
WSU Program Report

Year 3: 2018-2019

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WSU Program: An Experiment in Interdisciplinary General Education

Courses with the WSU designation are lower-division, worth 3 – 5 credits, and satisfy General Education (GE) requirements in either two GE Core or Breadth areas, or a combination of GE Core and Breadth areas. Students will satisfy requirements in two GE areas in one WSU course. Students may take as many WSU courses as they wish, but only the non-overlapping GE attributes from subsequent WSU courses will count toward GE requirements. WSU courses are designed to be interdisciplinary: they will provide students with multiple perspectives on a given topic. The interdisciplinary structure of the course will provide students with a deeper and more nuanced understanding of the topic than would typically be gained in separate courses. In most cases, WSU courses will be taught by two faculty members who provide expertise on the topic from each relevant area of GE.

Faculty members seeking to teach a WSU course are invited to apply each fall semester to be approved for the following year. As with proposing any new course, the WSU course application process requires that faculty provide a justification for the course, describe its uniqueness in the curriculum, and create a syllabus with details of the course content, assessments, and student learning outcomes. WSU courses are reviewed and approved by Curriculum Committee for their quality and fit in the curriculum. In addition, WSU course applications are reviewed and approved by the General Education Improvement and Assessment committee (GEIAC) for their interdisciplinary nature and by the Area Committees of the two GE Areas addressed by the course for their adequacy assessing and achieving both GE area learning outcomes. Typically, it is expected that WSU courses will be taught by two faculty members from departments in the GE areas covered by the course. Each faculty member is compensated for having the WSU course approved (\$100) and for teaching the course, if taught overload. If the WSU course is taught in-load, the department is compensated. Compensation is provided by the Office of the Associate Provost for Academic Programs and Assessment (Dr. Eric Amsel). However, WSU courses are approved by all-faculty committees and managed by GEIAC.

The WSU program that passed Faculty Senate has a five-year life. 2016-2017 was the inaugural year WSU courses were taught. During this time, assessment data from WSU courses was analyzed by GEIAC to determine whether well-designed interdisciplinary GE courses could achieve student learning outcomes in multiple GE areas. As such, the WSU program was and is truly experimental. Any plans to ‘scale up’ the WSU program to be a permanent part of the WSU GE program would be at the discretion of GEIAC, Curriculum, and Faculty Senate, as well as the Provost’s Office.

This report is comprised of two parts. Part one is the annual review of the program that GEIAC provides to Faculty Senate. The review includes a reporting on the course assessment and evaluation data from the previous academic year. In this report, we review the courses offered in 2018-2019, which included the teaching of a new WSU course approved in 2017-2018: WSU 2420 PS/SS - Perspectives in Social Science and Physical Sciences taught by Pepper Glass and Tracy Covey.

Part two is the cost-benefit analysis of the WSU course program requested by Faculty Senate as a precursor to whether GEIAC should be charged with making the WSU program permanent. The analysis was prepared by GEIAC with the support of OIE and the Provost’s office.

PART 1: WSU COURSE PROGRAM REPORT 2018-2019

WSU Courses and Descriptions for 2018-2019

A total of 6 unique and 7 total WSU courses were offer in the 2018-2019 academic year.

FALL 2018

WSU 1450 – Intersections of Art and Communication (3) (Packer & Stott)

This interdisciplinary, team-taught course will introduce students to and enrich their understanding of the nature of art and communication through studying the basic principles and elements of each and how they intersect in works of art and communication contexts. Emphasis is on message construction and relationships as evidenced in the intersections of art and communication. Through application of foundational elements to real life situations and experiences, it is hoped that students will become more informed communicators and critical viewers of art.

WSU 1560 – Research, Creativity, and Exploration among Disciplines (3) (Grijalva & Ault)

The course is an interdisciplinary, team-taught course, which will teach students about Scholarship processes in the social sciences, arts and humanities, and the sciences. Students will Have opportunities to make connections between the various disciplines, and understand how research, exploration, and creative processes are intertwined.

WSU 1680 – Microbes Rule: Impact of Disease on History (4) (Sessions & Oberg)

While biologists have long understood the power of disease to shape events in world history, the depth of that power has rarely emerged in history books. This interdisciplinary, team-taught course seeks to redress that imbalance through historical anecdote and scientific explanation as it investigates the ways in which diseases have affected dramatically the course of history across several topics, including religion, war, and migration. Students will experience video lectures and vignettes with accompanying essays and learning exercises that will introduce them to the startling influence of microbes in the course of human events.

