
General Education Improvement and Assessment Committee

Leigh A. Shaw, Chair

Committee Members

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<tr>
<td>Leigh A. Shaw, Chair (SBS)</td>
<td>Gene Sessions, SBS</td>
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<td>Rob Reynolds, Faculty Senate Liaison (SBS)</td>
<td>Jennifer Turley, Education</td>
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<td>Thomas Bell, EAST</td>
<td>Dan Bedford, Ex Officio, Honors Director</td>
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<td>Kraig Chugg, Health Professions</td>
<td>Casey Bullock, Registrar</td>
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<td>Sandra Fital-Akelbek, S</td>
<td>Sally Cantwell, Ex Officio, Curriculog</td>
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<td>Chris Hoagstrom, S</td>
<td>John Cavitt, Ex Officio, Chair of Curriculum</td>
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<td>Alvaro LaParra Perez, B&amp;E</td>
<td>Sylvia Newman, Ex Officio, Composition</td>
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<td>Susan McKay, A&amp;H</td>
<td>Leslie Park, Ex Officio, Student Success Center</td>
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<td>Craig Oberg, S</td>
<td>Eric Amsel, Administration</td>
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<td>Marjukka Ollilainen, SBS</td>
<td>Gail Niklason, Administration</td>
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<td>Kathy Payne, LIB</td>
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Accomplishments

The committee had 6 main charges to address during 2016-2017.

1) **Charge 1** entailed staffing all core and breadth area committees, including GEIAC liaisons. This charge is complete and ongoing. All area committees were staffed and met at least once to discuss assessment of general education learning outcomes. Most area committees were active inasmuch as they were involved in the review and approval process for WSU courses in their areas, revised their learning outcomes, and/or were involved in the General Education Revitalization Town Hall meetings in fall 2016.

2) **Charge 2** entailed guidance of area committees in the collection and analysis of assessment data and providing an assessment summary to Faculty Senate in Spring 2017. This charge is complete and ongoing. Please see the General Education webpage for the current assessment summary: [http://apps.weber.edu/wsuimages/academicaffairs/gened/GenEd%20Assessment%20Summary%20SP%202017.pdf](http://apps.weber.edu/wsuimages/academicaffairs/gened/GenEd%20Assessment%20Summary%20SP%202017.pdf)

3) **Charge 3** entailed seeking recommendations from the AAC&U GE team, and additional input, to refine and disseminate the general education improvement proposal while working with Executive Committee and Faculty Senate. To this end, GEIAC collaborated with Faculty Senate and the Division of Academic Affairs to promote student success. Specifically, GEIAC hosted four town halls, with Dr. Paul Hanstedt as invited guest speaker, on revitalizing general education in early fall 2016. There were approximately 150 faculty, staff, and students who attended the town halls and provided input on the effectiveness of our current general education program and the characteristics of graduates we wish to produce. With the support of Executive, GEIAC formed a sub-committee on general education revitalization (GERC) tasked with developing shared program outcomes in light of LEAP outcomes and feedback from the town halls. From November 2016 to February 2017, GERC developed and refined a revitalization
A proposal that entailed a new general education mission statement and four general education learning outcomes (GELOs). The proposal was unanimously approved at GEIAC and Curriculum and with only one dissenting vote at Senate (see http://www.weber.edu/wsuimages/facultysenate/16MARCH17FSMinutes_DGS.pdf). GEIAC will begin implementing this proposal with a rollout team working in Summer 2017 to define and develop exemplars of Big Questions and Signature assignments across the Core and Breadth areas of general education.

4) **Charge 4** entailed working with Curriculum to review all Physical and Life Science general education courses seeking renewal. This charge is complete. The 2017 Assessment Summary provides a summary of the PS/LS renewal (see pages 17-18). In fall 2017, all Creative Arts and Humanities general education courses will be up for renewal.

5) **Charge 5** entailed working with Curriculum to review the assessment data from the first round of WSU courses (2016-17) and to review and accept the second round of WSU courses (2017-18). This charge is complete and ongoing. In summer 2017, the GEIAC chair will request the assessment data for the six WSU courses taught in 2016-17. The GEIAC chair will then draft an assessment report on WSU courses to present to Senate in Fall 2017. This year, GEIAC worked with Curriculum and the Curriculog Chair to refine the Curriculog forms and the application and review process. GEIAC, the area committees, and Curriculum committee successfully shepherded three new WSU courses through Senate approval to be taught in 2017-18 along with the 6 WSU courses offered in 2016-2017 (5 offered in Fall 2017 and 4 offered in Spring 2018).

