## **I. General Education Program Mission (NCA Criterion 1 and Criterion 5)**

### **Mission Statement**

The Mission Statement of the General Education Program is embodied in the three learning goals of the program, that is, to provide Wright State undergraduates with opportunities to:

- ? sharpen critical thinking, problem solving, and communication skills
- ? learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community
- ? increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future

### **Consistency with University Mission**

The General Education Program is the foundation upon which all Wright State University baccalaureate programs are built, and therefore is essential to the university's mission. The current GE Program, implemented in 2003, supported the concurrent WSU mission statement "to be a catalyst for educational excellence..., meeting the need for an educated citizenry dedicated to life-long learning and service." The new mission statement adopted in 2008 states "We transform the lives of our students and the communities we serve. We are committed to achieving learning outcomes through innovative, high quality programs for all students: undergraduate, graduate and professional; conducting scholarly research and creative endeavors; and to engaging in significant community service." The first goal of our new strategic plans calls for us to "Enhance our distinctive learning experience to produce talented graduates with the knowledge and skills essential for critical thinking, meaningful civic engagement, international competency, an appreciation for the arts, life-long learning and the ability to lead and adapt in rapidly changing world." In order to better align our GE Program with our new mission and strategic plan, we need to reconsider the GE goals, learning objectives, and organization of the curriculum. Some suggestions that have been discussed are to improve opportunities for civic engagement/service learning, study abroad, understanding diversity, interdisciplinary study, and integrative learning. For example, there has been a call to extend the GE goals to require civic engagement/service learning in the GE curriculum, similar to the requirements of Writing Across

the Curriculum. On the national level, the Association of American Colleges and Universities (AAC&U) advocates for the inclusion of service learning in undergraduate education. In 2007, WSU created the Office of Service Learning to actively support faculty efforts to include service learning in their courses, and the president of the University faculty requested the University General Education Committee (UGEC) support the effort to include service learning in the GE Program. Including service learning would increase the consistency of the GE Program with the University mission and increase student and faculty opportunities for community engagement.

### **Consistency of Learning Objectives with Program Mission**

The GE learning objectives are consistent with and support the GE Program's mission. As stated on the GE website, "The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning." The GE Program is organized around six areas of intellectual competencies: Area I Communication and Mathematical Skills, Area II Cultural-Social Foundations, Area III Human Behavior, Area IV Human Expression, Area V Natural Sciences, and Area VI Major College Component. **Appendix A** lists the courses in each area of GE in the current program. The learning objectives for each area are listed below.

#### Area I: Communication & Mathematical Skills

Courses: English Composition, Mathematics

- a. use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences
- b. develop logical and fair arguments, and observe appropriate writing conventions
- c. show ability to identify main ideas and evaluate, analyze and synthesize primary and secondary sources
- d. use, formulate and interpret mathematical models
- e. summarize and justify analyses of mathematical models or problems using appropriate words, symbols, tables and/or graphs

#### Area II: Cultural-Social Foundations

Courses: History, The Non-Western World

- a. describe and analyze historical-social elements of western culture
- b. describe and analyze historical-social elements of non-western culture
- c. describe and analyze the global interdependence of groups and of individuals

#### Area III: Human Behavior

Courses: Economics, Political Science, Psychology, Sociology

- a. use multiple approaches/perspectives to systematically analyze complex individual and institutional behavior culturally, sub-culturally, and/or cross culturally
- b. recognize appropriate ethical uses of social scientific knowledge

#### Area IV: Human Expression

Courses: Great Books, Fine and Performing Arts

- a. recognize and critically discuss significant creative, philosophical and religious works
- b. understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgments in such works
- c. discuss the diverse means of communication in such works

#### Area V: Natural Science

Courses: Biology, Chemistry, Earth and Environmental Sciences (formerly Geology), Physics

- a. understand the experimental basis of scientific inquiry
- b. understand the importance of model building for understanding the natural world
- c. understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
- d. discuss some of the fundamental theories underlying modern science
- e. understand the dynamic interaction between society and the scientific enterprise
- f. recognize appropriate ethical uses of knowledge in the natural sciences

#### Area VI: College Component

Course identified by college of student's major

- a. communicate with individuals who are in the student's major, in allied fields, and non-specialists
- b. understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors
- c. Or additionally meet the objectives of Area I, II, III, IV, or V

The learning outcomes of the six GE areas provide students a foundation in communication and quantitative skills, knowledge of the past and of the natural and human world, and an appreciation of human expression and fine and performing arts. Strong interrelationships between GE and other WSU programs are crucial to further develop the knowledge, skills and attitudes graduates need for success.

#### **Interrelationships with other Programs**

The GE Program is interrelated with other undergraduate programs, including all majors, the Writing Across the Curriculum Program (WAC), Honors Program, First Year Experience, and many co-curricular activities. The GE Program is the foundation for all majors. It is consistent with the requirements of the Ohio Transfer Module and Transfer Assurance Guidelines. The Program provides intellectual skills and breadth of knowledge essential for student success. Major programs continue to develop students' skills in critical thinking, problem solving, and communication.

GE, Honors, and the WAC Program share common learning goals. The WAC Program focuses on improving students' communication and critical thinking skills. Its learning objectives are stated on its website. In addition to ENG 101 and 102, all undergraduate students must complete a minimum of four writing intensive (WI) general education courses. GE writing intensive courses are available in a number of areas, including: Area II (all Non-Western World classes); Area II (SOC 200, WMS 200, EC 290, and some sections of EC 200); Area IV (all Great Books classes); Area V (some classes); Area VI (all classes). The Honors Program provides learning opportunities for academically well prepared students. Most general education courses are offered in special honors sections. These sections generally have limited enrollment and include more sophisticated and experiential learning.

The First Year Experience sponsored by University College provides additional opportunities for freshmen to achieve GE learning goals. One of these is small learning communities for students taking one or more GE classes as a cohort. In recent fall quarters approximately 78% of freshmen were enrolled in a learning community. The GE goals and learning objectives are also

supported by many co-curricular activities sponsored by the colleges and Academic Affairs, for example Honors Institute, Quest for Community, plays, recitals, lectures, film festivals, and workshops.

The GE Program is intricately interrelated with the entire WSU baccalaureate experience and provides essential learning outcomes. The Association of American Colleges and Universities (2007) strongly emphasizes the essential learning outcomes for the new global century include “knowledge of human cultures and the physical and natural world, . . . intellectual and practical skills, . . . personal and social responsibility, . . . and integrative learning . . . .” These are the key learning outcomes of both our General Education Program and the majors. A strong GE Program is essential for our student success.

## **II. Program Description (NCA 2)**

### **Brief History of Program**

The GE program was revised in response to assessment findings in the 1990’s. Problems identified in those findings included large section sizes that potentially impeded student engagement and learning, rigid course requirements that potentially hampered student progress, and the need for more individualized instruction in writing and writing intensive GE classes. In addition, since most GE courses in the previous program were three credit hours, students had to take a minimum of four courses to retain full-time status, which presented a challenge to many students employed outside the University and negatively impacted student success. Only three of the undergraduate colleges (College of Science and Mathematics, College of Liberal Arts, and College of Business) participated in the GE Program in the 1990’s thus potentially limiting the engagement of the entire WSU academic community with the GE program. The University Strategic Plan of 1998-2003 called for general education revisions to address the above concerns. “General Education, as indicated in several places in this Plan, represents the core values of the University’s academic effort for our students. The program must receive attention as the foundation of our education programming and as the point at which we have the most profound impact on our students. Plans must be undertaken to reduce the size of large lecture courses or to transform them into models of effective learning technology, combining the best attributes of expert faculty presentation, self-paced mastery of appropriate knowledge bases, and interactive involvement with faculty and course material (courseware), and expressive skills.” (p. 29).

The 1998 Plan reformulated general education around the six areas of intellectual competencies outlined above and developed learning objectives for each area. Courses were then developed that met these learning objectives. The current GE Program offers more choices in most areas of GE, reduced section sizes in some areas, and offers more writing intensive GE classes. Under the current program most GE courses are 4 credit hours allowing students to register for a minimum of three courses to qualify for fulltime status. The current GE Program, which includes a college component to connect GE with the student’s major (Area VI), also permits all undergraduate colleges to participate in GE. The transition to the current GE Program was overseen by the General Education Implementation Committee (GEIC). Departments and Colleges revised the syllabuses for all GE courses to make them consistent with the GE goals and area learning objectives. The current General Education Program was implemented in fall 2003.

### **Recommendations of Previous Program Reviews**

Two major reviews have occurred since the introduction of the current GE Program. Wright State was selected as one of 13 four-year institutions to participate in the Foundations of Excellence Project (FoE) of the National Policy Center for the First Year of College inaugural cohort in 2005-2006. In 2006 the University underwent a reaccreditation review by the Higher Learning Commission of the North Central Association of Colleges and Universities (NCA). The FYE and NCA self-studies resulted in recommendations to strengthen the new GE program, many of which are summarized below:

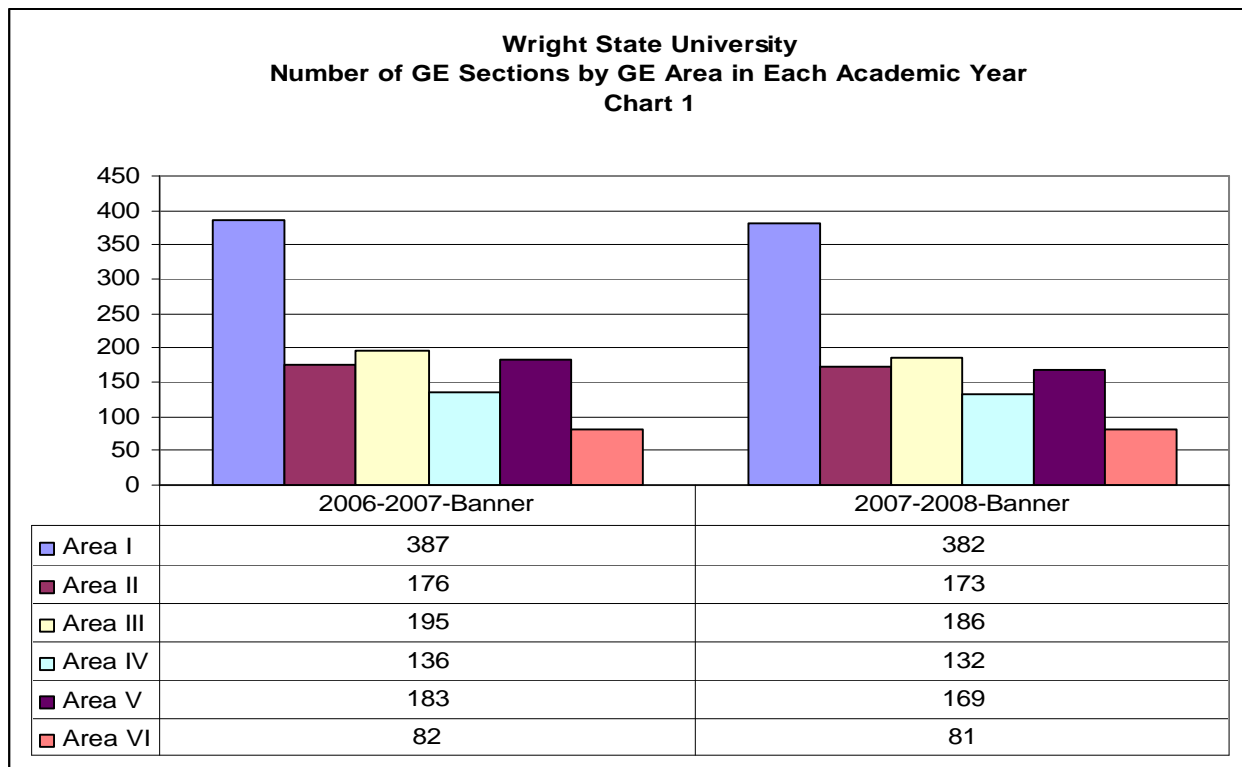
- ? Ensure that full-time and tenure track faculty teach the vast majority of credit hours within the GE program, consistent with the 2004 UGEC recommendations to the Faculty Senate, including hiring more tenure track faculty to address enrollment growth and achieve a more desirable balance between tenure track faculty and non-tenure track faculty and developing the reward system for faculty teaching GE courses.
- ? Enhance the diversity of faculty teaching the five high enrollment courses taken by first year students, ENG 101, ENG 102, PLS 200, PSY 105, and SOC 200.
- ? Adopt best practices of pedagogy and student engagement; enhance student support in “at risk” courses and assign first year courses to faculty with demonstrated success in such courses.
- ? Enhance the interaction of faculty with first-year students and their participation in the first year program.
- ? Revise the GE learning outcomes to include service learning/civic engagement.
- ? Develop other experiential learning opportunities, including undergraduate research, while establishing strong linkages between FYE and the majors.
- ? Develop a new statement of purpose for the First Year Experience (FYE) that integrates GE and FYE goals, and ensure that it is widely endorsed and disseminated.
- ? Enhance communication about the importance of GE and FYE, including communication with new faculty during fall orientation and with all faculty via ongoing professional development opportunities fostering faculty awareness of the broader dimensions of education.
- ? Properly place students in first year courses and ensure availability of spaces to accommodate students according to need/ability.
- ? Develop more online GE courses progressing to offering the entire GE program on line consistent with the University’s Distance Learning plan.
- ? Accelerate student movement through GE via the Intersession and other programs recommended by the University Classroom of the Future Committee and/or the First Year Student Retention Committee.
- ? In consultation with UCIE, the undergraduate colleges, UGEC, UCAPC, and the Faculty Senate explore the feasibility of offering a study abroad alternative to appropriate courses in the GE program.
- ? Strengthen the University’s transfer module, consistent with the Faculty Subcommittee of the OBR Articulation and Transfer Council.
- ? Aggressively implement the recently developed GE assessment plan.

While some of the recommendations of the FYE and NCA self-studies have been implemented, others are incorporated into the plan for improvement in this Program Review. The data presented next describe the GE students, faculty, and assessment findings, and provide support for recommendations to strengthen the GE Program. This report includes data from both Dayton

and Lake campuses. The time period covered is 2006-2007 and 2007-2008 academic years due to changes in the GE program and in the institutional records. The current GE Program implemented in fall 2003 redefined the GE learning goals, GE areas, and distribution of courses across the areas. The implementation of Banner in fall 2006 introduced a new system for coding data. Institutional Research advised us that it is not possible to meaningfully compare data across the former system and Banner. Therefore, the data in this report are drawn only from Banner. Unfortunately this restriction limits opportunities to identify patterns or trends in the data. Data from both GE and GE substitution courses are included. Some courses have an associated lab or recitation section, and departments have evolved different ways of identifying lectures and labs. In this report, a course section is defined as the primary lecture section. Associated labs and recitations are not counted separately. To identify GE course sections for this report, we reviewed the WSU web page course listings by course numbers, scheduled meeting times, and instructor. For some departments, this may under estimate student credit hours.

### Students Served by GE Program

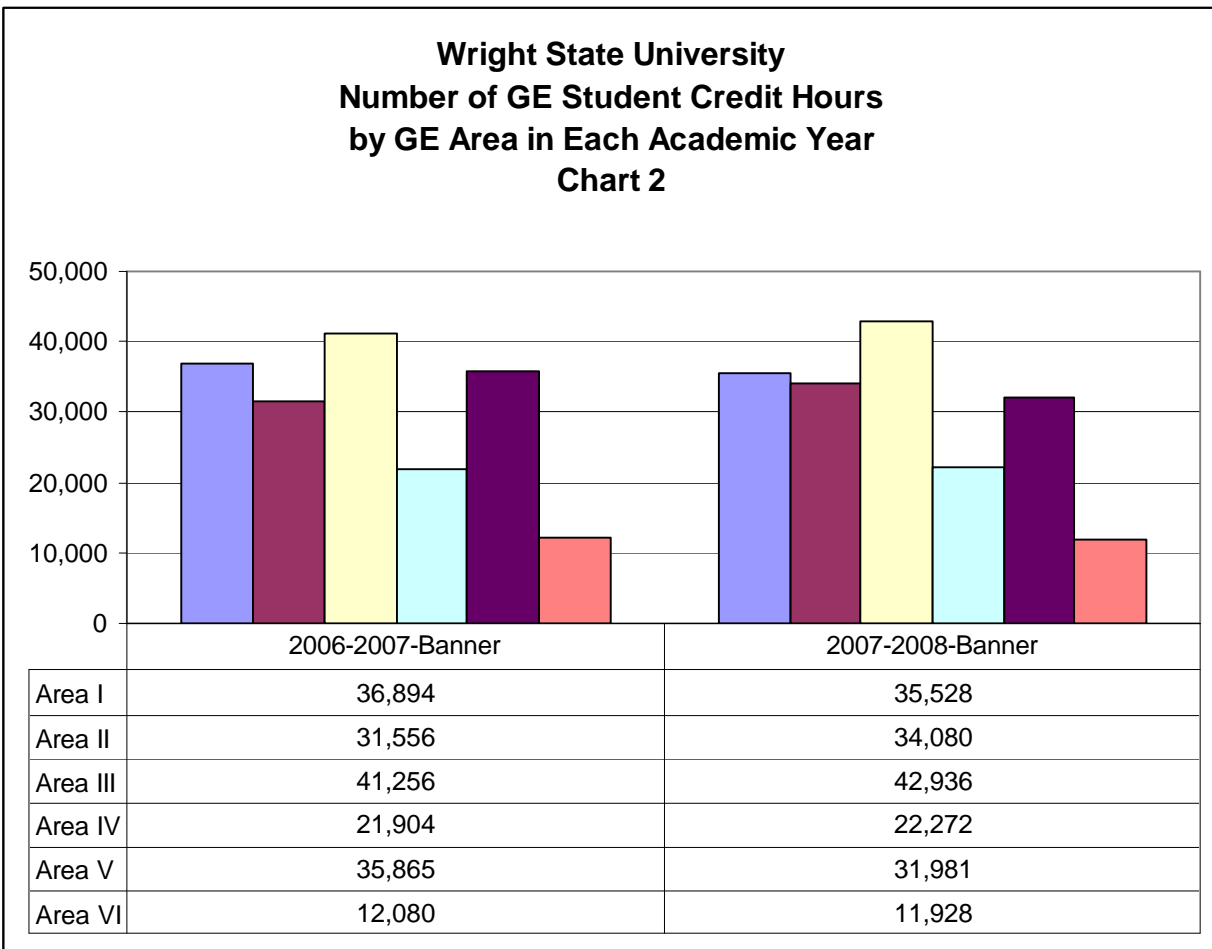
In order to graduate with a baccalaureate or associate of arts of degree, a student must successfully complete fifty-six hours of GE distributed across the six areas. **Chart 1** and **Table 1** show GE and GE substitution course sections taught in each of the last two academic years. The data are broken out by the six GE areas. Some courses in Areas II, III, IV or V are also in Area VI. If a course is listed in two areas, for example, EC290 in Area III and Area VI, it is counted in the first GE area but not in Area VI. There were 1,159 sections taught in 2006-2007 and 1,123 sections taught in 2007-2008. (**Chart 1A** in **Appendix B** shows the duplicated count for these sections in Area VI).