SPRING 2019

WSU 1680 – Microbes Rule: Impact of Disease on History (4) (Sessions & Oberg)

While biologists have long understood the power of disease to shape events in world history, the depth of that power has rarely emerged in history books. This interdisciplinary, team-taught course seeks to redress that imbalance through historical anecdote and scientific explanation as it investigates the ways in which diseases have affected dramatically the course of history across several topics, including religion, war, and migration. Students will experience video lectures and vignettes with accompanying essays and learning exercises that will introduce them to the startling influence of microbes in the course of human events.

WSU 1680 – Sciences of Human Variation: From Sex to Gender and Race to Ethnicity (3) (Parrilla de Kokal and Marshall)

Race and sex are categories that are studied from the perspective of the biological sciences. In contrast, ethnicity and gender are social categories that are the topic of study in the social

sciences. This class explores issues of race/ethnicity and sex/gender through an interdisciplinary lens to understand the biological and social basis of these categories. Students will learn key ideas in the Life and Social Sciences as they learn to understand human variation and their own ethnic and gender identities and its social significance.

WSU 1560 – Sustainability in Thought and Practice (3) (Crimmel & Dant)

This interdisciplinary, team-taught course offers an integrative, multi-disciplinary approach to sustainability. The course encourages students to make connections between their own lives and the social, economic, and political spheres. It connects disciplines and ideas ranging from the sciences to the humanities, and provides a broad background in sustainability concepts, theory and practice. The course focuses on topics such as ecology basics, climate change science, environmental thought, environmental economic policy, current/contemporary environmental issues, land use and the built environment (sustainable planning, energy conservation, renewables, green technology).

WSU 2420 PS/SS - Perspectives in Social Science and Physical Sciences (3) (Glass & Covey)

The use and abuse of drugs is an important issue that affects people. This course will consider the main understandings, issues, and debates regarding legal and illegal drugs, drug use, and its control and punishment. We will focus on the experience of drug use, how drugs become defined as pleasurable, harmful, and illegal, the differing effects of drug use and control on people, especially concerning opioid use and abuse.

Course Assessment Data (Year 3)

WSU 1560, Research, Creativity, & Exploration

Learning Outcomes for Humanities (HU) and Social Science (SS)

Gen Ed Learning Goal	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>HU #1: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.</p>	<p>Observing guest lectures regarding various humanities fields and the research and creative projects that are conducted in them.</p> <p>Students will interview at least 5 faculty members regarding a research question of the student's choosing to understand how those faculty would investigate that topic from their field's perspective.</p>	<p>Measure 1: For each guest lecture, students must write a 2-page reflection paper outlining the main points of the lecture and possible applications for further research that they would want to conduct.</p>	<p>Students will receive a passing grade on the assignment.</p>	<p>Measure 1: All students successfully wrote at least 8 reflection papers based on guest lectures and received a passing grade on each.</p>	<p>Measure 1: Students are learning key concepts and methods of research and creative endeavors in a variety of fields and applying what they learn to their own research and creative interests.</p>	<p>Measure 1: Results will be used to ensure all students understand the importance and processes of research and learning in the humanities.</p>
		<p>Measure 2: Students will create a poster presentation of their findings and present their findings through explaining how they would investigate their chosen topic through multiple academic perspectives.</p>	<p>Students will receive a passing grade on the assignment.</p>	<p>Measure 2: All students successfully created a research poster of their findings and presented their findings in class.</p>	<p>Measure 2: Students are learning how different disciplines approach different research and creative topics and go about investigating that topic.</p>	<p>Measure 2: Results will be used to ensure all students understand the importance and process of research and learning in the humanities.</p>

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>HU #2: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.</p>	<p>Observing guest lectures regarding various humanities fields and the research and creative projects that are conducted in them.</p> <p>Students will interview at least 5 faculty members regarding a research question of the student's choosing to understand how those faculty would investigate that topic from their field's perspective.</p>	<p>Measure 1: For each guest lecture, students must write a 2-page reflection paper outlining the main points of the lecture and possible applications for further research that they would want to conduct.</p>	<p>Students will receive a passing grade on the assignment.</p>	<p>All students successfully wrote at least 8 reflection papers based on guest lectures and receive a passing grade on each.</p>	<p>Students are learning key concepts and methods of research and creative endeavors in a variety of fields and applying what they learn to their own research and creative interests.</p>	<p>Results will be used to ensure all students understand the importance and processes of research and learning in the humanities.</p>
		<p>Measure 2: Students will create a poster presentation of their findings and present their findings through explaining how they would investigate their chosen topic through multiple academic perspectives.</p>	<p>Students will receive a passing grade on the assignment.</p>	<p>All students successfully create a research poster of their findings and presented their findings in class.</p>	<p>Students are learning how different disciplines approach different research and creative topics and go about investigating that topic.</p>	<p>Results will be used to ensure all students understand the importance and process of research and learning in the humanities.</p>