6) **Charge 6** entailed working with the Curriculum Committee to explore the implementation of the General Education Certificate of Completion. This charge is incomplete. Due to our extensive efforts to realize Charge 3, we were unable to take up the task outlined in Charge 6.

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**Committee Meetings & Attendance**

1) GEIAC met 9 times between September 2016 and March 2017. Meetings were well attended and I received regrets and explanations from members who had conflicts on meeting days.

2) Eric Amsel, Gail Niklaslon, Leigh Shaw, Sylvia Newman, Kathryn MacKay, Sally Cantwell, Casey Bullock, Doris Stevenson, Marjukka Ollilainen, and Rob Reynolds attended the statewide “What is an Educated Person?” conference at the Zermatt Resort (10/2016), with the funding provided by the Associate Provost’s Office.

3) Eric Amsel (and Leigh Shaw irregularly due to scheduling conflicts) represented Weber State at multiple Board of Regents’ General Education Task Force meetings.

4) Eric Amsel, Sally Cantwell and Leigh Shaw represented Weber State at USHE Passport Project discussions and meetings.

5) Leigh Shaw regularly attended Curriculum Committee meetings as an ex officio member.
Outstanding Members

I am grateful for the service of all members of my committee who attended long meetings, voiced their perspectives, and furthered the important work of GEIAC. GEIAC is a challenging committee assignment, and my members have readily accepted the challenge. In fact, many requested to continue their service to GEIAC as we continue to reform general education. Some specific acknowledgements include my thanks to…

1) Gail Niklason for taking notes and providing minutes for our meetings, which entailed many long and complex discussions. I also appreciate her work to extract, collect, and organize the general education assessment data for me to prepare my report to Faculty Senate every spring.

2) Eric Amsel for providing exceptional administrative support. I am deeply grateful for Eric’s creation of the AAC&U Institute on General Education Team (Eric Amsel, Gail Niklason, Craig Oberg, Marjukka Ollilainen, Erik Stern, Leigh Shaw) who began the revitalization work in summer 2016. I am grateful for Eric’s support to invite Dr. Paul Hanstedt to be our guest speaker at the General Education Town Halls. I appreciate that Eric worked with GERC to draft the new mission and four shared program learning outcomes (GELOs). I thank Eric and Gail for sharing this revitalization proposal at the Adjunct Faculty Retreat in February 2017. I deeply appreciate Eric’s efforts to help me build consensus from faculty and administration across campus for the revitalization proposal before bringing it to a vote. Finally, I appreciate Eric’s representation of WSU to the Board of Regents’ Task Force on General Education.

3) John Cavitt and Sally Cantwell for their assistance in developing policy and procedures to ensure that GEIAC and Curriculum work together with proper Curriculog support in the general education course renewal process, the WSU course approval process, and the review of all courses seeking general education designation.

4) The members of the General Education Revitalization Committee (GERC: Leigh Shaw, Craig Oberg, Gene Sessions, Sylvia Newman, Jenny Turley, Kathy Payne, Marjukka Ollilainen, Gail Niklason, and Eric Amsel) for their considerable efforts to modify LEAP outcomes for WSU, to develop a new mission statement, and to articulate four GELOs which will be exhibited in signature assignments in general education courses. The impressive revitalization of our general education program is the result of their incredible work.

5) Rob Reynolds for his support of revitalization and efforts as liaison to Executive Committee.

6) The following GEIAC liaisons to area committees for their dedication to advancing the mission and charges of GEIAC:
   a. Sylvia Newman and Susan McKay, Composition
   b. Gene Sessions, American Institutions
   c. Sandra Fital-Akelbek, Quantitative Literacy
   d. Thomas Bell and Kathy Payne, Computer and Information Literacy
   e. Alvaro LaParra Perez, Diversity
   f. Tom Bell, Creative Arts
   g. Susan McKay, Humanities
   h. Marjukka Ollilainen, Social Science
i. Christopher Hoagstrom, Life Science
j. Kraig Chugg and Jenny Turley, Physical Science

7) The chairs and members of the following area committees for their work on the review, improvement, and approval of the first round of WSU courses:
   a. Social Science, Kathryn MacKay (chair)
   b. Humanities, Becky Marchant (chair)
   c. Quantitative Literacy, George Kvernadze (chair)
   d. Life Science, Christopher Hoagstrom (chair)

Subcommittees or Special Assignments

The work of members on subcommittees/special assignments was integral to our success.

1) The AAC&U Institute on General Education team (Eric Amsel, Gail Niklason, Craig Oberg, Marjukka Ollilainen, Erik Stern and Leigh Shaw) worked over summer and early fall 2016 to develop the “position paper” and to address the many facets of general education reform (e.g., pedagogical, curricular, structural, organizational, political, conceptual) on our campus.