**Table 1**

<b>Percentage of GE Sections by GE Area in Each Academic Year</b>						
	<b>Area I</b>	<b>Area II</b>	<b>Area III</b>	<b>Area IV</b>	<b>Area V</b>	<b>Area VI</b>
2006-2007-Banner	33%	15%	17%	12%	16%	7%
2007-2008-Banner	34%	15%	17%	12%	15%	7%

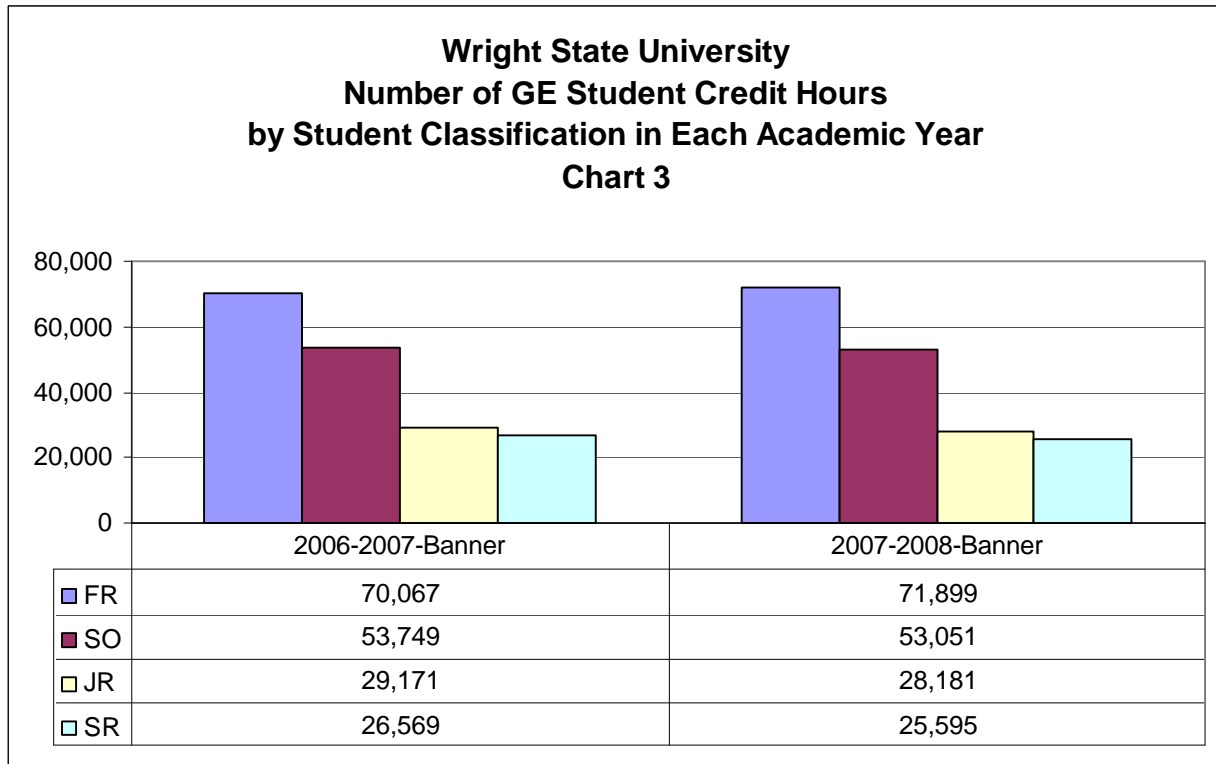
**Chart 2 and Table 2** show the student credit hours in each of the six GE areas in the last two years. There were 179,555 credit hours taught in GE in 2006-2007, and 178,725 taught in 2007-2008.



**Table 2  
Percentage of GE Student Credit Hours  
by GE Area in Each Academic Year**

	<b>Area I</b>	<b>Area II</b>	<b>Area III</b>	<b>Area IV</b>	<b>Area V</b>	<b>Area VI</b>
2006-2007 Banner	21%	18%	23%	12%	20%	7%
2007-2008 Banner	20%	19%	24%	12%	18%	7%

Although the WSU Undergraduate Catalog recommends that students complete Area I courses within the first 60 credit hours earned, it is not required. There is no other recommendation regarding timing in completing the GE Program in the WSU catalog. **Chart 3 and Table 3** show student credit hours by student classification. Student classification is based on the number of hours credited to the student at the beginning of the fall quarter of the academic year (freshman 0-44.9, sophomore 45-89.9, junior 90-134.9, senior 135 hours or more). Freshmen took approximately 40% of GE credit hours; juniors and seniors enrolled in approximately 30% of GE credit hours.



<b>Table 3</b>				
<b>Percentage of GE Student Credit Hours</b>				
<b>by Student Classification in Each Academic Year</b>				
	<b>FR</b>	<b>SO</b>	<b>JR</b>	<b>SR</b>
2006-2007 Banner	39%	30%	16%	15%
2007-2008 Banner	40%	30%	16%	14%

### **Faculty Teaching GE Courses**

There are no faculty members specifically assigned to the General Education Program. GE teaching assignments are made at the department level and are based on the preferences of each department. UGEC, however, approved the following statement in May 2004:

“The University General Education Committee recognizes that all classes of faculty, including full-time tenure-line faculty, full-time

non-tenure-line faculty, qualified part-time faculty, and trained graduate teaching assistants, are essential to General Education instruction. But since General Education typically gives students their first experience of the university, the committee believes that the university should ensure that

- ✍ full-time tenure-line faculty teach courses in very area of the General Education program, and that
- ✍ most General Education classes are taught by full-time faculty

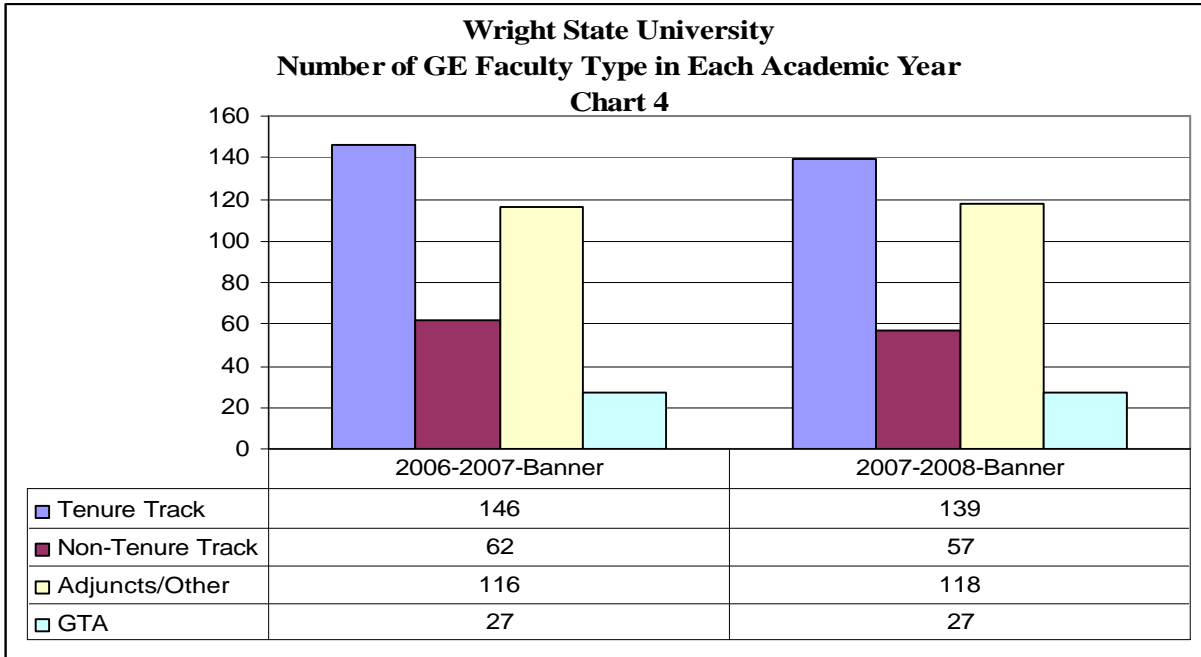
The committee also makes the following recommendation to the Provost, to Deans of the colleges, and to the university at large:

1. Full-time tenure-line faculty bring wide knowledge and research experience to the teaching of General Education classes. UGEC encourages colleges and departments to ensure that full-time tenure-line faculty are directly involved in teaching such classes.
2. Full-time non-tenure line faculty are among the most skilled and experienced teachers the university has. UGEC encourages colleges and departments to involve these faculty fully in the planning and assessment of General Education and in all faculty development activities.
3. Part-time faculty supplement the strengths of the university's full-time faculty with specialized knowledge and teaching experience. UGEC encourages colleges and departments to use these faculty sparingly and in appropriate ways; no General Education Area or department contribution to General Education should be staffed primarily with adjunct faculty. But UGEC also encourages colleges and departments to involve part-time faculty in General Education assessment and faculty development.

Finally, UGEC urges the Provost and the Deans to support future growth in General Education by hiring full-time tenure-line faculty with the expectation that these faculty will be involved in teaching General Education.”

In this report, tenure track faculty includes assistant, associate, and full professors. Non-tenure track includes full-time lecturers with continuing appointments (including clinical instructors, clinical assistant professors), and full time instructors with limited term appointments. Full-time faculty is the sum of tenure track faculty and non-tenure track faculty. Adjuncts/others include those with part-time, temporary appointments. GTAs include graduate assistants, if they are the primary faculty teaching a GE course section.

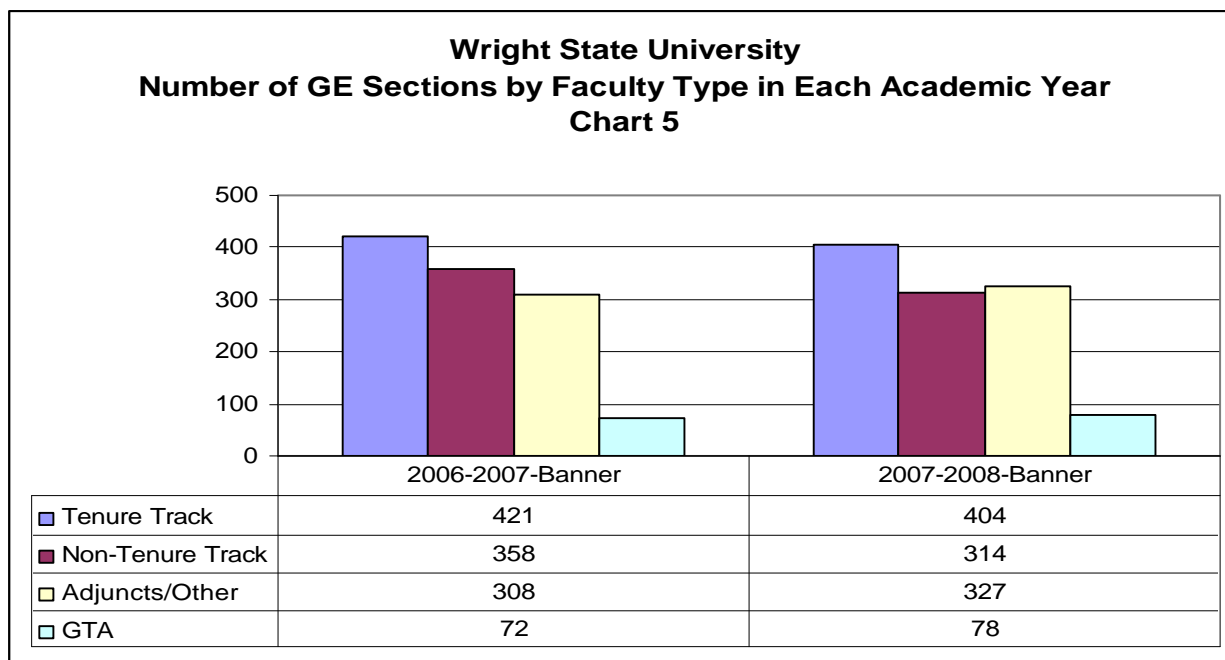
**Chart 4 and Table 4** show faculty at each rank teaching GE. In 2006-2007, 351 faculty taught one or more GE course sections. Forty-two percent were tenure track, 33% were adjunct. In 2007-2008, 341 faculty taught GE. Forty-one % were tenure track, 35% were adjuncts.



**Table 4**  
**Percentage of GE Faculty**  
**by Faculty Type in Each Academic Year**

	Tenure Track	Non-Tenure Track	Adjuncts/Other	GTA
2006-2007-Banner	42%	18%	33%	8%
2007-2008-Banner	41%	17%	35%	8%

**Chart 5 and Table 5** present data based on the number of GE sections taught by faculty at each rank. Tenure track faculty taught approximately 36% of GE course sections. Adjuncts taught 27% in 2006-2007 and 29% in 2007-2008.

**Table 5**

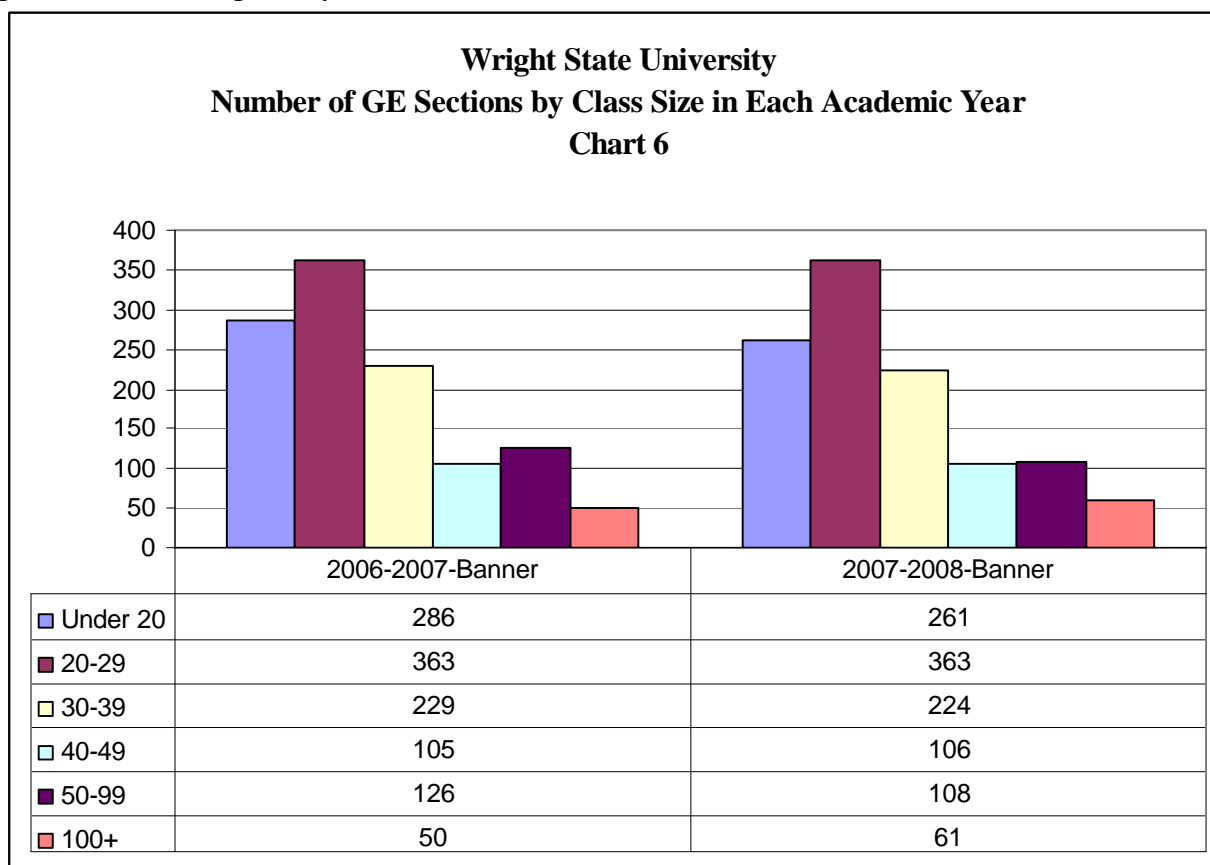
<b>Percentage of GE Sections by Faculty Type in Each Academic Year</b>				
	<b>Tenure Track</b>	<b>Non-Tenure Track</b>	<b>Adjuncts/Other</b>	<b>GTA</b>
2006-2007-Banner	36%	31%	27%	6%
2007-2008-Banner	36%	28%	29%	7%

The percentages of GE course sections taught by tenure track, full-time non-tenure track, adjuncts and GTA vary across the six GE areas. **Charts 5 A, B, C, D, E, and F** in **Appendix C** provide data for each GE area separately. Consistent with UGEC's recommendation, tenure track faculty teach in every GE area. Area I had the lowest percentage of course sections taught by tenure track faculty; Area V had the highest. Many of the sections has associated labs taught by adjuncts or GTAs. Sixty percent or more of the GE sections in each area were taught by full-time faculty with the exception of Area I. Area IV had the highest percent taught by adjuncts; Area I the lowest. It will be important to monitor these percentages and to examine any correlated changes in student outcomes.

### **Size of GE Course Sections**

One of the goals in the design of the current GE program was to reduce section size. **Chart 6 and Table 6** show GE course sections in each of six size ranges. The percentage of course sections of 100 students or greater was approximately 4% in 2006-2007 and 5% in 2007-2008. The majority of these classes ranged from 100-199 students. Eight sections were above 300 in 2006-2007 and ten were in 2007-2008. The largest section was in PSY 105 with 440 enrolled. The percentages of course sections with enrollments of 100 or more differ across GE Areas

being highest in Area V. Please refer to **Charts 6 A, B, C, D, E, and F** in **Appendix D** which present the data separately for each GE area.