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
<p>HU #3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.</p>	<p>Observing guest lectures regarding various humanities fields and the research and creative projects that are conducted in them.</p> <p>Students will interview at least 5 faculty members regarding a research question of the student's choosing to understand how those faculty would investigate that topic from their field's perspective.</p>	<p>Measure 1: For each guest lecture, students must write a 2-page reflection paper outlining the main points of the lecture and possible applications for further research that they would want to conduct.</p>	<p>Students will receive a passing grade on the assignment.</p>	<p>All students successfully wrote at least 8 reflection papers based on guest lectures and received a passing grade on each.</p>	<p>Students are learning key concepts and methods of research and creative endeavors in a variety of fields and applying what they learn to their own research and creative interests.</p>	<p>Results will be used to ensure all students understand the importance and processes of research and learning in the humanities.</p>
		<p>Measure 2: Students will create a poster presentation of their findings and present their findings through explaining how they would investigate their chosen topic through multiple academic perspectives.</p>	<p>Students will receive a passing grade on the assignment.</p>	<p>All students successfully created a research poster of their findings and presented their findings in class.</p>	<p>Students are learning how different disciplines approach different research and creative topics and go about investigating that topic.</p>	<p>Results will be used to ensure all students understand the importance and process of research and learning in the humanities.</p>

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Learn and Listen: Research Reflection Paper Participate: Class Participation and Activities	Direct: performance on written assignment(s)	80% of the students will achieve a grade of 80 or higher	19 out of 20 students exceeded threshold 15 out of 20 exceeded expectations	Students are engaged in the class and learning about research across disciplines, how to do social science experiments, & communicate results. For item 2, part of this was due to the instructors not being clear about the written components assoc. w/class participation activities	Better layout of class expectations about the written component associated with the in-class experiments (participation). Better explanation associated with the assignments in Canvas.
Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Delve Learn and Listen: Research Reflection Paper Research Safeguards: Collaborative Institutional Training Initiative (CITI) training and certificate Experiment (signature assignment): Experiment Design Project	Direct: performance on written assignments. For item 3, it is completion of the modules for CITI in Social and Behavioral Research.	80% of the students will achieve a grade of 80 or higher	18 out of 20 exceeded threshold 19 out of 20 students exceeded threshold 19 out of 20 students exceeded threshold 20 out of 20 students exceeded threshold	Students are reading the book, participating in class experiments, learning about research among the disciplines and communicating findings; graphically, statistically, & qualitatively. The class is designed so that students, in groups, can conduct their experiment, pretest it, and communicate the results (e.g, what they would do differently) of their pretests to the class.	

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>Learn and Listen: Research Reflection Paper</p>	<p>Direct: performance on written assignments</p>	<p>80% of the students will achieve a grade of 80 or higher</p>	<p>19 out of 20 students exceeded threshold</p>	<p>Students are engaged in the class and are learning about research across disciplines and communicate research questions and results. They are finding what interests them, or at the minimum, the guest lectures on various research, are of most interest to them (and when a guest lecture is poorly done, they learn what not to do when they present!)</p>	

WSU 1560, People and Nature
 Learning Outcomes for Humanities (HU) and Social Science (SS)

Gen Ed Learning Goal (HU)	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>HU # 1: Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.</p>	<p>BQ & SA 300 word paper—reflect on the “BQ”: a) How do we create a sustainable balance between people and nature? b) Reflect on the dual mission of the course as it pertains to both the HU and SS Learning Outcomes.</p>	<p>Assignment read by faculty. Written comments and grade.</p>	<p>80% of students should score at 75% or higher</p>	<p>15/23 scored at 75% or higher.</p>	<p>We allowed students to drop their lowest quiz score so 8 students chose not to take the quiz / do the assignment.</p> <p>Of the 15 who did do the Signature Assignment/ Big Question all 15 scored at 75% or higher, thus meeting the threshold of learning.</p>	<p>We won't allow students in the future to avoid answering the Big Question via this policy.</p>

GE Learning Goal (HU)	Measurable Learning Outcome	Method of Measurement	Threshold	Findings	Interpretation	Action Plan
HU #2: Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.	BQ & SA 300 word paper—reflect on the “BQ”: a) How do we create a sustainable balance between people and nature? b) Reflect on the dual mission of the course as it pertains to both the HU and SS LOs.	Assignment read by faculty. Written comments and grade.	80% of students should score at 75% or higher	15/23 scored at 75% or higher.	We allowed students to drop their lowest quiz score so 8 students chose not to take the quiz / do the assignment. Of the 15 who did do the Signature Assignment/ Big Question all 15 scored at 75% or higher, thus meeting the threshold of learning.	We won't allow students in the future to avoid answering the Big Question via this policy.