2) The General Education Revitalization Sub-Committee (GERC: Leigh Shaw, Craig, Oberg, Gene Sessions, Sylvia Newman, Jenny Turley, Kathy Payne, Marjukka Ollilainen, Gail Niklason, and Eric Amsel) met approximately 6 times between November 2016 and February 2017. The GERC drafted a new general education mission statement and shared general education program learning outcomes (GELOs) to address the overarching concern of making general education more coherent and meaningful for students.

3) All GEIAC liaisons (see above) were critical in work to align WSU general education areas (core and breadth) with revisions to the Board of Regents’ Task Force on General Education.

4) The Passport Alignment Team (Eric Amsel, Sally Cantwell, Leigh Shaw) worked with Teddi Safman at the Board of Regents to align WSU gen ed learning outcomes with the Interstate Passport Initiative.

5) The Assessment Summary team (Gail Niklason & Leigh Shaw) extracted, collected, organized and formalized the general education assessment data into the 2017 annual report (see http://apps.weber.edu/wsuimages/academicaffairs/gened/GenEd%20Assessment%20Summary%20SP%202017.pdf).

Objectives to be Addressed/Future Directions

1) With the approval of the GE revitalization proposal, some GEIAC members will begin its implementation in summer 2017. The Gen Ed Rollout Team is comprised of Leigh Shaw (GEIAC chair), Eric Amsel (Associate Provost), Gail Niklason (Director OIE), Colleen Packer (TLA chair), Sylvia Newman (COMP), Gene Sessions (AI), Sandra Fital-Akelbek (QL), Nicole Beatty (IL), Erik Stern (CA), Becky Marchant (HU), Molly Sween (SS), Rick Ford (PS), and Chris Hoagstrom (LS).
a. The Rollout Team will kickoff their work on 5/2/17 with David Hubert, the Assistant Provost of Learning Advancement from SLCC, who will share his experience at SLCC with developing, refining, and assessing signature assignments (SA).

b. The Rollout Team plans to define the criteria of big questions (BQ) and SA (along with exemplars) and to have a draft signature assignment assessment rubric by fall 2017. The definitions of BQ and SA will need to be flexible to allow faculty to realize it in ways that make sense to them and their class demands.

c. The Rollout Team will train faculty by providing opportunities for discussion, feedback, and observation, and evaluation of their attempt to apply the SA and BQ to their classes. The Rollout Team will identify faculty interested in piloting BQ and SA in their classes, and will monitor and support their efforts with Area Chairs through various forms of mentoring. The newly trained faculty will then serve as trainers for the next group of faculty. We expect the trained faculty group to grow over the 2017-2018 academic year.

d. By 2018-2019, there should be sufficient trained mentors that these mentor-mentee relationships can be formed between faculty in the same programs, areas, departments, or colleges. By Fall 2019, all faculty teaching Gen Ed courses will be expected to conform to the general education program requirements.

e. Over the rollout period, the TLF will serve as a key resource, and the Area Committees will continue to meet to discuss issues as they arise in implementing the BQ and SA in their areas. The Area Chairs will also meet to discuss common problems or concerns and to ensure fidelity to their definitions of BQ and SA.

2) With the implementation of the GE revitalization proposal, issues bearing on the Diversity (DV) attributes will need to be considered. If the GELOs are successfully realized through signature assignments, the current DV attributes may be redundant. As it stands, DV attributes are rarely assessed.

3) GEIAC will be involved with Curriculum in the review and renewal of all CA/HU courses (and related DV) in Fall 2017.

4) GEIAC is typically involved with Curriculum in the review of all new and existing courses seeking GE designation, but this work (with the exception of WSU courses) will be on hiatus until requests for the 2019-20 catalog commence.

5) GEIAC will continue to support the implementation of the Computer Literacy Center to ensure students receive needed computer skills training when they need it in their program of study as the Computer Literacy requirement is removed from GE effective the current catalog (2017-18).

6) GEIAC will continue to staff, provide liaisons, and support the work of the area committees. GEIAC will work to ensure area committees meet to discuss assessment and learning outcomes, especially in light of changes to the Utah R470 from the Board of Regents’ Office. Area committees also have a central role in the review of courses for the WSU program.

7) GEIAC will work with area committees and Curriculum to support the development, review, and approval of WSU courses. GEIAC will be involved in the review of the assessment data from all WSU courses. GEIAC also will need to consider issues surrounding scaling up the WSU program and its integration into a potentially revised breadth area of general education.