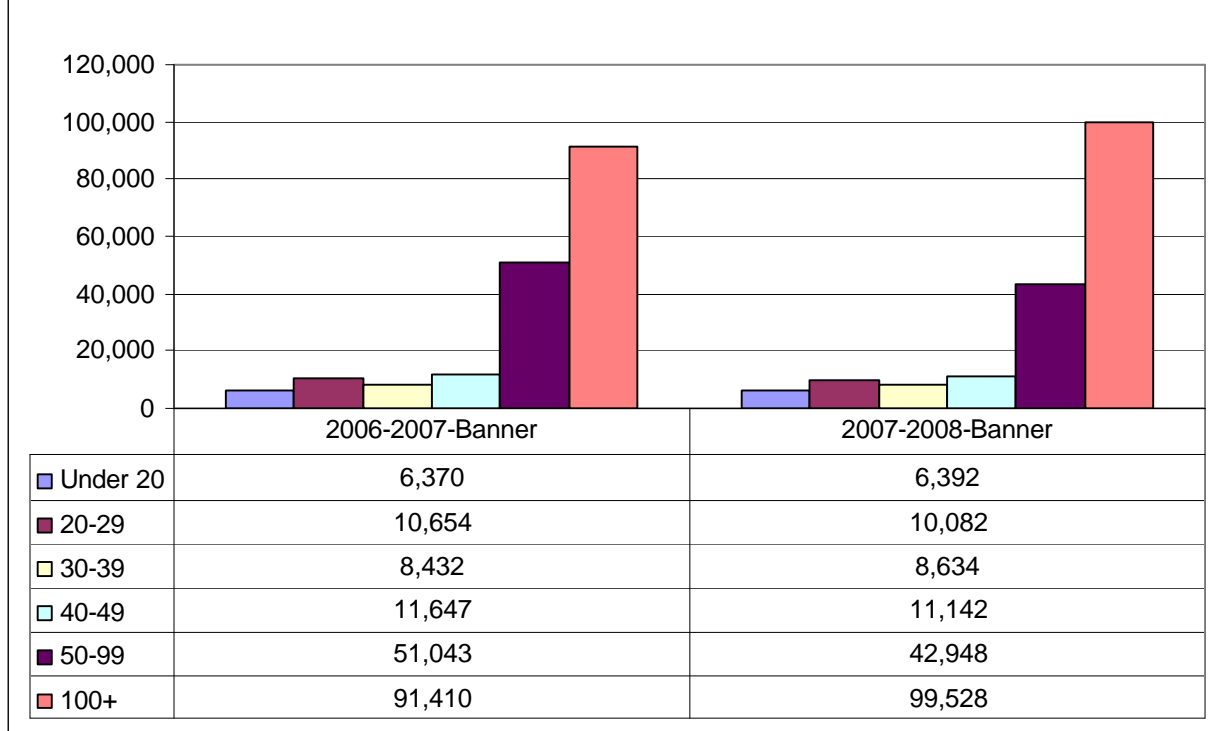


**Table 6**  
**Percentage of GE Sections by**  
**Class Size in Each Academic Year**

	Under 20	20-29	30-39	40-49	50-99	100+
2006-2007 Banner	25%	31%	20%	9%	11%	4%
2007-2008 Banner	23%	32%	20%	9%	10%	5%

We also examined the percentage of credit hours earned by section size as shown in **Chart 7 and Table 7**. In 2006-2007 51% of GE hours were earned in sections with more than 100 students and in 2007-2008 academic year, 56% of GE hours were earned in sections with more than 100 students. It should be noted that many of these large classes had a required lab, designed to provide small-enrollment, experiential-learning opportunities. The percentage of credit hours earned in large GE sections should be monitored and student outcomes examined to determine if they are correlated with section size.

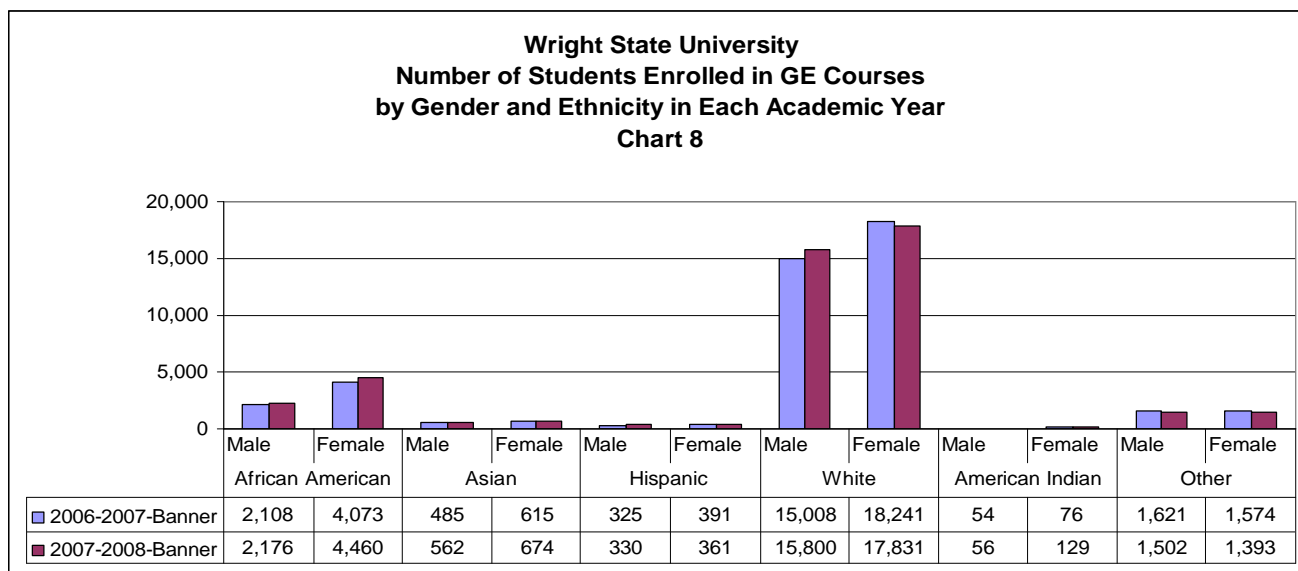
**Wright State University**  
**Number of Student Credit Hours**  
**by Section Size in Each Academic Year**  
**Chart 7**



<b>Table 7</b>						
<b>Percentage of Student Credit Hours</b>						
<b>by Section Size in Each Academic Year</b>						
	<b>Under 20</b>	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-99</b>	<b>100+</b>
2006-2007-Banner	4%	6%	5%	6%	28%	51%
2007-2008-Banner	4%	6%	5%	6%	24%	56%

### **Diversity in GE Course Sections**

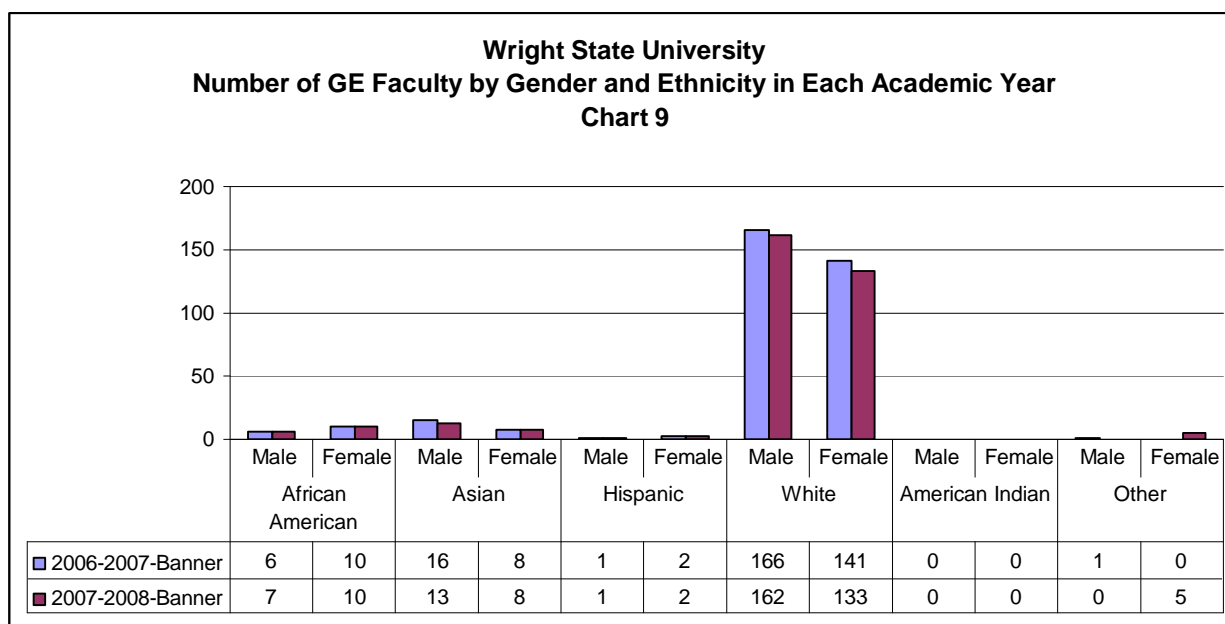
The gender and ethnicity of student enrollments in GE courses in each academic year are presented in **Chart 8 and Table 8**. In this chart, a student who is enrolled in more than one GE course section is counted in each of those course sections. In 2006-2007, 75% of enrollments were white, 14% African American and 11% other; in 2007-2008, 74% were white, 15% African American and 11% other. In both years, the majority of enrollments were females (56% and 55% respectively).



**Table 8**  
**Percentage of Student Enrollments in GE Courses**  
**by Gender and Ethnicity in Each Academic Year**

	2006-2007 Banner		2007-2008 Banner	
	Male	Female	Male	Female
<b>African American</b>	5%	9%	5%	10%
<b>Asian</b>	1%	1%	1%	1%
<b>Hispanic</b>	1%	1%	1%	1%
<b>White</b>	34%	41%	35%	39%
<b>American Indian</b>	0%	0%	0%	0%
<b>Other</b>	4%	4%	3%	3%

The diversity of faculty teaching all GE course sections is shown in **Chart 9 and Table 9**. In both years, 87% of the faculty were white, 5% African-American and 8% other minorities, and 54% of the faculty were male.

**Table 9**

<b>Percentage of GE Faculty by Gender and Ethnicity in Each Academic Year</b>				
	<b>2006-2007 Banner</b>		<b>2007-2008 Banner</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
<b>African American</b>	2%	3%	2%	3%
<b>Asian</b>	5%	2%	4%	2%
<b>Hispanic</b>	0%	1%	0%	1%
<b>White</b>	47%	40%	48%	39%
<b>American Indian</b>	0%	0%	0%	0%
<b>Other</b>	0%	0%	0%	1%

**GE Program Resources and Supports**

The General Education Office was created in 2007 and is staffed by a full-time GE Director, a tenured faculty member teaching in the GE Program, and an administrative specialist (one-third time). As previously noted, the faculty teaching GE course sections are assigned by the participating colleges and departments, and their salaries are funded in the colleges' and departments' budgets. Faculty who teach GE courses receive:

- ? administrative support from the staff in their home departments
- ? classroom technology and faculty development support from CTL
- ? computing support from CaTS
- ? informational services from the University Libraries
- ? support for writing assignments from WAC and the Writing Center
- ? advising is provided by University College and major departments and colleges

- ? support for student learning, for example tutoring and supplemental instruction, from the Student Success Center
- ? support for exceptional students from the Honors Program

The GE Program goals also are supported by the co-curricular activities of University College First Year Experience, other undergraduate colleges and the multicultural centers. The GE Program is part of Academic Affairs and is funded through the Office of the Senior Vice President of Curriculum and Instruction. In addition to a full-time director who is also an associate professor and a part-time administrative assistant, start up funds of \$25,000 were provided for the GE office. A Teaching Enhancement Grant of \$39,972 awarded jointly to GE, Service Learning, and CTL in March 2007 provided support for faculty development initiatives. In 2008, a permanent budget of \$15,000 was allocated to support program development, faculty development, and operating expenses. One time faculty development funds totaling \$19,147 have been reallocated to the GE Program.

### **III. Program Effectiveness (NCA Criterion 3 and Criterion 4)**

#### **Achievement of Student Learning Outcomes**

As noted above, the current GE program was implemented in fall 2003. Oversight of the GE Program was delegated to the newly constituted UGEC. In November 2003, UGEC requested lead faculty in each of the six GE areas, who had actively participated in the 1998-2003 GE Program revisions, “develop an appropriate area assessment plan, using qualitative and quantitative measures of assessment, focused on student learning outcomes relative to the GE learning objectives.” Each plan was to include both direct and indirect measures. The overall GE assessment plan resulting from their efforts was completed in June 2005 and is included in **Appendix E**. Seven area specific plans were approved, two from Area I and one for each of the other GE areas. UGEC stated that it viewed the plans as guidelines that would evolve as faculty gained experience in assessing student learning and engaged in dialogue about the findings. UGEC’s role is not an assessment implementation committee; however, it functions as the “oversight committee to which assessment reports and proposals for change are sent by the departments, colleges and/or lead faculty.” After the assessment reports are reviewed by UGEC, they are forwarded to the Associate Provost for posting on the WSU Assessment website.

The first year of the GE assessment, 2005-2006, the lead faculty in each area were encouraged to post their initial assessment reports in spring in anticipation of the NCA accreditation review. The second year of assessment, 2006-2007, UGEC requested reports in fall 2007. These reports indicated that progress on the implementation of the assessment plans varied across the six GE areas. Area I Mathematics and Statistics and Area I Writing assessment activities suggested changes to their GE courses. Area I Math focused on changes to student assignments and in-class activities and evaluation. Area I Writing developed a Writers Studio to provide additional help for students in ENG 101. Faculty in both areas are aware of the need for additional improvements and are engaged in dialogue about assessment and course changes. Area II Cultural and Social Foundations and Area III Human Behavior have proposed some assessment measures and strategies; however, sufficient data were not available for analysis and conclusions in either area. The 2005-2006 report from Area IV Human Expression concluded that “students are meeting GE learning outcomes with mixed success;” however, no assessment report was received 2006-2007. Area V Natural Sciences assessment reports, based on an online survey of

scientific knowledge, raised some concerns about the science courses and the measurement tool that was used in their assessment. Faculty are reviewing suggestions for improvements in their assessment strategies.

Area VI College Component is assessed separately by each undergraduate college. The College of Engineering and Computer Science assessment using marker questions, writing assignments, and surveys has found evidence for student achieving their GE course learning objectives. The College of Liberal Arts assessment results led faculty to conclude their marker questions are inadequate for their purposes, and they are developing new questions. Area VI GE assessment strategies in the other colleges need development.

As previously noted, more than 1,100 GE and GE substitution course sections are taught annually by more than 300 faculty in six areas. It appears that the GE areas that have a more cohesive group of faculty within one department teaching specific GE courses are making more progress. The areas which have faculty from multiple departments or from multiple colleges have greater challenges in implementing assessment. The original assessment plans for these areas calls for the duties of the Assessment Coordinator to rotate each year; however, the procedure to accomplish this rotation is not specified in the plans and the faculty have many other demands for their time. These factors create challenges for coordination, communication, and development of the assessment process.

In winter 2008 the chair of UGEC met with the Assessment Coordinators for each GE area to discuss the role of assessment in improving student learning and a CTL workshop on assessment was held in fall 2008. UGEC has received assessment reports for the 2007-2008 academic year from Area I, II, III, IV, V, and four colleges in Area VI. The response rate is encouraging. These reports are currently being reviewed by UGEC. Meetings with Assessment Coordinators are planned for winter 2009.

The WSU GE Student Learning Outcomes Evaluation Form, an indirect measure of student learning, is administered to HST 101 in the fall, to HST 102 in the winter, and to all other GE course sections in spring quarter. Items one through four evaluate how well a course contributes to students' achieving the GE learning goals, and items five and six evaluate how well writing assignments contribute to learning. These first six items are common across all of the six GE areas. In addition, each area has five to six items assessing the area specific learning objectives. Students respond on a four point scale (4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree). The data from 2007-2008 are shown in **Table 10** with any changes from 2006-2007 noted. All area ratings are 3.2 or above on item 4 indicating students on average agreed the course contributed to their general education. As expected, honors and writing intensive courses are rated higher on items 5 and 6 compared to all GE courses. Area I M and Area II H have somewhat lower ratings. Data for the specific learning outcomes for each GE area are reported in **Appendix F**. All means for items assessing students' evaluations of area-specific learning objectives are 3 or above. Overall, students' perceptions of their learning in GE courses are favorable.

**Table 10**  
**GE Student Learning Outcomes Evaluation Spring 2007-2008**  
**Any change in mean response from 2006-2007 is shown**  
**parenthetically following the year's mean.**

**The number of responses is shown parenthetically below the mean for each question.**  
**(4 point scale)\***

<b>Question</b>	<b>All GE</b>	<b>Hons</b>	<b>WI</b>	<b>Not WI</b>	<b>Area I M</b>	<b>Area I W</b>	<b>Area II H</b>	<b>Area II NW</b>	<b>Area III</b>	<b>Area IV</b>	<b>Area V</b>	<b>Area VI</b>
1. Enhanced ability to think critically	3.2 (+.1) (4032)	3.5 (+.2) (129)	3.3 (+.1) (1418)	3.1 (+.1) (2614)	3.1 (-.1) (181)	3.2 (-.1) (646)	2.8 (-.1) (426)	3.3 (+.2) (482)	3.2 (.700)	3.2 (.723)	3.2 (-.1) (665)	3.2 (.209)
2. Organize and communicate ideas better	3.0 (.3910)	3.3 (+.1) (126)	3.1 (.1388)	3.0 (+.1) (2522)	2.8 (.167)	3.3 (.645)	2.7 (-.1) (393)	3.1 (+.1) (476)	3.1 (+.1) (673)	3.0 (.715)	3.1 (-.1) (639)	3.0 (.202)
3. Stimulated desire for continued learning	3.1 (+.1) (3986)	3.4 (+.2) (127)	3.2 (+.2) (1394)	3.0 (+.1) (2592)	2.8 (-.1) (178)	3.0 (-.1) (632)	2.9 (.428)	3.2 (+.2) (474)	3.2 (+.2) (692)	3.1 (+.1) (719)	3.2 (+.1) (657)	3.2 (.206)
4. Contributed to my general education	3.3 (+.1) (4026)	3.6 (+.2) (127)	3.3 (.1419)	3.3 (+.1) (2607)	3.2 (.179)	3.3 (.644)	3.2 (+.1) (434)	3.3 (+.1) (479)	3.3 (.698)	3.2 (.732)	3.4 (+.1) (651)	3.3 (.209)
5. Writing assignment helped me learn material	3.0 (.3188)	3.5 (+.1) (117)	3.2 (.1404)	2.9 (.1784)	2.8 (+.1) (90)	3.3 (.635)	2.7 (-.1) (304)	3.1 (+.1) (477)	3.0 (.487)	3.1 (.628)	2.8 (-.3) (365)	3.2 (+.1) (202)
6. Writing assignment helped my writing skills	3.0 (+.1) (3116)	3.4 (+.2) (120)	3.1 (.1393)	2.9 (+.2) (1723)	2.5 (+.2) (80)	3.4 (.647)	2.5 (-.1) (304)	3.1 (+.2) (469)	2.9 (+.1) (470)	2.9 (.614)	2.7 (-.3) (329)	3.0 (+.1) (203)

\* Data does not include Lake Campus or HST 101 Fall Quarter

Note: Hons = Honors, WI = Writing Intensive, M = Math, W = Writing, H = History, NW = Non-western

Each spring graduating seniors are recruited to complete an exit survey on their WSU experience. Six items, listed on **Table 11**, are relevant to students' perceptions of the GE Program at the culmination of their undergraduate degree. Students respond on a five-point scale (1 = no preparation to 5 = good preparation) to each item.