GE Learning Goal (HU)	Measurable Learning Outcome	Method of Measurement	Threshold	Findings	Interpretation	Action Plan
HU #3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	BQ & SA 300 word paper—reflect on the “BQ”: a) How do we create a sustainable balance between people and nature? b) Reflect on the dual mission of the course as it pertains to both the HU and SS LOs.	Assignment read by faculty. Written comments and grade.	80% of students should score at 75% or higher	15/23 scored at 75% or higher.	We allowed students to drop their lowest quiz score so 8 students chose not to take the quiz / do the assignment. Of the 15 who did do the Signature Assignment/ Big Question all 15 scored at 75% or higher, thus meeting the threshold of learning.	We won't allow students in the future to avoid answering the Big Question via this policy.

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>SS #1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.</p>	<p>(Quiz #6—300 word reflection paper) BQ & SA 300 word paper—reflect on the “BQ”: a) How do we create a sustainable balance between people and nature? b) Reflect on the dual mission of the course as it pertains to both the HU and SS LOs.</p>	<p>Assignment read by faculty. Written comments and grade.</p>	<p>80% of students should score at 75% or higher</p>	<p>15/23 scored at 75% or higher.</p>	<p>We allowed students to drop their lowest quiz score so 8 students chose not to take the quiz / do the assignment. Of the 15 who did do the Signature Assignment/ Big Question all 15 scored at 75% or higher, thus meeting the threshold of learning.</p>	<p>We won’t allow students in the future to avoid answering the Big Question via this policy.</p>
<p>SS #2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	<p>(Quiz #6—300 word reflection paper) BQ & SA 300 word paper—reflect on the “BQ”: a) How do we create a sustainable balance between people and nature? b) Reflect on the dual mission of the course as it pertains to both the HU and SS LOs.</p>	<p>Assignment read by faculty. Written comments and grade.</p>	<p>80% of students should score at 75% or higher</p>	<p>15/23 scored at 75% or higher.</p>	<p>We allowed students to drop their lowest quiz score so 8 students chose not to take the quiz / do the assignment. Of the 15 who did do the Signature Assignment/ Big Question all 15 scored at 75% or higher, thus meeting the threshold of learning.</p>	<p>We won’t allow students in the future to avoid answering the Big Question via this policy.</p>

<p>SS #3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>(Quiz #6—300 word reflection paper) BQ & SA 300 word paper—reflect on the “BQ”: a) How do we create a sustainable balance between people and nature? b) Reflect on the dual mission of the course as it pertains to both the HU and SS LOs.</p>	<p>Assignment read by faculty. Written comments and grade.</p>	<p>80% of students should score at 75% or higher</p>	<p>15/23 scored at 75% or higher.</p>	<p>We allowed students to drop their lowest quiz score so 8 students chose not to take the quiz / do the assignment. Of the 15 who did do the Signature Assignment/ Big Question all 15 scored at 75% or higher, thus meeting the threshold of learning.</p>	<p>We won’t allow students in the future to avoid answering the Big Question via this policy.</p>
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WSU 1680, The Sciences of Human Variation:
 Learning Outcomes for Life Science (LS, Spring 2018 data) and Social Science (SS, Spring 2019 data)

Gen Ed Learning Goal	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Nature of Science.</p> <p>Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.</p>	<p>Learning Outcome 1.</p> <p>S1</p>	<p>Measure 1: Questions for quizzes and exams coded for on chi tester.</p>	<p>The majority of students will score at least 70% on their essays.</p>	<p>Measure 1: 80% scored at least 70%</p>	<p>Measure 1: Reasonable score but could improve by focusing more of lecture and discussion on this outcome.</p>	<p>Measure 1:</p> <p>This is my first time doing it and not all of my questions were coded. Will code more questions .</p>

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Integration of Science All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.	S2	Measure 1: Questions for quizzes and exams coded for on chi tester.	The majority of students will score at least 70% on their essays.	Measure 1: 90% scored at least 70%	Highest score could potential spend less time on this outcome to make more time for outcomes with lower scores.	Measure 1: This is my first time doing it and not all of my questions were coded. Will code more questions

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
Science and Society The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.	S3	Measure 1: Questions for quizzes and exams coded for on chi tester.	The majority of students will score at least 70% on their essays.	Measure 1: 90% scored at least 70%	Highest score could potential spend less time on this outcome to make more time for outcomes with lower scores.	Measure 1: This is my first time doing it and not all of my questions were coded. Will code more questions