**Table 11**  
**Selected Questions from Senior Exit Survey**  
**Spring 2007 and 2008 Main Campus**  
**The number of responses is shown parenthetically**  
**below the mean for each question.**  
**(5 point scale)**

Question	2007 Mean	2008 Mean
30. Written communication	4.34 (391)	4.31 (498)
31. Oral communication	4.13 (392)	4.13 (498)
32. Critical thinking and effective problem solving	4.36 (394)	4.35 (499)
33. Integrating knowledge	4.31 (393)	4.28 (499)
34. Having a commitment to lifelong learning	4.14 (392)	4.20 (493)
38. Respecting diversity, other cultures, and belief systems	4.24 (389)	4.30 (496)

These ratings by WSU graduating seniors indicated they perceive they are adequately to well prepared regarding many of the GE learning goals.

The WSU Student Evaluation of Instruction form is also administered in GE course sections. Students rate the degree to which they agree with six statements indicating their perceptions of the effectiveness of the instruction in each course section. Responses range from five (strongly agree) to one (strongly disagree). **Table 12** presents the results for spring 2008 for non-tenured faculty. Overall students responses, with one exception, were 4 and above, indicating they had a positive evaluation of the instruction in GE courses.

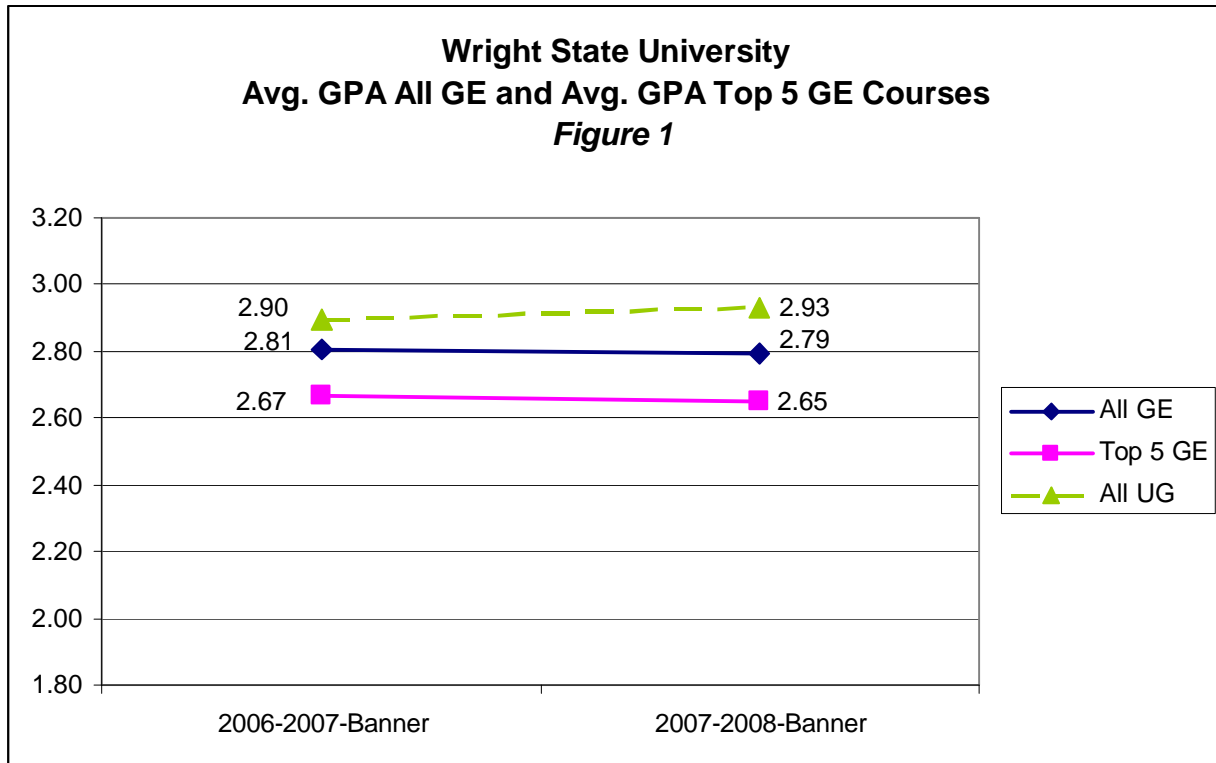
**Table 12**  
**WSU Student Evaluation of Instruction Spring 2008**  
**Any change in mean response from 2006-2007 is shown**  
**parenthetically following the year's mean.**  
**The number of responses is shown parenthetically**  
**below the mean for each question.**  
**(5 point scale)\***

Question	University	All GE	Area I	Area II	Area III	Area IV	Area V	Area VI
1. Instructor consultation	4.6 (26,347)	4.6 (+.1) (4,354)	4.7 (-.1) (984)	4.5 (+.3) (1,092)	4.5 (838)	4.6 (+.2) (700)	4.8 (+.4) (355)	4.6 (+.1) (1,730)
2. Responsibilities well-defined	4.6 (26,343)	4.6 (4,354)	4.6 (981)	4.6 (+.2) (1,094)	4.6 (839)	4.7 (+.1) (701)	4.8 (+.3) (354)	4.6 (1,731)
3. Class time well spent	4.4 (26,293)	4.5 (+.1) (4,341)	4.4 (-.1) (978)	4.5 (+.2) (1,091)	4.6 (835)	4.6 (+.1) (698)	4.8 (+.5) (354)	4.5 (1,726)
4. Learned a lot from instructor	4.4 (26,339)	4.4 (+.1) (4,357)	4.4 (-.1) (984)	4.4 (+.2) (1,093)	4.4 (839)	4.5 (701)	4.7 (+.6) (354)	4.5 (1,732)
5. Materials contributed to learning	4.4 (+.1) (26,292)	4.3 (4,347)	4.3 (-.1) (983)	4.2 (+.3) (1,091)	4.3 (836)	4.5 (+.1) (699)	4.6 (+.3) (353)	4.4 (+.1) (1,724)
6. Challenged in course	4.5 (26,348)	4.3 (4,356)	4.4 (985)	4.4 (+.1) (1,093)	4.2 (837)	4.4 (+.1) (700)	4.5 (+.3) (355)	4.4 (+.1) (1,730)
7. Motivated to learn	4.3 (26,336)	4.1 (+.1) (4,352)	3.8 (-.1) (982)	4.0 (+.1) (1,093)	4.1 (+.1) (837)	4.2 (+.1) (699)	4.4 (+.6) (355)	4.2 (1,730)

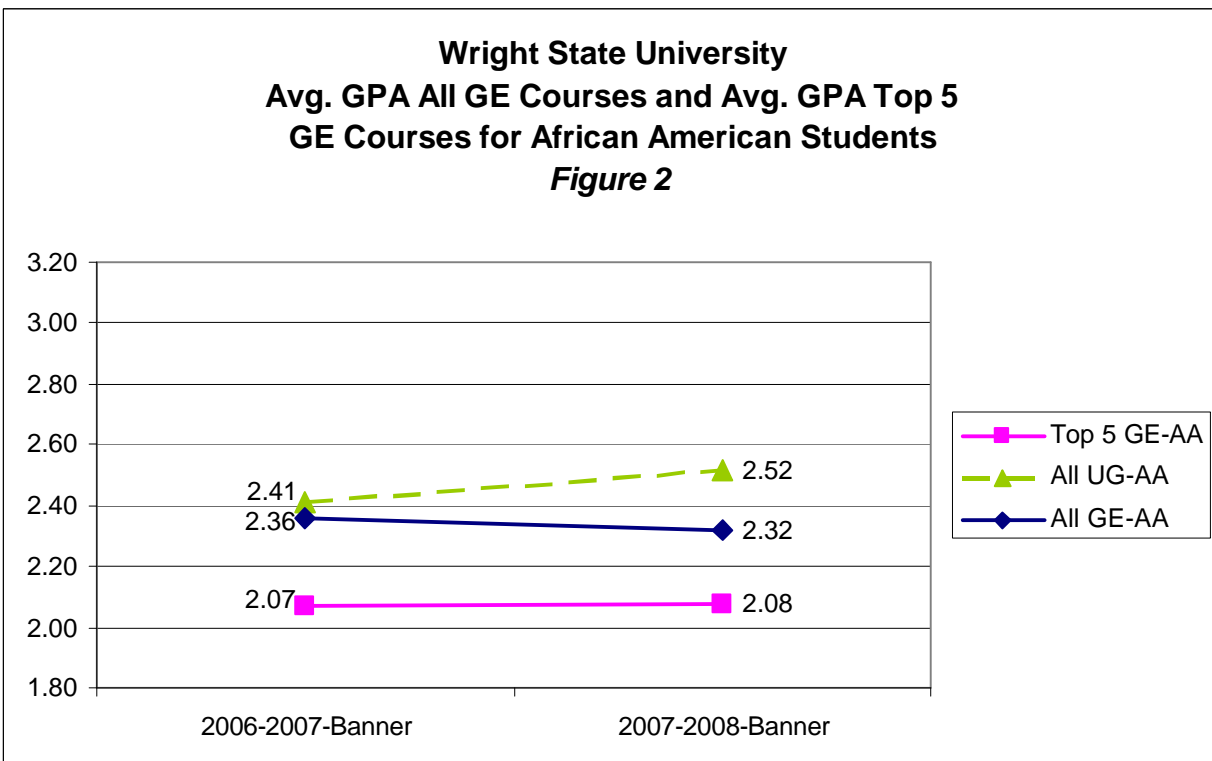
\*rounded up one decimal place

### Student Success and Retention Rates

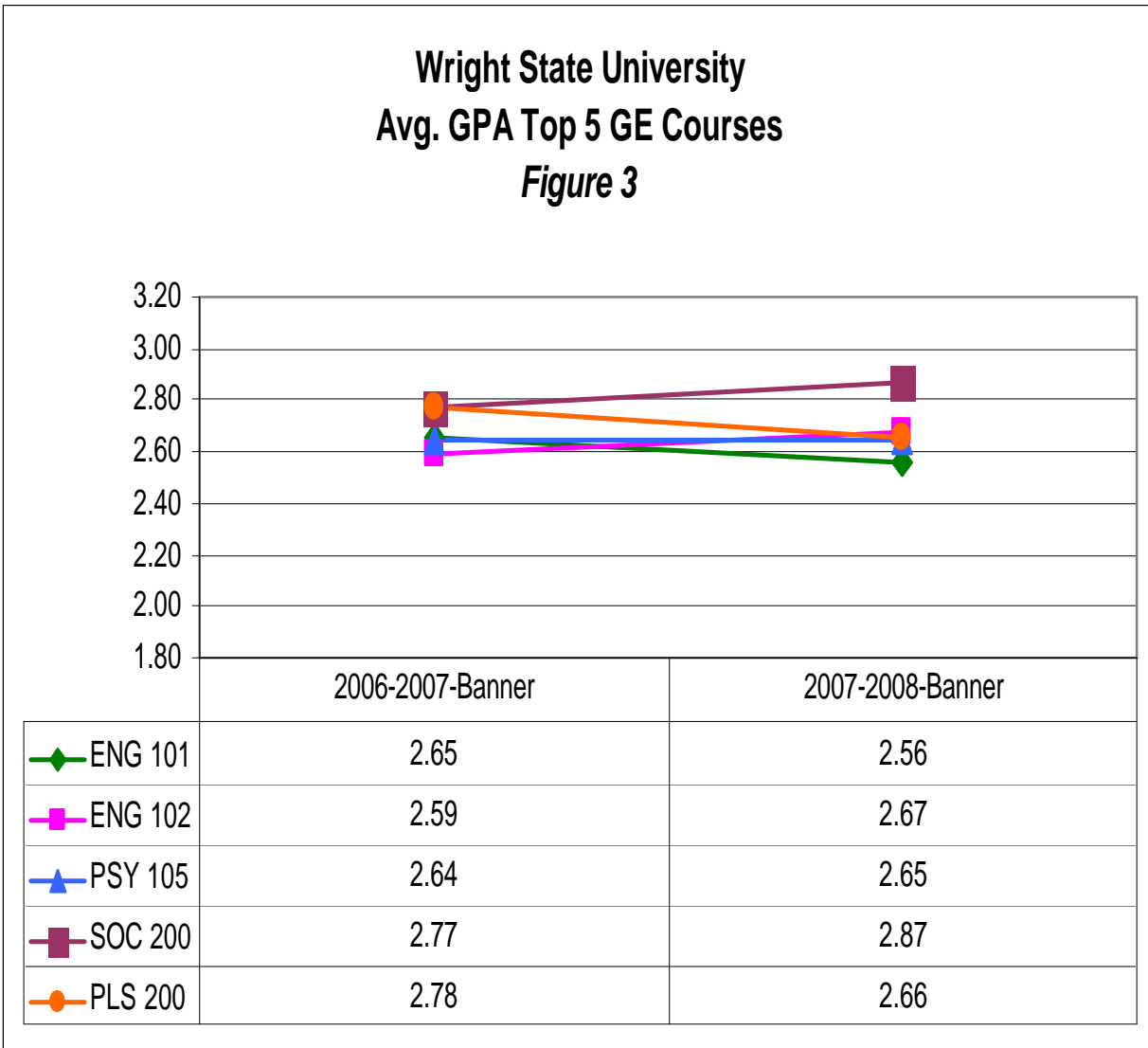
**Figure 1** shows the GPAs for all GE courses and for five GE courses of particular importance, ENG 101, ENG 102, PLS 200, PSY 105, and SOC 200. It should be kept in mind that students may be enrolled in more than one of these courses. A high percentage of all first year students enroll in these courses; therefore, they are a large component of student success in their first year of university. For reference purposes, the dotted line on each graph shows the cumulative GPA for all undergraduate degree seeking students. The GPAs are all within the C+ range.



**Figure 2** shows the data separately for African American students. The pattern is similar to that shown in **Figure 1**; however, the GPAs are lower overall.

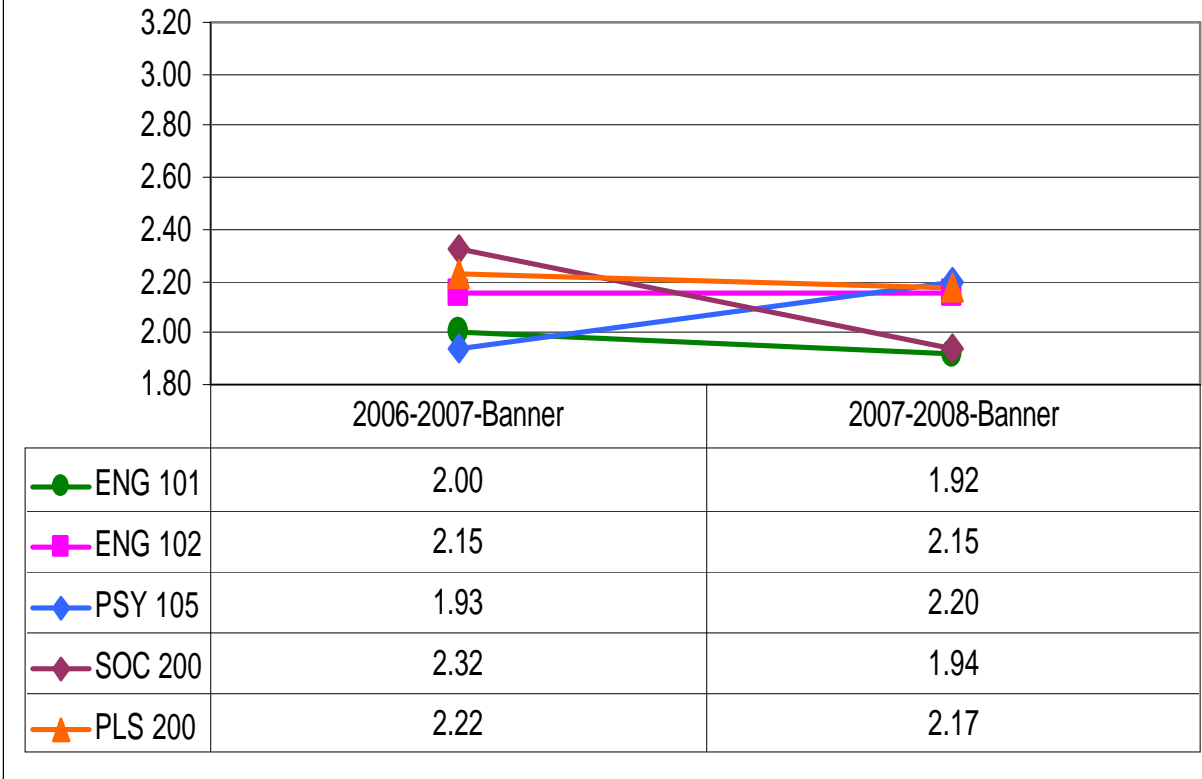


**Figure 3** shows the GPA separately for each of the five high enrollment courses. All of the GPAs were in the C+ range.