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
Problem Solving & Data Analysis Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.	S4	Measure 1: Questions for quizzes and exams coded for on chi tester.	The majority of students will score at least 70% on their essays.	Measure 1: 65% scored at least 70%	Reasonable score but could improve by focusing more of lecture and discussion on this outcome.	Measure 1: This is my first time doing it and not all of my questions were coded. Will code more questions

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
Levels of Organization All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	LS1	Measure 1: Questions for quizzes and exams coded for on chi tester.	The majority of students will score at least 70% on their essays.	Measure 1: 80% scored at least 70%	Reasonable score but could improve by focusing more of lecture and discussion on this outcome.	Measure 1: This is my first time doing it and not all of my questions were coded. Will code more questions

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
Metabolism and homeostasis: Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	LS2	Measure 1: Questions for quizzes and exams coded for on chi tester.	The majority of students will score at least 70% on their essays.	Measure 1: 85% scored at least 70%	Reasonable score but could improve by focusing more of lecture and discussion on this outcome.	Measure 1: This is my first time doing it and not all of my questions were coded. Will code more questions

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
Genetics and evolution: Shared genetic processes and evolution by natural selection are universal features of all life	LS3	Measure 1: Questions for quizzes and exams coded for on chi tester.	The majority of students will score at least 70% on their essays.	Measure 1: 80% scored at least 70%	Reasonable score but could improve by focusing more of lecture and discussion on this outcome.	Measure 1: This is my first time doing it and not all of my questions were coded. Will code more questions

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
Ecological interactions: All organisms, including humans, interact with their environment and other living organisms.	LS4	Measure 1: Questions for quizzes and exams coded for on chi tester.	The majority of students will score at least 70% on their essays.	Measure 1: 85% scored at least 70%	Reasonable score but could improve by focusing more of lecture and discussion on this outcome.	Measure 1: This is my first time doing it and not all of my questions were coded. Will code more questions

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
SS #1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Defining and describing applicable terms and theories re: social contexts they and others’ experience.	8 Essay Responses Big Question Essay	The majority of students will score at least 80% on their essays.	Essay 1 LO met by 89% of students Essay 2 LO met by 86% of students Essay 3 LO met by 85% of students *Essay 4 LO met by 68% of students Essay 5 LO met by 83% of students Essay 6 LO met by 85% of students Essay 7 LO met by 62% of student	Most students met the threshold of scoring 80% or better on these essays, However, essay 4; on the race/ethnic paradigm shift, reflects some missing student assignments and a lack of understanding. This assignment needs to be changed or eliminated altogether. Essay 7 was on demarginalizing the intersection of race and sex. The low score, 62%, reflects students who missed the class and the assignment. Of the ones who submitted a	Although I’ve successfully used the race/ethnic paradigm shift in other classes I may have been “off” that day. Perhaps different pedagogy, different films, different readings and more thorough discussions could be used to better illustrate this concept. I found the other assignments to be effective in achieving an understanding of the LO’s. In fact, I was rather pleased with the Big

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				<p>Essay 8 LO met by 83% of students</p> <p>Big Question Essay met by 80% of students</p>	score of 95% was achieved.	Question Essay. Still, one can always improve.
<p>SS #2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	<p>Defining and describing applicable theories to issues of sex, races, and identity intersections reflecting the impact of historical problematic human interactions on themselves and on others. Their writing will reflect an understanding of the cause/effect of these problematic contexts and possible resolutions.</p>	6 Essay Responses	The majority of students will score at least 80% on their essays.	<p>Essay 1 LO met by 89% of students</p> <p>Essay 2 LO met by 86% of students</p> <p>Essay 3 LO met by 85% of students</p> <p>*Essay 4 LO met by 68% of students</p> <p>Essay 5 LO met by 83% of students</p> <p>Essay 6 LO met by 85% of students</p> <p>Essay 7 LO met by 62% of student</p> <p>Essay 8 LO met by 83% of students</p> <p>Big Question</p>	<p>Most students met the threshold of scoring 80% or better on these essays,</p> <p>However, essay 4; on the race/ethnic paradigm shift, reflects some missing student assignments and a lack of understanding. This assignment needs to be changed or eliminated altogether.</p> <p>Essay 7 was on demarginalizing the intersection of race and sex. The low score, 62%, reflects students who missed the class and the assignment. Of the ones who submitted a score of 95% was achieved.</p>	<p>Although I’ve successfully used the race/ethnic paradigm shift in other classes I may have been “off” that day. Perhaps different pedagogy, different films, different readings and more thorough discussions could be used to better illustrate this concept.</p> <p>I found the other assignments to be effective in achieving an understanding of the LO’s. In fact, I was rather pleased with the Big Question Essay. Still, one can always improve.</p>