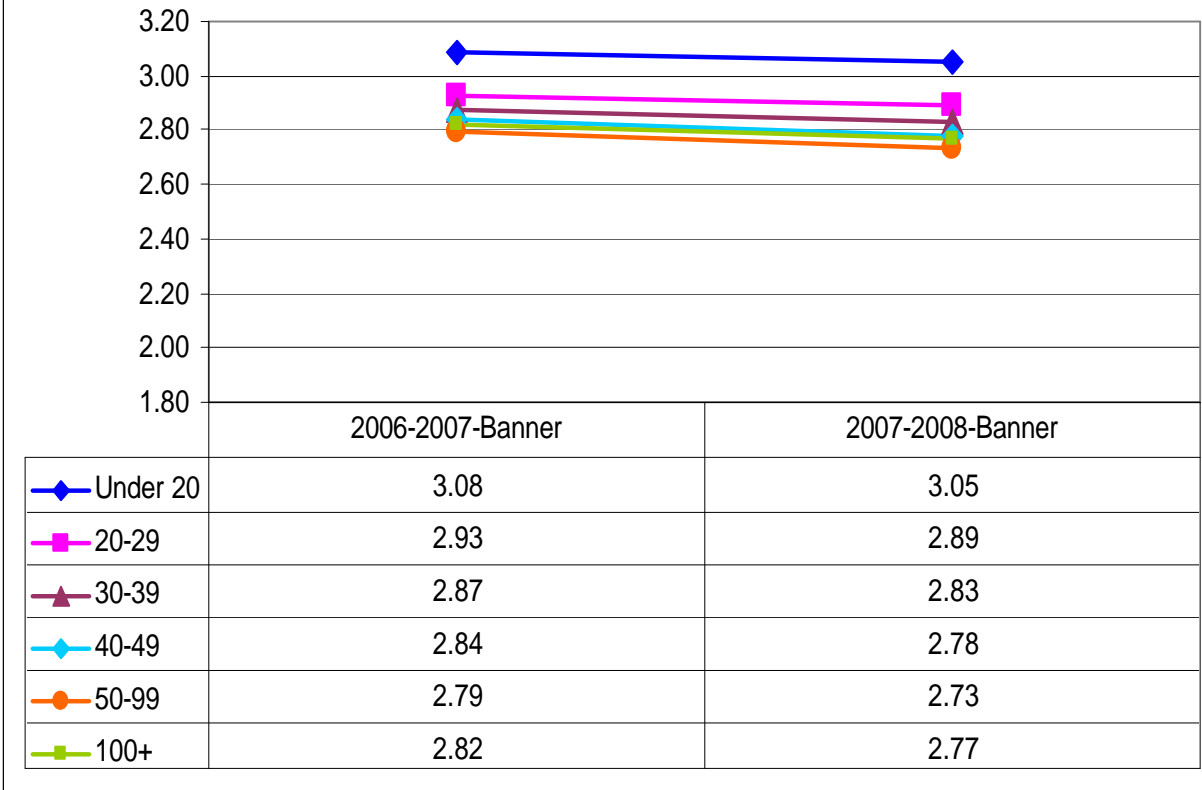
**Figure 4** shows the same data separately for African American students. Again the GPAs are lower. Research is needed to explore potential causes and interventions to reduce this discrepancy in the GPAs across groups.

**Wright State University**  
**GPA Top 5 GE Courses for African American Students**  
**Figure 4**



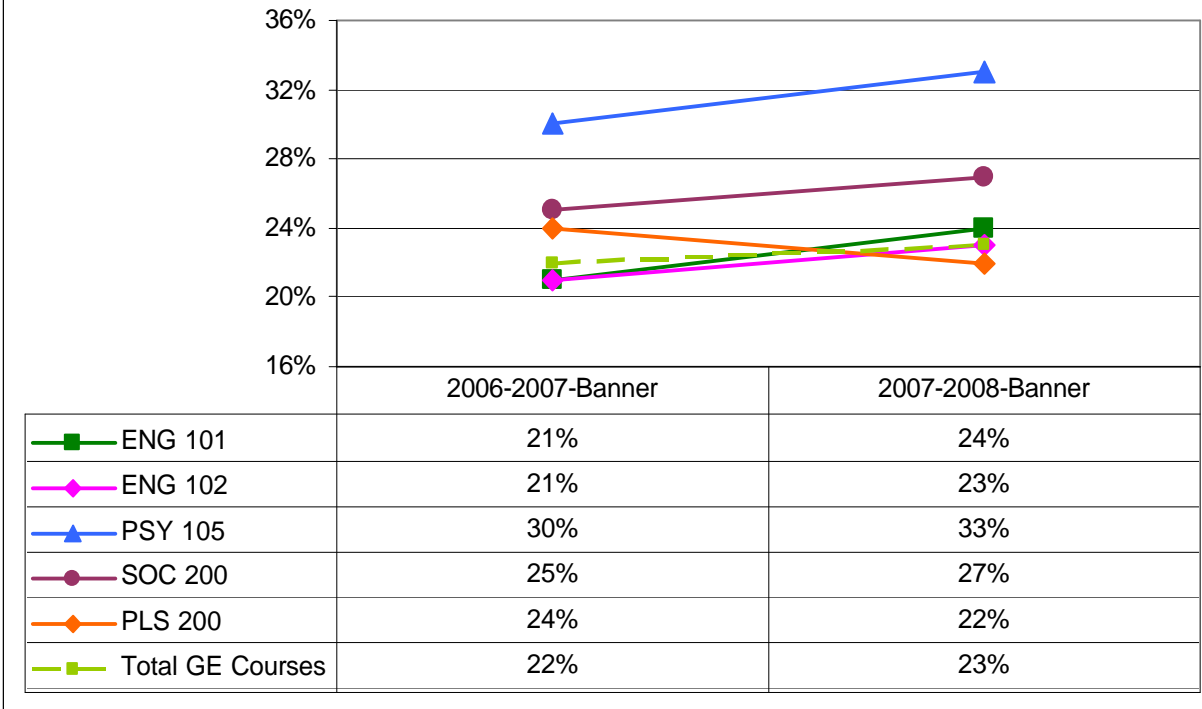
It may be useful to examine GPA by GE section size, as shown on **Figure 5**. Future research should examine the usefulness of class size as a predictor of student outcomes.

**Wright State University**  
**GPA by GE Section Size**  
*Figure 5*



For purposes of this report, lack of student success in General Education courses is defined as students earning a grade of D, F, W, I or X. **Figure 6** shows the percentage of unsuccessful students in all GE courses and in each of the top five courses. In 2006-2007, 22% of students in GE courses did not achieve success, and in the top five GE courses it was 28%; in 2007-2008 these percentages were 23% and 29% respectively. Some courses may be more challenging for students with the unsuccessful rate being highest in Psy 105. A number of variables may influence student success in first year GE courses. It is important to identify and address these variables.

**Wright State University**  
**Percentage of Unsuccessful Students in**  
**Top 5 GE Courses and All GE Courses**  
**Figure 6**



The retention rate for the GE Program for the purpose of this review is defined as the percentage of first-time, full-time, degree-seeking freshman who continue to their second year. The retention rate for the fall 2006 cohort was 66% and for the fall 2007 cohort 70%. There are a number of factors that may contribute to retention which must be examined. Collaboration with other areas in the University will be important in exploring these factors.

### **Focus Groups' Perceptions of GE**

In order to assess the perceptions of the role of general education by the University community, the Center for Urban and Public affairs (CUPA) was contracted to conduct a series of focus groups with students, faculty, and staff in the spring and fall quarters of 2007. In response to questions about the purpose of GE, students and staff tended to focus on breadth of knowledge; whereas, faculty focused on critical thinking, communication skills, global awareness, and widening students' perspective of the world. The report concluded, "One overarching theme was that students need better awareness of what general education is about and what services are available to help them succeed." Faculty pointed to the need for improved advising of students regarding the purpose and requirements of GE. Many comments focused on making sure instructors convey the importance of GE learning goals to students in their classes.

In responses to questions about whether the GE Program is meeting its goals and how it might be improved several themes were expressed. Faculty teaching in GE courses expressed the desire for changes to help them be more successful instructors. Some of these desired changes are smaller section sizes, more online GE courses, and opportunities to learn about best practices in teaching from other faculty. Some faculty identified the need for better communication regarding the GE Program. Some faculty who did not teach GE were critical of GE courses, particular those taught by GTAs. Some of these faculty also expressed negative attitudes about teaching GE classes and their beliefs that teaching GE courses would negatively affect a faculty member's merit rating and research agenda. Some faculty identified a need for more active learning and/or the need for service learning in GE. Concern over students' writing ability and the effectiveness of writing courses seem to be a focus for all groups. Almost all participants expressed the opinion that large section sizes are detrimental to student engagement and learning. Some students were also critical of courses taught by GTAs. The findings from the focus groups provide a number of hypotheses to explore; however, research is necessary to test these hypotheses.

### **Description of Strategies to Ensure GE Program is Current**

The GE Program ensures that it will always be current by actively participating in the ongoing state and national conversations on higher education. Wright State participated in the Foundations of Excellence Project of the National Policy Center for the First Year of College as one of 13 four-year institutions selected for the inaugural cohort in 2005-2006. Wright State teams have attended regional, state, and national conferences and workshops on general education, teaching and learning, assessment, and accreditation sponsored by the Higher Learning Commission of NCA, the Association for General and Liberal Studies, the Association of American College and Universities, National Policy Center for the First Year of College, the University of Indiana and Purdue University at Indianapolis Assessment Institute, the Lilly Conference, the Ohio Board of Regents, and SOCHE. The Assistant Vice President for Articulation and Transfer, a member of UGEC, is a member of the OBR Committee on Articulation and Transfer and provides current information on OBR transfer requirements. The GE Program also encourages faculty and staff to stay abreast of the scholarly literature on general education by initiating dialogues with WSU faculty regarding general education and participating in CTL workshops. A faculty Learning Community met in winter and spring of 2008 to support better incorporation of GE learning goals into courses in the GE Program and in the major. Milt Cox, a national expert on teaching and learning, was invited to speak to this group. Robert Shoenberg, a senior fellow of AAC&U spoke to faculty and staff involved in the GE program in May, 2008 on Baccalaureate Education as General Education. General Education in conjunction with the First Year Experience in University College and the Center for Teaching and Learning sponsored Stephen Brookfields' visit in late May to discuss the role of critical thinking in undergraduate education. It is important for the General Education Program to support faculty development through conference attendance, expert speakers, and workshops focused on GE goals, curricula revisions, pedagogy, technology, and assessment of learning outcomes in order to enhance student success.

### **Online GE Courses**

A search for general education web-based courses on Wings Express indicated that in 2006-2007, 35 GE course sections were offered online. In 2007-2008 there were 40 course sections online. These course sections are broken out by GE area on **Table 13**. Three EC 200 courses were offered at Lake Campus in each of these academic years. The majority of these courses

were taught by full-time faculty. The University's Distance Learning Plan calls for the University to move toward having all GE courses available online by 2011. Assessment procedures for the online courses are being developed.

**Table 13**  
**On-line GE Course Sections**

	<b>2006-2007</b>	<b>2007-2008</b>
Area I Writing	7	6
Area I Math	3	3
Area II Non-Western	7	10
Area II History	0	0
Area III	7	8
Area IV	9	10
Area V	0	0
Area VI	2	3

#### **IV. Program Needs/Areas in Need of Improvement**

General Education at Wright State is a coherent program organized around six areas of intellectual competences with learning objectives in each of the areas. The GE Program is essential to the University's mission and the foundation of all WSU baccalaureate degrees. The findings of this review of our GE Program are generally positive and consistent with those of the NCA review and the FYE self study. Addressing the following needs will maintain our progress in providing our students a quality GE Program and overall baccalaureate experience.

##### **Student Success**

Changes in the GE Program are needed to facilitate student success.

- ? The student completion rate in GE courses and especially in the five high enrollment GE classes should be addressed. These courses are some of the first students encounter at WSU and are important in students overall adjustment to university.
- ? There is a need to research factors that predict success for African American students and to develop further strategies for enhancing their success, particularly in the high enrollment GE courses.
- ? There is a need to increase opportunities in GE courses for more active learning. Active learning opportunities may be especially beneficial for students who are less well prepared. Service learning is an active learning pedagogy and our Academic Plan calls for a revision of GE learning objectives to include service learning outcomes. Other opportunities to promote active learning include study abroad and student engagement in research.
- ? Better strategies for student placement in GE courses should be considered. Improved assessment of student readiness and course placement based on assessment would likely increase student success.
- ? The current GE program was introduced in part to reduce section sizes. However, more than half of credit hours earned in GE course sections are in sections with more than 100 students. Although budget concerns may make large lecture section attractive, large section sizes may impede student engagement particularly in their first year. The credit hours earned in GE sections with more than 100 students, and student success in those course sections, should be monitored.

- ? The University's Distance Learning Plan called for the complete GE program to be offered on line; however, the selection of GE courses available on line is still limited. Progress is needed in this area if the University is to fulfill its Distance Learning Plan goals.

### **Faculty Involvement and Development**

- ? Type of appointment and diversity of faculty teaching GE courses should be addressed both in terms of recruitment and hiring decisions and in developing the reward structure to better recognize the importance of teaching GE courses. There is a continuing need to ensure that tenure track faculty teach in all GE areas, and that the majority of course sections in general education are taught by full-time faculty. While 64% of GE course sections were taught by full-time faculty in 2007-2008, only 36% were taught by tenure-track faculty. Tenure track faculty provide an involvement with scholarship that is an important aspect of the GE goals. There is also a need to ensure the diversity of faculty teaching GE courses consistent with WSU's new mission statement.
- ? There is need to provide additional opportunities for faculty development specifically for those teaching GE courses. Workshops by WSU faculty and national experts may assist faculty in adopting the best practices of pedagogy and student engagement. GE participated in the new faculty retreat each fall. A GE Handbook and tool kit were created for new faculty that includes information on the GE program, characteristics of our first year students, faculty teaching goals, support available for teaching GE courses, and information on preparing a syllabus for a GE courses. The handbook and tool kit should be expanded to provide additional resources including information on best practices in teaching first year students and new developments in GE curricula. In fall 2007 conversations were held with faculty in each GE area. One of the themes that emerged was the desire for enhanced opportunities to discuss learning objectives and course development strategies with other GE faculty. A General Education Faculty Learning Community (FLC) was formed in winter and spring 2008. Although this FLC was limited, the results suggest that FLC have significant potential for faculty support and development. The potential transition to a semester calendar may provide an additional impetus for providing support for faculty in revising courses and adopting the best practices in teaching GE. As part of the transition process UPCAPC should request master syllabuses for all GE courses be revised and specifically request that GE learning outcomes and assessment plans be clarified for each course.
- ? Greater recognition of the contributions of faculty teaching GE courses is needed. As proposed in the First Year Experience final report, "A suitable reward system for faculty teaching first-year students must be developed that recognizes the importance of that interaction. Such a system must involve more than simply money; it must elevate the importance of teaching first-year students to the level of importance of teaching senior-level and graduate students."

### **Assessment**

- ? There is a need to vigorously implement assessment consistently throughout the GE Program. Faculty need to have a better understanding of the purpose of assessment and to become involved with assessment as a means of success. Assessment is an ongoing process involving clear learning outcomes and direct and indirect measures of students' achievement. Using this information to make decisions and implement changes in curriculum and pedagogy is a crucial step in this process. For assessment to be successful, there needs to be ongoing interaction among the faculty who are involved in teaching the GE courses.

- ? There is also a need for GE faculty, Assessment Coordinators, and support staff to have better information on assessment measures and strategies. The current assessment plans for each area call for direct and indirect measures of student learning as well as qualitative and quantitative data. While some areas have implemented productive assessment strategies that are yielding useful information for curriculum reform, several of the areas are struggling with developing direct assessments of student learning.
- ? There is a need for a consistent coding system to identify primary course sections and related lab and recitation sections. The current system which varies across and within departments complicates data analysis across the GE Program.
- ? Currently GE assessment is taking place only at the course and GE area level. There is a need for a more comprehensive assessment of the GE learning outcomes. Wright State is participating in the Voluntary System of Accountability (VSA) sponsored by the American Association of State Colleges and Universities (AAC&U) and the National Association of State Universities and Land-Grant Colleges (NASULGC). Piloting the CLA, a standardized instrument assessing of student gains in critical thinking and written communication over the undergraduate experience, began fall 2008. The introduction of VSA will increase the visibility of assessment of student learning outcomes on the campus and in the larger community, but will not answer many of our questions regarding student learning and the outcomes of the GE program. Consideration should be given to assessing GE learning outcomes in the major and to instituting a survey of recent graduates and perhaps local business leaders to assess their perception of the learning outcomes of our GE Program.

### **Communication**

- ? There is a need for increased awareness in the University Community of the purpose of general education and the function of the GE Program in preparing students for their major and for their role as informed citizens “dedicated to lifelong learning and service.”
- ? Faculty may view their course primarily in terms of their discipline. It is important to consistently communicate the goals and learning outcomes of GE Program also influence course development.
- ? Students often view GE courses as a checklist of requirements to be gotten out of the way so they can proceed to the really important courses in their major. AAC&U has addressed the issue in its recent publication Why do I have to take this course? which discusses the goals and values of a liberal education. Information on the goals of GE should be communicated to student in their first experiences on campus and repeatedly emphasized in course syllabuses and classroom activities.
- ? Important learning also takes place outside the classroom. Advisors, academic affairs, and student affairs professionals need better resources to help them convey the GE goals and learning objectives to students throughout their undergraduate experience.

### **Resources**

- ? A permanent operating budget for the GE office has been allocated. Funds are needed for
  - o Increased administrative support in the GE office
  - o support of GE assessment including workshops on assessment strategies and incentives for area Assessment Coordinators
  - o participating in conferences on General Education including those sponsored by AAC&U, AGLS, and NCA-HLC
  - o developing a library of resources on general education and assessment

- research on predictors of student success and effective pedagogy
- promoting awareness of the important role of GE in the baccalaureate experience in the University community including faculty, staff, and students

## **V. Proposed Improvement Action Plan**

The following are suggested actions to be implemented over the next four years to strengthen the GE program.

### **Student Success**

- ? The GE Office will work with faculty and other units in the University to increase opportunities for active learning. The GE Office and the Office of Service Learning will work together with UGEC and the Faculty Senate to explore the inclusion of service learning in the GE Program. In future years the GE Office will work with UCAPC and the Faculty Senate and UCIE to explore the possibility of substituting study abroad for an appropriate GE requirement.
- ? The GE Office and UGEC will work with other University units to explore potential predictors of student success in the five high enrollment first year courses, including monitoring GE course section size and student success in those courses. The GE Office will work with University College and appropriate majors to explore better strategies for student placement in GE courses. The GE Office will work with faculty and other units in the University to implement changes to ensure the best pedagogies and student support services will be sought for all GE sections.
- ? The GE Office will work with CTL to explore opportunities to provide more of the GE Program online.