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
				Essay met by 80% of students		
SS #3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Presenting their and others’ perspectives regarding the social constructions of sex and race as well as the intersectionality of other identities.	6 Essay Responses	The majority of students will score at least 80% on their essays.	<p>Essay 1 LO met by 89% of students</p> <p>Essay 2 LO met by 86% of students</p> <p>Essay 3 LO met by 85% of students</p> <p>*Essay 4 LO met by 68% of students</p> <p>Essay 5 LO met by 83% of students</p> <p>Essay 6 LO met by 85% of students</p> <p>Essay 7 LO met by 62% of student</p> <p>Essay 8 LO met by 83% of students</p> <p>Big Question Essay met by 80% of students</p>	<p>Most students met the threshold of scoring 80% or better on these essays,</p> <p>However, essay 4; on the race/ethnic paradigm shift, reflects some missing student assignments and a lack of understanding. This assignment needs to be changed or eliminated altogether.</p> <p>Essay 7 was on demarginalizing the intersection of race and sex. The low score, 62%, reflects students who missed the class and the assignment. Of the ones who submitted a score of 95% was achieved.</p>	<p>Although I’ve successfully used the race/ethnic paradigm shift in other classes I may have been “off” that day. Perhaps different pedagogy, different films, different readings and more thorough discussions could be used to better illustrate this concept.</p> <p>I found the other assignments to be effective in achieving an understanding of the LO’s. In fact, I was rather pleased with the Big Question Essay. Still, one can always improve.</p>

WSU 2420, The Evil of Chemistry, Drugs, & Business
 Learning Outcomes for Physical Science (PS) and Social Science (SS)

Gen Ed Learning Goal	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results/Closing-the-loop
Nature of Science. Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.	Learning Outcome 1. Students will consider chemical evidence of a drug binding to a binding site in terms of shape and chemical complementarity	Measure 1: Dopamine Receptor Binding Activity	80%	Measure 1: 9/14 met threshold	Measure 1 Most of the people who did not pass this measure did not complete the assignment, those who did the assignment did a good job with the question	Measure 1: Make the assignment worth more points to encourage completion
		Measure 2: Final Paper, investigating drugs in the body	80%	Measure 2: 9/14 met threshold	Measure 2: Although over half the class met the measure, I felt like the projects were lacking in this area	Measure 2: Better direction in projects about incorporating learning outcomes

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Integration of Science All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.	Students will understand the structure of a drug molecule from atomic make-up, to chemical bonding, to molecular polarity.	Molecular polarity activity	80%	8/14 met threshold	Most of the people who did not pass this measure did not complete the assignment, those who did the assignment did a good job with the question	Make the assignment worth more points to encourage completion

*At least one measure per objective must be a direct measure.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
Science and Society The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.	Students will investigate the chemical characteristics of drug molecules and how to manipulate these characteristics to make a better drug.	“Properties of a good drug molecule” Activity	80%	12/14 students met threshold.	Students completed this assignment and demonstrated understanding of core characteristics make a good drug molecule.	This activity should further highlight how chemical changes to a core drug structure affect its function in the body.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
<p>Problem Solving & Data Analysis</p> <p>Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.</p>	Students will read and critic studies regarding addiction as a disease model.	Students read and discussed in class data involving addiction as a disease model. Students highlight support and dissent for the model.	80% involved in conversation	Students in attendance did participate in the class discussion.	Students did read and discuss the data, but a more measurable system should be put into place.	A reaction post or a persuasive paragraph based on data should be assigned and analyzed for assessment.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings	Interpretation	Action Plan
<p>Organization of systems</p> <p>The universe is scientifically understandable in terms of interconnected systems. The systems evolve over time according to basic physical laws.</p>	Students will investigate intermolecular forces that lead to protein/receptor folding, structure, and function.	“Exploring protein structure and binding sites” activity	80%	7/14 met threshold	Most of the people who did not pass this measure did not complete the assignment, those who did the assignment did a fairly good job at understanding intermolecular interactions driving folding and function	This activity should be further developed to highlight and reinforce knowledge about intermolecular forces and how they are important for structure and function.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Matter Matter comprises an important component of the universe, and has physical properties that can be described over a range of scales.	Students will describe a drug molecule in terms of atomic make up.	Final Paper, investigating drugs in the body	80%	8/14 met threshold	Most students appear to appreciate atomic make up of a drug molecule and how altering some of the atomic make up changes the output/effects of that drug in a body.	This will be better assessed with a specific rubric question on the final project.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Energy Interactions within the universe can be described in terms of energy exchange and conservation.	Students will investigate intermolecular forces that lead to protein/receptor folding, structure, and function.	“Exploring protein structure and binding sites” activity	80%	7/14 met threshold	This concept needs more time and demonstration as the energy driving protein folding and function is a difficult concept to grasp.	In class activity demonstrating protein folding using materials will be given to better demonstrate this. Follow up questions on canvas will assess understanding.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Forces Equilibrium and change are determined by forces acting at all organizational levels.	Students will demonstrate knowledge of the forces that allow a drug to spontaneously bind a target (binding energies)	Dopamine receptor binding activity	80%	9/14 met threshold	Most of the people who did not pass this measure did not complete the assignment, those who did the assignment did a good job with the question	This is an important concept and should be reinforced more in lectures. A preferred output for assessment is

						a final project
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Final Comments: This was the first time this course was taught and I learned several things. First, because we meet weekly, students need review of the course material from previous weeks. This is given with pre-lecture and post-lecture questions each week, with review questions from previous weeks included. Second, in reviewing the graded material, many students were not diligent in submitting post-class assignments. These should be weighted higher to encourage participation in the assignments. The students this semester are more motivated in completing assignments. Third, I was underwhelmed by the final project products. The final project was a written paper and I did not think that the students did a great job writing about chemistry. This year's project will be expanded from a written paper to more creative projects (including drawings, podcasts, videos, building models, etc...). Students are given a specific list of chemistry topics and they must include a minimum of 5 topics in their project.

Outcome	Measurable Learning Outcome	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: “Interactions between individuals and society” Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Measure 1: Students will explain the cultural, political, and historical contexts underlying how drugs are defined.	Measure 1: Final assignment	Measure 1: 70% of students will successfully explain course concepts 70% of the time.	Measure 1: 91% of student attempts successfully completed this assignment at 70% or higher.	Measure 2: No change is needed at this time.	

<p>Gen ED SS Outcome 2: “Application of concepts, theories, and methods”. Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.</p>	<p>Learning outcome 2: Students will be able to connect the course materials with a “real world” example.</p>	<p>Measure 1: Final assignment</p>	<p>Measure 1: 70% of students will successfully analyze course concepts through interviews or observation of addicts 70% of the time.</p>	<p>Measure 1: 91% of student attempts successfully completed this assignment at 70% or higher.</p>	<p>Measure 2: No change is needed at this time.</p>	
	<p>Learning outcome 2: Students will summarize and explain course ideas.</p>	<p>Measure 2: Discussion leader assignment</p>	<p>Measure 2: 70% of students will successfully discuss and explain course concepts 70% of the time.</p>	<p>Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.</p>	<p>Measure 2: No change is needed at this time.</p>	
<p>Gen ED SS Outcome 3: “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.</p>	<p>Learning outcome 3: Students will explain and discuss differing perspectives on drugs.</p>	<p>Measure 1: Final assignment</p>	<p>Measure 1: 70% of students will successfully discuss and explain differing perspectives on drugs 70% of the time.</p>	<p>Measure 1: 91% of student attempts successfully completed this assignment at 70% or higher.</p>	<p>Measure 2: No change is needed at this time.</p>	
	<p>Learning outcome 3: Students will explain and discuss differing perspectives on drugs.</p>	<p>Measure 2: Discussion leader assignment</p>	<p>Measure 2: 70% of students will successfully discuss and explain differing perspectives 70% of the time.</p>	<p>Measure 2: 100% of student attempts successfully completed this assignment at 70% or higher.</p>	<p>Measure 2: No change is needed at this time.</p>	

Overall assessment: This was my first time teaching the course, and I feel that it needed more quantifiable measures – that is, more things to grade in the course. This would not only improve the assessment, but it would improve the learning, as I can more accurately gauge where students were grasping the concepts and where they could improve.

WSU Course Evaluation: Quantitative Summary

Enrollments during the 2018-19 year of WSU courses were strong with 293 students across 7 courses (average class size=42, range=14-92). A course evaluation with 13 quantitative (scored 1-5) and 4 qualitative items unique to WSU courses was developed and administered. The means and ranges reported below are by item across all 7 courses.