### **Faculty Involvement and Development**

- ? The GE Office will monitor the rank and diversity of primary faculty teaching all GE course sections, and report the findings to UGEC and the Senior Vice President for Curriculum and Instruction. UGEC will support the development of a reward system for faculty involvement in GE and for recognition of faculty teaching GE courses for their contribution to the University's mission. Awards for outstanding teachers and a forum for these faculty to present their teaching strategies to their colleagues will be established as part of an annual GE Recognition Day. The first GE Recognition Day, May 9, 2008, recognized all faculty who taught GE in the previous two years. Robert Shoenberg, senior scholar from the Association of American College and University, was the keynote speaker. UGEC is currently developing a procedure for students to nominate faculty who excelled in helping them achieve the GE learning outcomes for special recognition. The first GE teaching awards will be presented in spring 2009.
- ? UGEC and GE Office, with CTL, will sponsor faculty development opportunities and the adoption of best practices pedagogy for teaching general education and first year students. UGEC and GE Office will sponsor faculty development opportunities each quarter involving WSU faculty and/or outside experts on general education.

### **Assessment**

The GE Office will promote the implementation of more effective and comprehensive assessment of the GE Program.

- ? The recommendation that Assessment Coordinators be appointed for two or three years and receive compensation will be proposed.
- ? The GE Office will explore the benefits and difficulties in developing a consistent coding of primary course sections and related lab and recitation sections.
- ? The GE Director will meet with the Area Assessment Coordinators annually to discuss problems and opportunities to improve the assessment process and will work with the Coordinators to resolve impediments to assessment.
- ? The GE Director will participate in the VSA study group to examine issues involved in implementing a standardized assessment instrument.
- ? In future years, it is recommended that GE assessment become more comprehensive by including assessment of GE goals in the assessment of all major programs and by instituting periodic surveys of recent graduates and area business leaders.

### **Communication**

- ? The GE Director in collaboration with UGEC and others will promote the awareness of the purpose and goals of GE in the WSU baccalaureate experience. The GE Director will coordinate with CTL, UC and others to participate in the orientations for new faculty, for peer leaders of student learning communities and will meet with University advisors and Student Affairs staff to talk about the role and purpose of GE.
- ? The General Education Handbook and Toolkit will be revised annually and provided to new faculty involved in teaching GE courses.
- ? The GE Director is participating in the First Year Experience Advisory Council in revising the mission statement of the FYE to include the goals of general education.
- ? UGEC will develop materials on the purpose of GE and will disseminate orientation materials for new students.
- ? The GE Office will increase communication with Lake Campus faculty. Arrangements have been made for the Lake Campus representative on UGEC to attend by e-conference. Additional opportunities to collaborate with Lake Campus to improve GE will be sought.
- ? The UGEC and GE Office in collaboration with Marketing and Communication will update and maintain the WSU General Education Program website.
- ? The GE Office will initiate an electronic newsletter to disseminate information about the GE Program and to facilitate communication among faculty teaching GE courses.

## Appendix A

### CURRENT GE PROGRAM COURSES

#### Area I

ENG 101-4 Academic Writing and Reading  
ENG 102-4 Writing in Academic Discourse  
MTH 145-4 Mathematics and the Modern World

MTH 143

MTH 228

MTH 229 and 230

STT 264 and 265

STT 160

#### Area II

CLS 150-4 Introduction to Greek and Roman Culture  
HST 101-4 Ancient and Medieval Europe  
HST 102-4 Early Modern Europe: 14th through 18th Centuries  
HST 103-4 Modern Europe: 19th and 20th Centuries  
CSE 250-4 Comparative Non-Western Economic Systems  
CST 221-4 Comparative Non-Western Environments  
CST 231-4 Comparative Non-Western Literature  
CST 232-4 Comparative Non-Western Religions  
CST 241-4 Comparative Non-Western Cultures  
CST 242-4 Comparative Non-Western Cultures: Music  
CST 243-4 Comparative Non-Western Cultures: Art  
CST 251-4 Comparative Non-Western Social Systems  
HLT 202-4 Eastern Influences on Western Health  
RSE 260-4 Regional Economic Studies: Pacific Rim  
RST 261-4 Regional Studies: Japan  
RST 262-4 Regional Studies: China  
RST 271-4 Regional Studies: Africa  
RST 281-4 Regional Studies: Latin America  
RST 291-4 Regional Studies: Middle East  
URS 200-4 Growth and Change in Urban Society

**Area III**

EC 200-4 Economic Life (some sections are WI)  
 EC 290-4 Economic, Business, and Social Issues  
 EC 204 and 205  
 PLS 200-4 Political Life  
 PSY 105-4 Psychology: The Science of Behavior  
 SOC 200-4 Social Life  
 WMS 200-4 Approaches to Women's Studies  
 UH 202

**Area IV**

CLS 204-4 Great Books: Classical Beginnings  
 ENG 204-4 Great Books: Literature  
 PHL 204-4 Great Books: Philosophy  
 REL 204-4 Great Books: Religion  
 ART 214-4 Visual Art in Western Culture  
 MUS 214-4 Music in Western Culture  
 MUS 290-4 (WI) African American Music: America and Beyond  
 TH 214-4 Theatre in Western Culture  
 MP 131-4 Film Appreciation  
 MUS 121 and 122  
 UH 201

**Area V**

BIO 105-4 Introductory Biology: Food  
 BIO 106-4 Introductory Biology: Biodiversity  
 BIO 107-4 Introductory Biology: Disease  
 BIO 111, 112, and 115  
 CHM 105-4 Chemistry of our World: Living Things  
 CHM 106-4 Chemistry of our World: Materials  
 CHM 107-4 Chemistry of our World: Energy and the Environment  
 CHM 121/125, 122/126, and 123/127; or CHM 102, ANT 201 and 202  
 EES 105-4 The Planet Earth  
 EES 106-4 The Evolving Earth  
 EES 107-4 The Earth and Human Affairs  
 EES 251/252, 253/254, and 255/256  
 PHY 105/115-4 Sounds and Colors  
 PHY 106/116-4 Planetary Astronomy  
 PHY 107/117-4 Stars, Galaxies and the Cosmos  
 PHY 111/101, 112/102, and 113/103 or PHY 240/200, 242/202, and 244/204.  
 UH 203  
 BIO 345, CHM 245 or 246, EES 345 and PHY 245 or 246; BIO 107, HPR 250, and HPR 251

**Area VI**

CNL 210-4 Understanding Emotional Intelligence  
 ED 210-4 Education in a Democracy  
 RHB 210-4 Introduction to Alcohol and Drugs  
 EGR 190-4 Fundamentals of Engineering and Computer Science  
 ISE 210-4 Engineering Perspectives

AFS 200-4 What is African and African American Experience?  
 ATH 241-4 Introduction to Physical Anthropology  
 ATH 242-4 Introduction to Archaeology  
 CSE 250-4 Comparative Non-Western Economic Systems  
 CLS 204-4 Great Books: Classical Beginnings  
 CLS 260-4 Introduction to Classical Mythology  
 CST 221-4 Comparative Non-Western Environments  
 CST 231-4 Comparative Non-Western Literature  
 CST 232-4 Comparative Non-Western Religions  
 CST 241-4 Comparative Non-Western Cultures  
 CST 242-4 Comparative Non-Western Cultures: Music  
 CST 243-4 Comparative Non-Western Cultures: Art  
 CST 251-4 Comparative Non-Western Social Systems  
 EC 290-4 Economic, Business, and Social Issues  
 ENG 204-4 Great Books: Literature  
 HST 200-4 Western Europe and Non-Western World  
 HST 220-4 Introduction to Gender History  
 HST 221-4 American Diversities  
 MUS 290-4 African American Music: America and Beyond  
 PHL 200-4 Critical Thinking  
 PHL 204-4 Great Books: Philosophy  
 REL 204-4 Great Books: Religion  
 RSE 260-4 Regional Economic Studies: Pacific Rim  
 RST 261-4 Regional Studies: Japan  
 RST 262-4 Regional Studies: China  
 RST 271-4 Regional Studies: Africa  
 RST 281-4 Regional Studies: Latin America  
 RST 291-4 Regional Studies: Middle East  
 SOC 200-4 Social Life  
 SW 272-4 Cultural Competence in a Diverse World  
 TH 250-4 Script Analysis  
 URS 200-4 Growth and Change in Urban Society  
 WMS 200-4 Approaches to Women's Studies  
 EC 290-4 Economic, Business, and Social Issues  
 FIN 205-4 Personal Financial Decision Making  
 EH 205-4 Environmental Science and Society  
 PSY 110-4 Psychology: The Science of Behavior II  
 SM 205-4 Great Ideas in Science  
 HLT 201-4 Human Expressions of Health

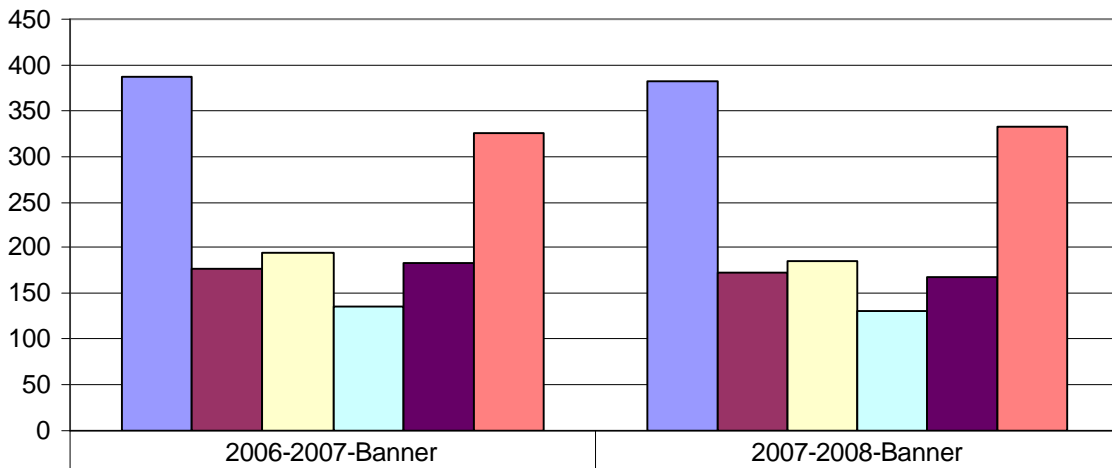
HLT 202-4 Eastern Influences on Western Health

HLT 203-4 The Languages of Health Data

NUR 212-4 Nursing for Health and Wellness Lifestyle

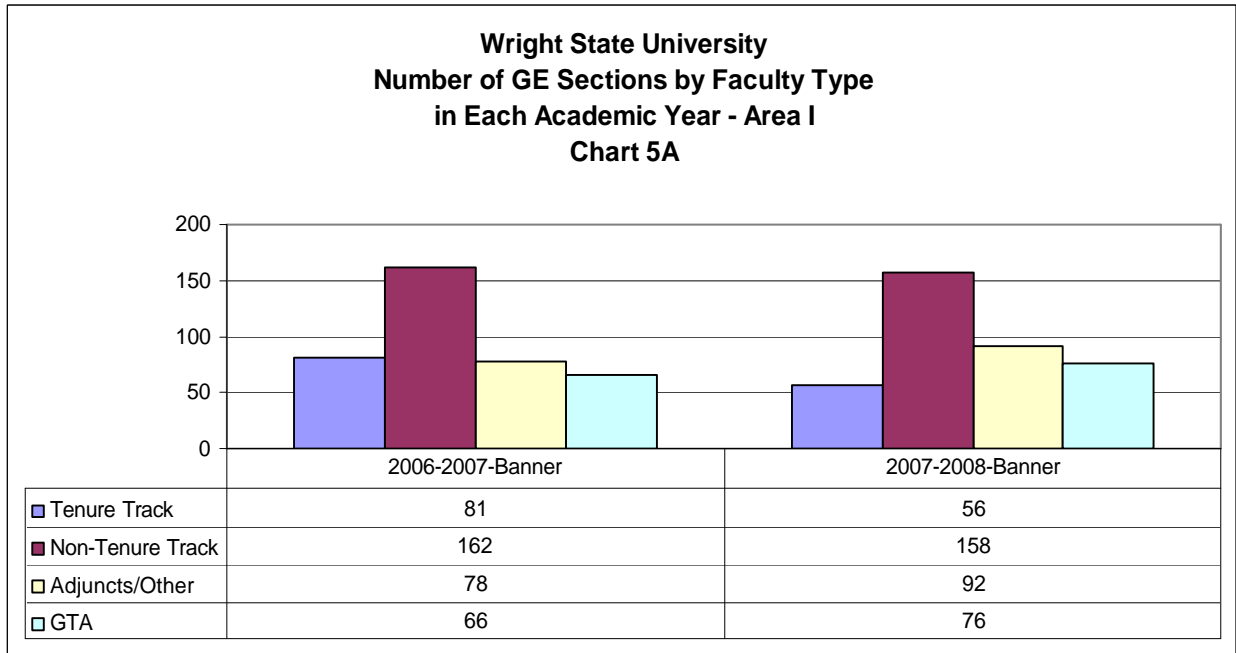
## Appendix B

**Wright State University**  
**Number of GE Sections by GE Area in Each Academic Year**  
**Duplicated Area VI**  
**Chart 1A**



	2006-2007-Banner	2007-2008-Banner
Area I	387	382
Area II	176	173
Area III	195	186
Area IV	136	132
Area V	183	169
Area VI	325	332

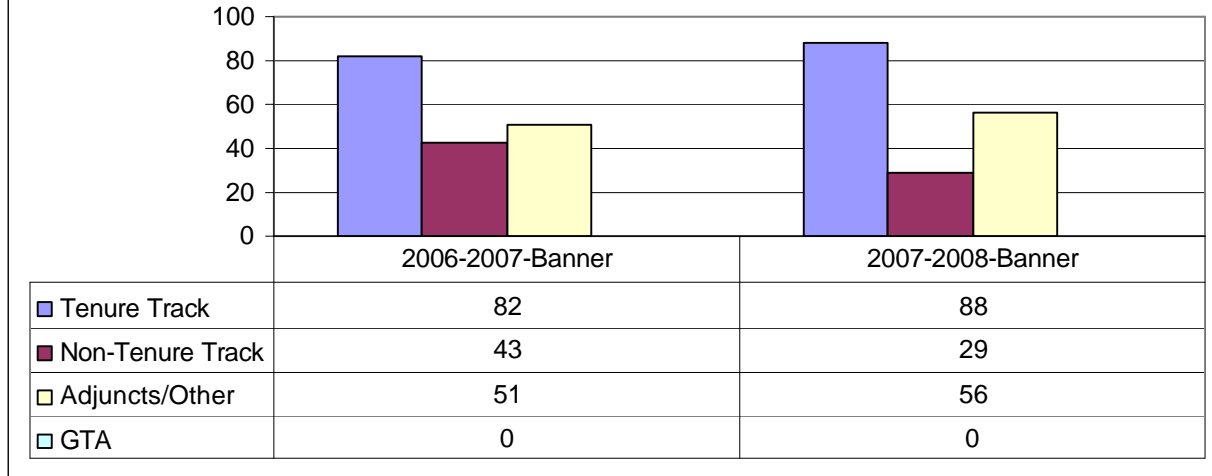
## Appendix C



**Table 5A**

<b>Percentage of GE Sections by Faculty Type in Each Academic Year - Area I</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Tenure Track</b>	21%	15%
<b>Non-Tenure Track</b>	42%	41%
<b>Adjuncts/Other</b>	20%	24%
<b>GTA</b>	17%	20%

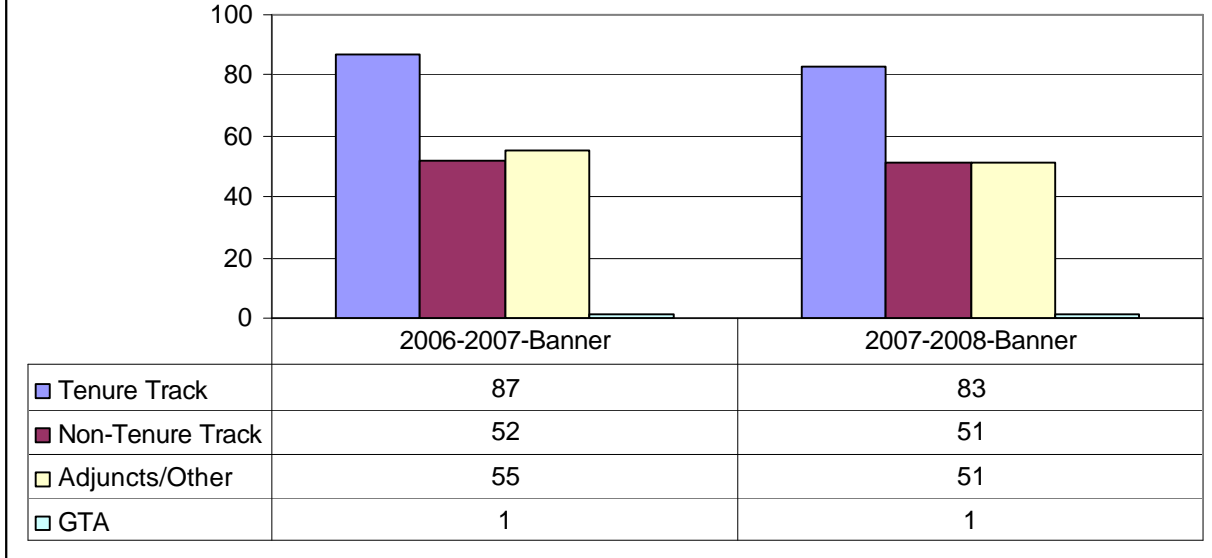
**Wright State University**  
**Number of GE Sections by Faculty Type**  
**in Each Academic Year - Area II**  
**Chart 5B**



**Table 5B**

<b>Percentage of GE Sections by Faculty Type in Each Academic Year - Area II</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Tenure Track</b>	47%	51%
<b>Non-tenure Track</b>	24%	17%
<b>Adjuncts/Other</b>	29%	32%
<b>GTA</b>	0%	0%

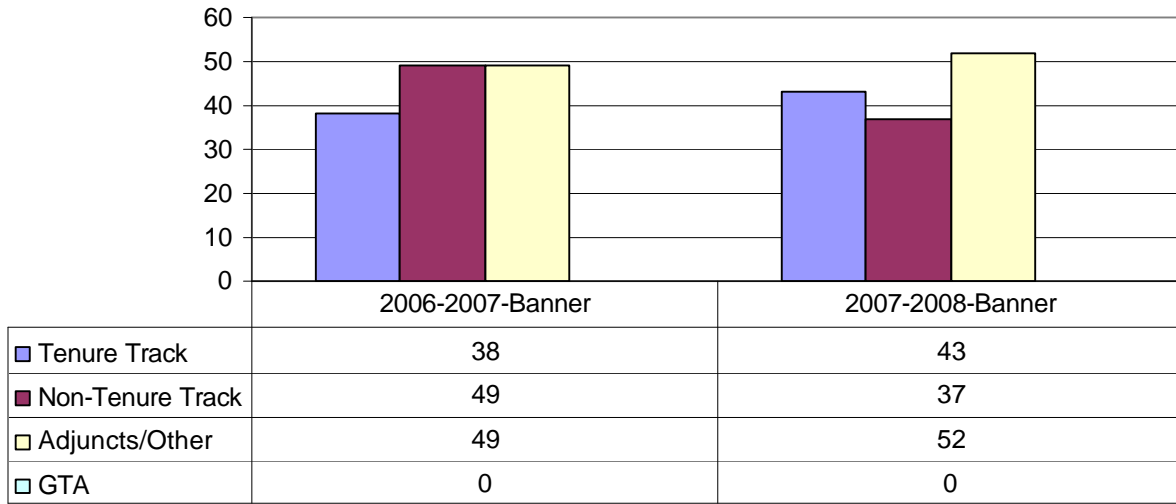
**Wright State University Number of GE Sections by Faculty Type  
In Each Academic Year - Area III  
Chart 5C**



**Table 5C**

<b>Percentage of GE Sections by Faculty Type in Each Academic Year - Area III</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Tenure Track</b>	45%	45%
<b>Non-tenure track</b>	27%	27%
<b>Adjuncts/Other</b>	28%	27%
<b>GTA</b>	1%	1%

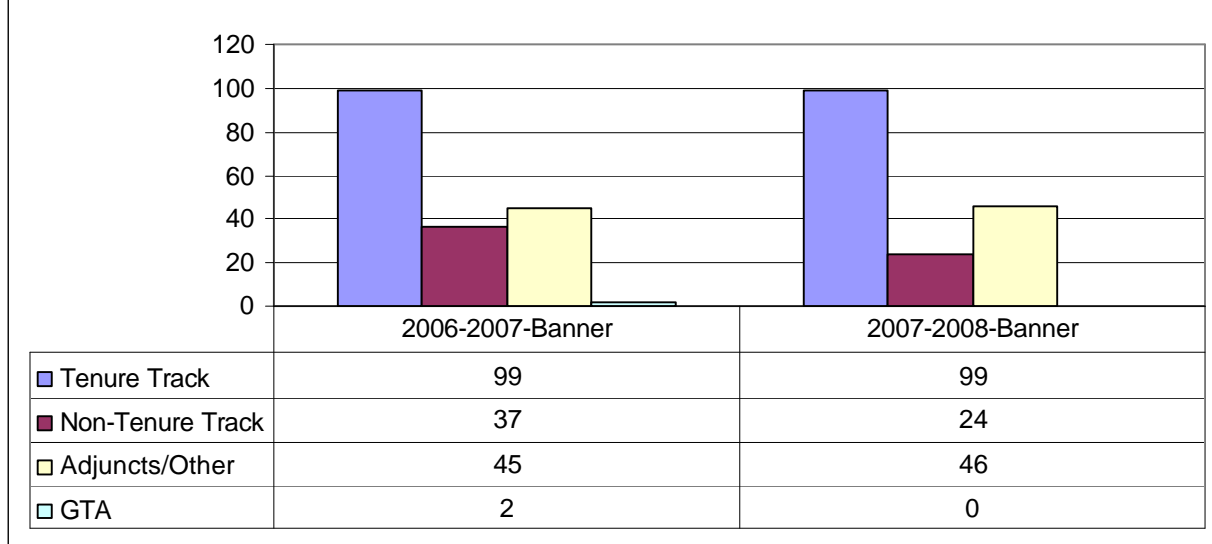
**Wright State University  
Number of GE Sections by Faculty Type  
in Each Academic Year - Area IV  
Chart 5D**



**Table 5D**

<b>Percentage of GE Sections by Faculty Type in Each Academic Year - Area IV</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Tenure Track</b>	28%	33%
<b>Non-tenure track</b>	36%	28%
<b>Adjuncts/Other</b>	36%	39%
<b>GTA</b>	0%	0%

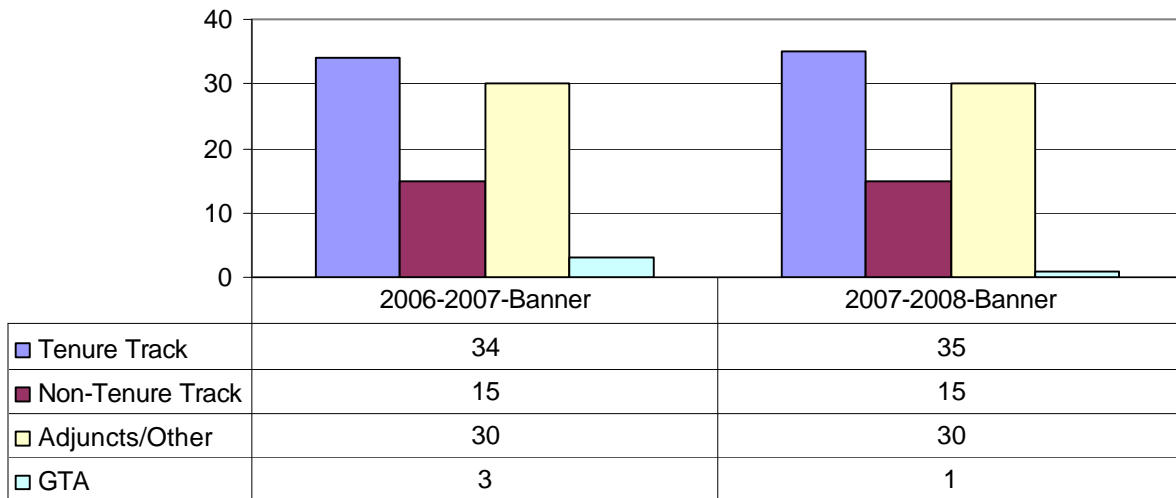
**Wright State University**  
**Number of GE Sections by Faculty Type**  
**in Each Academic Year - Area V**  
**Chart 5E**



**Table 5E**

<b>Percentage of GE Sections by Faculty Type in Each Academic Year - Area V</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Tenure Track</b>	54%	59%
<b>Non-tenure track</b>	20%	14%
<b>Adjuncts/Other</b>	25%	27%
<b>GTA</b>	1%	0%

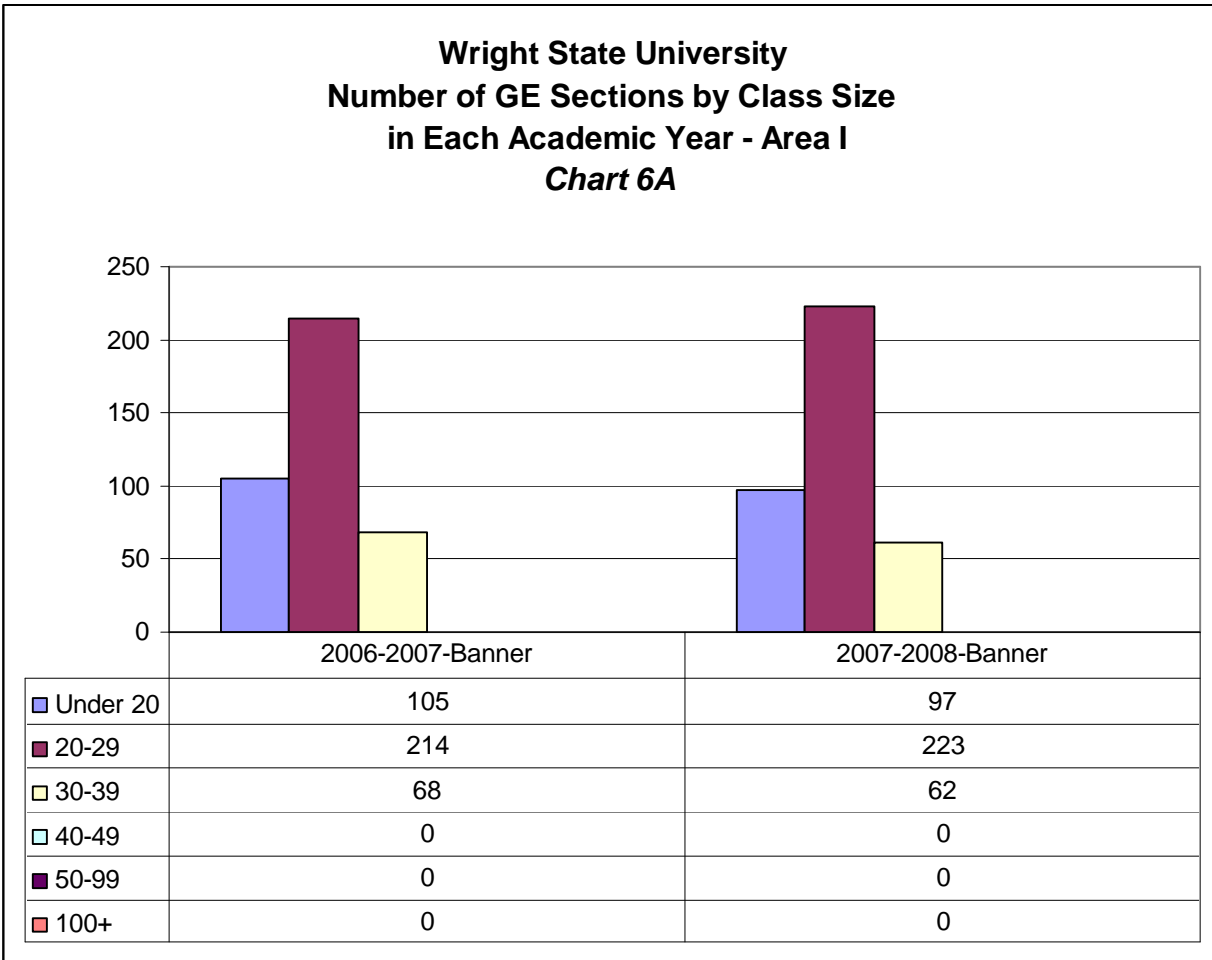
**Wright State University  
Number of GE Sections by Faculty Type  
in Each Academic Year - Area VI  
Chart 5F**



**Table 5F**

<b>Percentage of GE Sections by Faculty Type in Each Academic Year - Area VI</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Tenure Track</b>	41%	43%
<b>Non-tenure track</b>	18%	19%
<b>Adjuncts/Other</b>	37%	37%
<b>GTA</b>	4%	1%

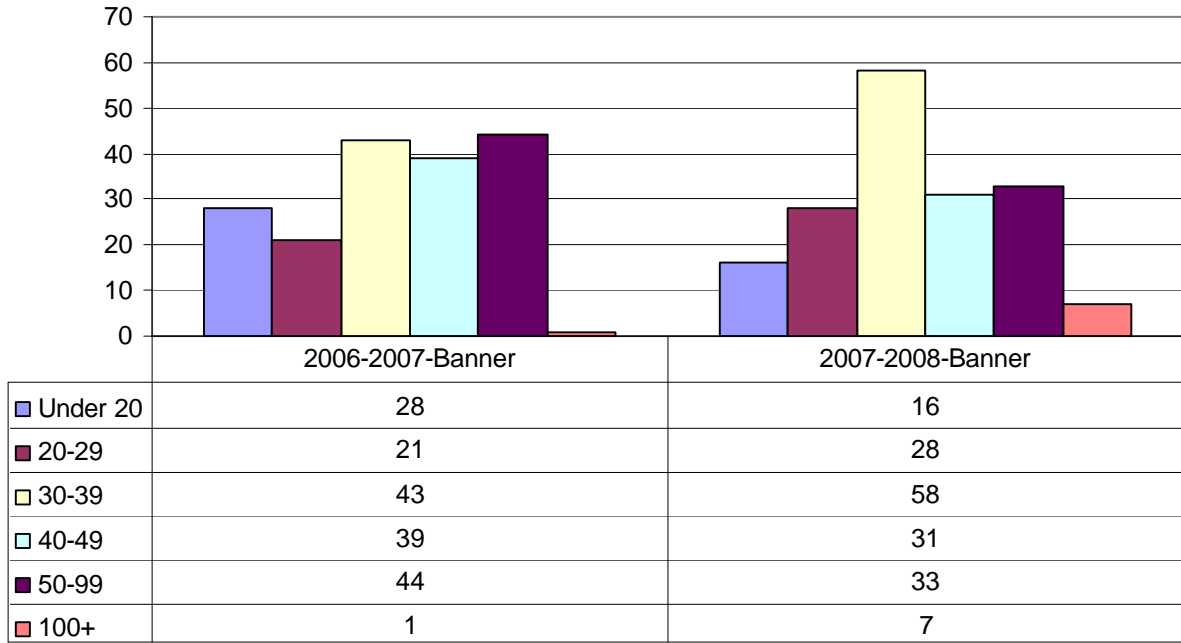
## Appendix D



**Table 6A**

<b>Percentage of GE Sections by Class Size in Each Academic Year - Area I</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Under 20</b>	27%	25%
<b>20-29</b>	55%	58%
<b>30-39</b>	18%	16%
<b>40-49</b>	0%	0%
<b>50-99</b>	0%	0%
<b>100+</b>	0%	0%

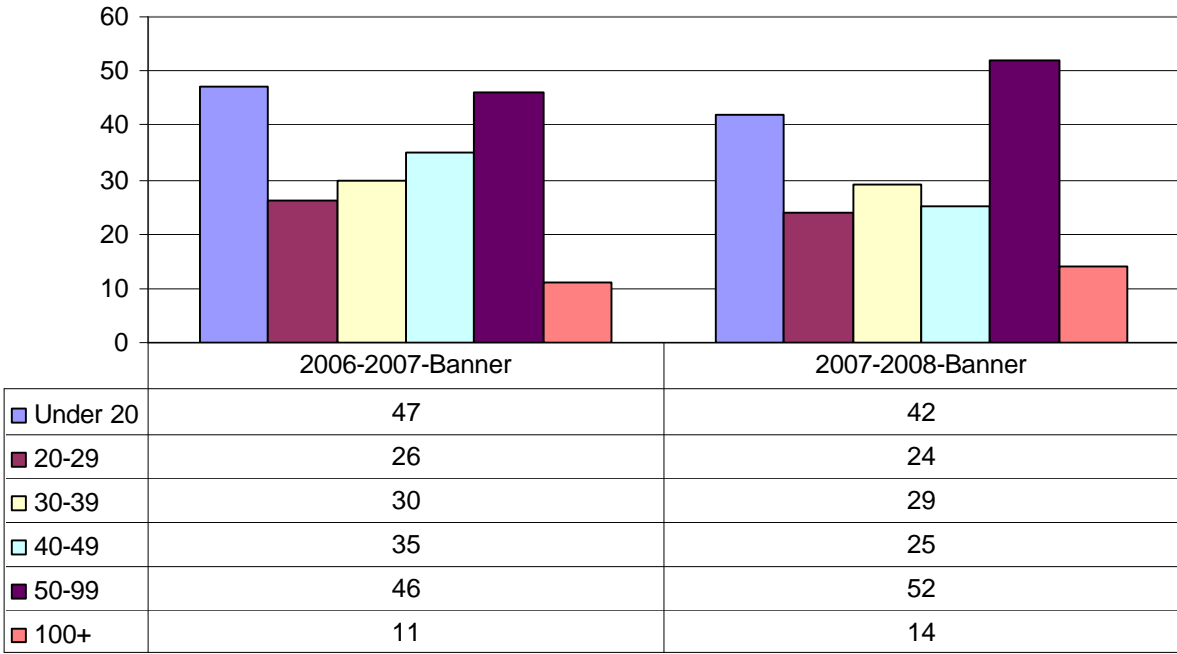
**Wright State University  
Number of GE Sections by Class Size  
in Each Academic Year - Area II  
Chart 6B**



**Table 6B**

<b>Percentage of GE Sections by Class Size in Each Academic Year - Area II</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Under 20</b>	16%	9%
<b>20-29</b>	12%	16%
<b>30-39</b>	24%	34%
<b>40-49</b>	22%	18%
<b>50-99</b>	25%	19%
<b>100+</b>	1%	4%

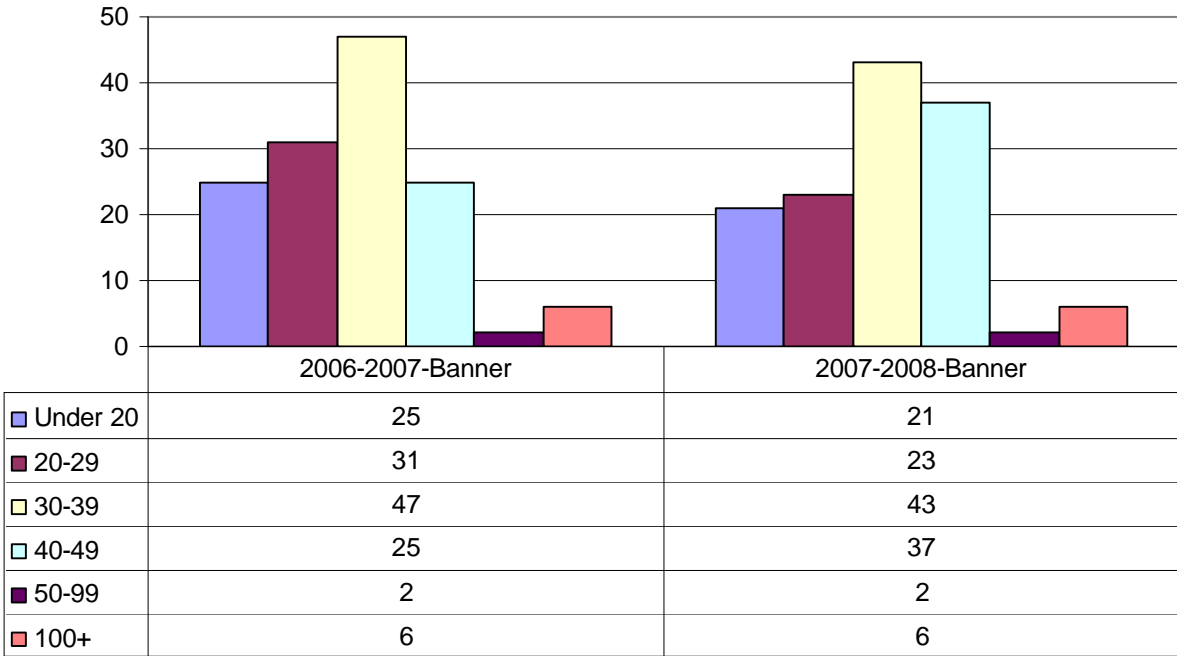
**Wright State University  
Number of GE Sections by Class Size  
in Each Academic Year - Area III  
Chart 6C**



**Table 6C**

<b>Percentage of GE Sections by Class Size in Each Academic Year - Area III</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Under 20</b>	24%	23%
<b>20-29</b>	13%	13%
<b>30-39</b>	15%	16%
<b>40-49</b>	18%	13%
<b>50-99</b>	24%	28%
<b>100+</b>	6%	8%

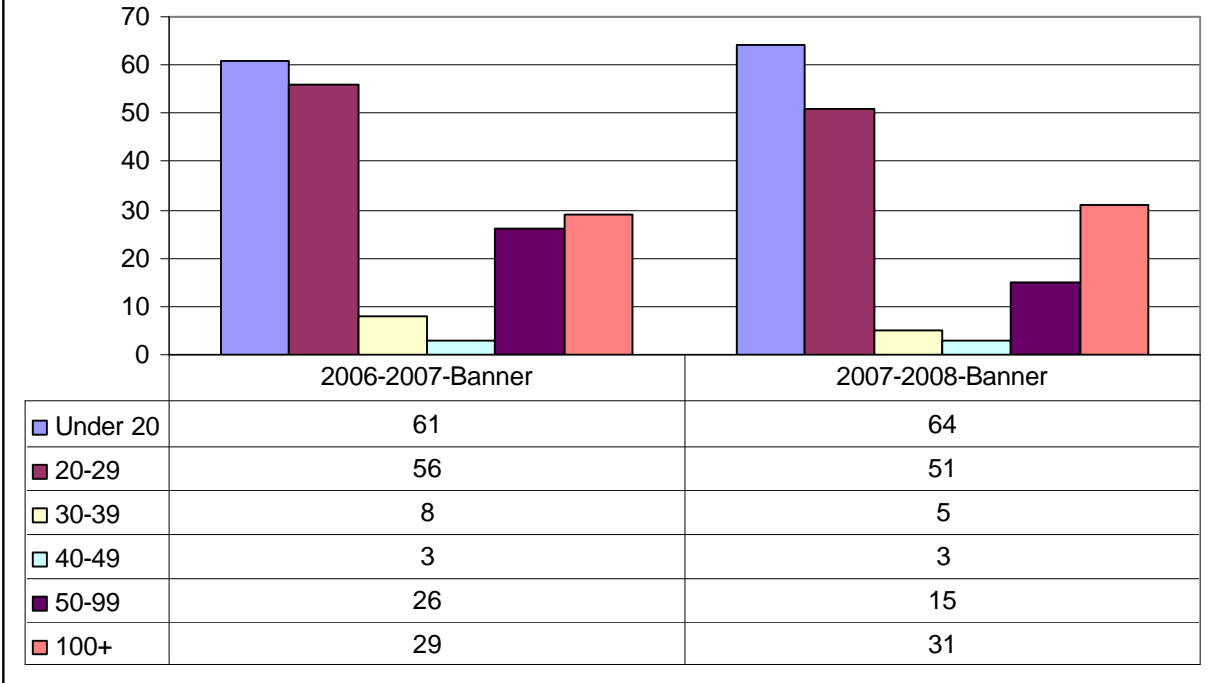
**Wright State University  
Number of GE Sections by Class Size  
in Each Academic Year - Area IV  
Chart 6D**



**Table 6D**

<b>Percentage of GE Sections by Class Size in Each Academic Year - Area IV</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Under 20</b>	18%	16%
<b>20-29</b>	23%	17%
<b>30-39</b>	35%	33%
<b>40-49</b>	18%	28%
<b>50-99</b>	1%	2%
<b>100+</b>	4%	5%

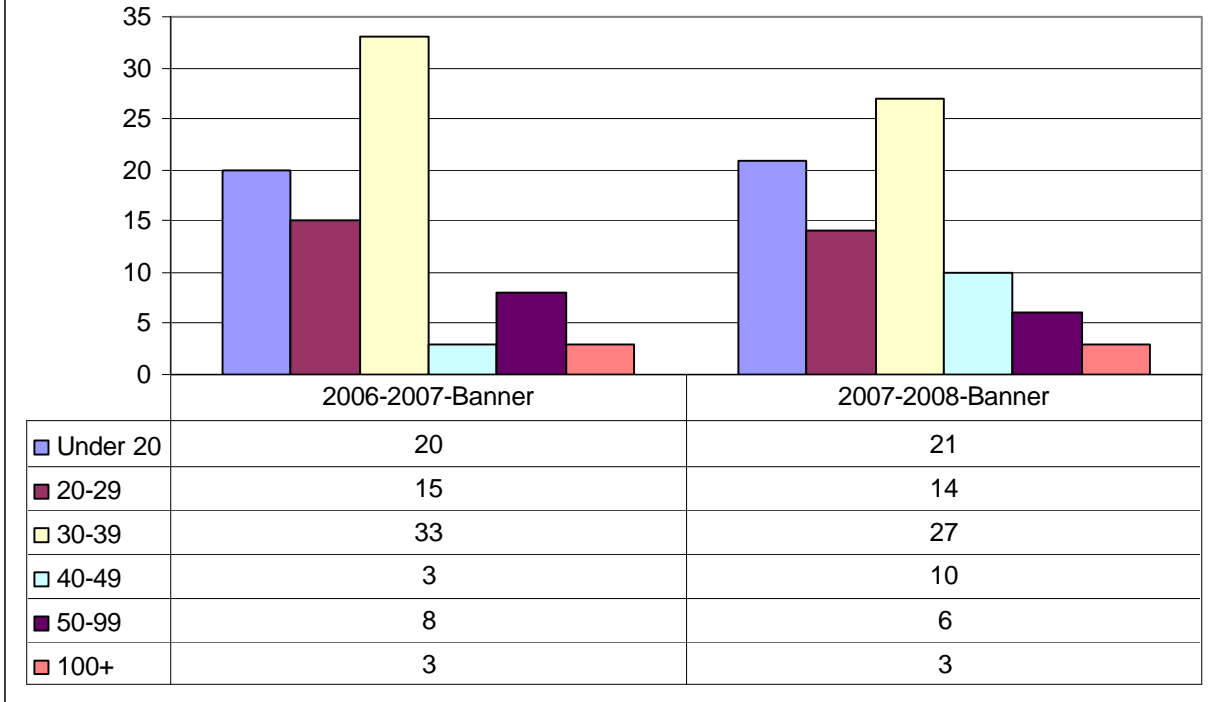
**Wright State University  
Number of GE Sections by Class Size  
in Each Academic Year - Area V  
Chart 6E**



**Table 6E**

<b>Percentage of GE Sections by Class Size in Each Academic Year - Area V</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Under 20</b>	33%	38%
<b>20-29</b>	31%	30%
<b>30-39</b>	4%	3%
<b>40-49</b>	2%	2%
<b>50-99</b>	14%	9%
<b>100+</b>	16%	18%

**Wright State University  
Number of GE Section by Class Size  
in Each Academic Year - Area VI  
Chart 6F**



**Table 6F**

<b>Percentage of GE Sections by Class Size in Each Academic Year - Area VI</b>		
	<b>2006-2007 Banner</b>	<b>2007-2008 Banner</b>
<b>Under 20</b>	24%	26%
<b>20-29</b>	18%	17%
<b>30-39</b>	40%	33%
<b>40-49</b>	4%	12%
<b>50-99</b>	10%	7%
<b>100+</b>	4%	4%

## Appendix E

### PROGRAM ASSESSMENT PLAN GENERAL EDUCATION

#### 1. OBJECTIVES.

The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students:

- ? sharpen critical thinking, problem solving, and communication skills;
- ? learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
- ? increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

The General Education Program is required of all students and serves as a foundation upon which all baccalaureate programs are built.

#### 2. OVERSIGHT of OBJECTIVES

The University General Education Committee (UGEC) is responsible for oversight of the six areas of General Education, including the effectiveness of the entire program. Direct and indirect assessment measures are described in the individual Assessment Plans of each GE area. UGEC is a standing subcommittee of the University Curriculum and Academic Policies Committee, and is tasked to report assessment results and actions to the University Senate and the Provost and the Council of Deans.

#### 3. LEARNING OUTCOMES

Area One (Mathematics)

- ? use, formulate and interpret mathematical models
- ? summarize and justify analyses of mathematical models or problems using appropriate words, symbols, tables and/or graphs

Area One (Writing)

- ? use writing processes to explore, think, and learn, and to write appropriately for various tasks and audience

- ? develop logical and fair arguments, and observe appropriate writing conventions
- ? show ability to identify main ideas and evaluate, analyze and synthesize primary and secondary sources

#### Area Two (Cultural-Social Foundations)

- ? History: describe and analyze historical-social elements of western culture
- ? The Non-Western World: describe and analyze historical-social elements of nonwestern cultures
- ? Both History and the Non-Western World: describe and analyze the global interdependence of groups and of individuals

#### Area Three (Human Behavior)

- ? use multiple approaches/perspectives to systematically analyze complex individual and institutional behavior culturally, subculturally, and/or cross-culturally
- ? recognize appropriate ethical uses of social scientific knowledge

#### Area Four (Human Expression)

- ? recognize and critically discuss significant creative, philosophical and religious works
- ? understand the complex blend of personal vision, social-cultural background, ethical values and aesthetic judgment in such works
- ? discuss the diverse means of communication in such works

#### Area Five (Natural Sciences)

- ? understand the experimental basis of scientific inquiry
- ? understand the importance of model building for understanding the natural world
- ? understand the theoretical, practical, creative and cultural dimensions of scientific inquiry
- ? discuss some of the fundamental theories underlying modern science
- ? understand the dynamic interaction between society and the scientific enterprise
- ? recognize appropriate ethical uses of knowledge in the natural sciences

#### Area Six (College Component)

- ? communicate with individuals who are in the student's major, in allied fields, and non-specialists
  - ? understand important relationships and interdependencies between the student's major and other academic disciplines, world events or life endeavors
- OR**
- ? additionally meet the objectives of Area I, II, III, IV, or V.

### **4 & 5. MEASURES and BENCHMARKS**

Direct and Indirect measures are identified for the learning outcomes in each GE area and described in their individual Assessment Plans. Benchmarks, or procedures for determining whether success is achieved, are indicated in each Plan.

**6 & 7. FINDINGS and IMPROVEMENTS**

A lead faculty member and working committee(s) are identified for each area, and all are coordinated by the University General Education Committee (UGEC).

**8. TIMETABLE**

Assessment schedules are identified in each GE Area Assessment Plan. All have annual activity and most are on a three year schedule.

**9. ACCREDITATION and LICENSURE**

While General Education requirements are an essential element in accreditations throughout the university, no specific accreditation exists for the Program.

**10. COMMUNICATION**

Objectives and Learning Outcomes (explained as “Learning Objectives”) are available on the university’s General Education web site, are included in the online Undergraduate Catalog, and are explained by faculty in individual General Education classes.

## Appendix F

### WSU GE Student Learning Outcomes Evaluation 2007-2008

Any change in mean response from 2006-2007 is shown parenthetically.

(4 point scale) \*

<b>Area I - Mathematics</b>		
<b>Question</b>	<b>Mean</b>	<b>N</b>
1. Enhanced ability to think critically	3.1 (-.1)	181
2. Organize and communicate ideas better	2.8	167
3. Stimulated desire for continued learning	2.8 (-.1)	178
4. Contributed to my general education	3.2	179
5. Writing assignment helped me to learn material	2.8 (+.1)	90
6. Writing assignment helped my writing skills	2.5 (+.2)	80
7. Improved problem-solving skills	3.1 (-.2)	174
8. Related math/model to practical problem	3.2 (+.1)	183
9. Analyze results from real-world problems	3.2 (+.2)	181
10. Support conclusion mathematical evidence	3.1 (+.1)	181
11. Math/Stat concepts in the real world	3.2 (+.1)	183

<b>Area I - Writing</b>		
<b>Question</b>	<b>Mean</b>	<b>N</b>
1. Enhanced ability to think critically	3.2 (-.1)	646
2. Organize and communicate ideas better	3.3	645
3. Stimulated desire for continued learning	3.0 (-.1)	632
4. Contributed to my general education	3.3	644
5. Writing assignment helped me learn materials	3.3	635
6. Writing assignment helped my writing skills	3.4	647
7. Use writing to solve problems	3.0	624
8. Write for a particular audience	3.2	642
9. Understand how to use sources in writing	3.3 (-.1)	641
10. Knowledge of world and connected it	3.1	611
11. Develop logical written arguments	3.3	640
12. Write appropriately specific purposes	3.3	647

\* Data does not include Lake Campus or HST 101 Fall Quarter

## WSU GE Student Learning Outcomes Evaluation 2007-2008

Any change in mean response from 2006-2007 is shown parenthetically.

(4 point scale)\*

<b>Area II – Cultural – Social Foundations History and Non-Western</b>				
<b>Question</b>	<b>History Mean</b>	<b>N</b>	<b>Non- Western Mean</b>	<b>N</b>
1. Enhanced ability to think	2.8 (-.1)	426	3.3 (+.2)	482
2. Organize and communicate ideas better	2.7 (-.1)	393	3.1 (+.1)	476
3. Stimulated desire for continued learning	2.9	428	3.2 (+.2)	474
4. Contributed to my general education	3.2 (+.1)	434	3.3 (+.1)	479
5. Writing assignment helped me learn material	2.7 (-.1)	304	3.1 (+.1)	477
6. Writing assignment helped my writing skills	2.5 (-.1)	304	3.1 (+.2)	469
7. Key historical trends in culture	3.2	432	3.3 (+.2)	473
8. Historical/social elements in culture	3.0	428	3.3 (+.1)	472
9. Political/social systems work	3.1 (+.1)	433	3.3 (+.1)	477
10. Compare/contrast culture/regions	3.1	434	3.4 (+.1)	481
11. Global interdependence groups/individuals	3.0	428	3.4 (+.2)	479

\* Data does not include Lake Campus or HST 101 Fall Quarter

## WSU GE Student Learning Outcomes Evaluation 2007-2008

Any change in mean response from 2006-2007 is shown parenthetically.  
(4 point scale)\*

Area III Human Behavior		
Question	Mean	N
1. Enhanced ability to think critically	3.2	700
2. Organize and communicate ideas better	3.1 (+.1)	673
3. Stimulated desire for continued learning	3.2 (+.2)	692
4. Contributed to my general education	3.3	698
5. Writing assignment helped me learn material	3.0	487
6. Writing assignment helped my writing skills	2.9 (+.1)	470
7. Awareness of moral and ethical issues	3.3	679
8. Knowledge of world, connected to world	3.4	697
9. Stimulated desire for continued learning	3.1 (+.1)	680
10. Helped me understand human behavior	3.3 (+.2)	688
11. American or other global societies work	3.3	691
12. Contrast other approaches to human behavior	3.3 (+.2)	691

\* Data does not include Lake Campus or HST 101 Fall Quarter

## WSU GE Student Learning Outcomes Evaluation 2007-2008

Any change in mean response from 2006-2007 is shown parenthetically.  
(4 point scale)\*

Area IV Human Expression		
Question	Mean	N
1. Enhanced ability to think critically	3.2	723
2. Organize and communicate ideas better	3.0	715
3. Stimulated desire for continued learning	3.1 (+.1)	719
4. Contributed to my general education	3.2	732
5. Writing assignment helped me learn material	3.1	628
6. Writing assignment helped my writing skills	2.9	614
7. Writers/ artists address problems in life	3.2 (+.1)	704
8. Creative, religious, philosophical works	3.3	722
9. Discuss works critically/analytically	3.2	715
10. Knowledge of world, connected to world	3.2 (+.1)	717
11. Historical, social, personal backgrounds	3.3 (+.1)	736
12. Communication in creative/religious/philosophical	3.2 (+.1)	725

\* Data does not include Lake Campus or HST 101 Fall Quarter

**WSU GE Student Learning Outcomes Evaluation 2007-2008**  
 Any change in mean response from 2006-2007 is shown parenthetically.  
 (4 point scale)\*

<b>Area V Natural Sciences</b>		
<b>Question</b>	<b>Mean</b>	<b>N</b>
1. Enhanced ability to think critically	3.2 (-.1)	665
2. Organize and communicate ideas better	3.1 (-.1)	639
3. Stimulated desire for continued learning	3.2 (+.1)	657
4. Contributed to my general education	3.4 (+.1)	651
5. Writing assignment helped me learn material	2.8 (-.3)	365
6. Writing assignment helped my writing skills	2.7 (-.3)	329
7. Experimental basis of scientific inquiry	3.2	648
8. Model building for understanding world	3.2	614
9. Applications of science in every day life	3.4 (+.1)	662
10. Fundamental theories of modern science	3.2	650
11. Science/society ethical responsibilities	3.2 (+.1)	633

\* Data does not include Lake Campus or HST 101 Fall Quarter

**WSU GE Student Learning Outcomes Evaluation 2007-2008**  
 Any change in mean response from 2006-2007 is shown parenthetically.  
 (4 point scale)\*

<b>Area VI College Component</b>		
<b>Question</b>	<b>Mean</b>	<b>N</b>
1. Enhanced ability to think critically	3.2	209
2. Organize and communicate ideas better	3.0	202
3. Stimulated desire for continued learning	3.2	206
4. Contributed to my general education	3.3	209
5. Writing assignment helped me learn material	3.2 (+.1)	202
6. Writing assignment helped my writing skills	3.0 (+.1)	203
7. Linked General Education to my major	3.1	200
8. Interdependence between different majors	3.1 (+.1)	193
9. Different fields explain world events	3.2	196
10. Learned from others connected with field	3.1 (+.1)	192
11. Field prepare people for life endeavors	3.2 (+.1)	200

\* Data does not include Lake Campus or HST 101 Fall Quarter