Item	Mean	Range
1. How well do the instructors stimulate and challenge you to analyze and question course material?	4.23	2.89 – 4.64
2. How well do the instructors integrate information across their disciplines and backgrounds?	4.43	3.11 – 4.72
3. How do you rate your instructors' level of interest and enthusiasm toward the course material?	4.52	3.50 – 4.73
4. How do you rate your instructors' interactions with you as a student, inside and outside of class?	4.27	3.69 – 4.49
5. How do you rate your instructors' interactions with each other in class?	4.51	4.11 – 4.62
6. How do you rate the quality of feedback provided on your coursework?	3.93	3.00 – 4.46
7. How effective were the varied learning activities in helping you understand the relationships between the two discipline areas?	4.09	3.00 – 4.38
8. How do you rate the organization of presentations and course material?	4.12	3.11 – 4.64
9. How do you rate the clarity of course presentations and instructors' explanations?	4.11	3.13 – 4.49
10. How do you rate the clarity of the criteria for assessing your coursework (e.g., grading rubrics, sample work, outlines)?	4.02	2.50 – 4.67
11. Based on your experience in this course, how likely are you to take and/or recommend WSU courses to other students?	4.24	1.50 – 4.69
12. Overall this WSU course was:	4.2	3.00 – 4.59
13. Overall the instructors were:	4.3	3.11 – 4.69

WSU Course Evaluation: Qualitative Comments

CLASS	Q14: What aspects of this WSU course did you like MOST?	Q15: What aspects of this WSU course did you like LEAST?	Q16: If you could take this WSU course over again, is there anything YOU could have done differently in your role AS A STUDENT to improve your learning?"	Q17 What advice would you give another student who is considering taking this WSU course?"):
1680	Everything about this course was great. I've read history books, but I had no idea that disease has played such an important role in human evolution.	Nothing comes to mind. I like history and this gave me a different perspective of it. Very enriching and enlightening.	Maybe get started on some assignments earlier.	The class is fun and informative. Many of the stories you hear are ones you've heard before, but from a different perspective. I'm grateful for what I've learned in this class.
1680	I really enjoyed the videos that went along with learning. I appreciated the study guides, and historical accounts which were well done.	I dont feel like I learned much microbiology. Some basic things, but not much.	Not really. I was pretty on top of it.	Take it, its probably one of the most interesting courses that I have taken thus far. The professors are studs, and work together well.
1680	Interesting topics, well designed assignments.	Obvious bias, unclear grading.	I would not have tried so hard writing papers.	Use class time to write papers or study since nothing is covered in class that isn't in the online material or in the reading.
1680	Giving hints and study guides to prepare for quizzes		Watch videos sooner	
16	I liked the vignettes as a way to flip the classroom.	Maybe study groups would've helped.		I would tell them to really focus on

8 0				the online portion of the course.
1 6 8 0	<p>I like to the research process and being able to apply history skills and also cognitive thinking about if then statements, and using the vocabulary they learned and also the influential dynamics of the certain situations of what disease does to a Country, population or culture., and just the overall effectiveness of being able to know how much disease has changed humanity.</p> <p>Thank you Dr. sessions and Dr. Albert for this wonderful class.</p>	<p>The testing was harder than I thought. I would recommend the professor is going over the tests or a mock test in the beginning of the course to kind a help the students know what the science questions are going to look like what are the history questions are going to look like other than they're just based on the book or on The Science glossary. How do you study the terms for science and know how to apply them in the test. Would help a lot.</p>	<p>I would shorten my papers so it wouldn't take the professor A longer time to read My research papers.</p>	<p>Put yourself in their place of those people who are suffering from disease and you'll know little bit of how it would affect that population. And I also think outside the box. Look up Books on water her books on the government or a history of a people And delve into the aspects of what disease did for them. For example the Aztecs and smallpox destroyed the Aztec empire where Curtis was able to take over. Or the site and rail Road in Burma Thailand and how the Japanese were stopped in the progress because of the death of so many of their prisoners of war due to disease along with countless Japanese getting killed by the disease.</p>

				Jump into the course and love learning because that's exactly what they expect you to do.
1680		Quizzes seemed to focus more on abstract details from the material rather than actual subject matter		
1680	The content and combing multiple subjects.	Response time from Professors	No. I thought it was a great course, and I learned a lot.	Take the course. It was one of the best I have taken.
1680				
1680	It wasn't an overwhelming class. It has some challenges, but it's doesn't overload you.		Read course material before class ??	Do the movie reviews early because a lot of stuff is due at the end.
1680	THis hybrid course was very effective, I thought it was great having the video lessons then coming to class and discussing those issues. Studying for the test was very straightforward and everyone had the same resources, very well organized.	nothing comes to mind	The first test is always the hardest, knowing how the tests work and using the history hints I could study more, highlight things in the book and go slow.	Go to class, keep up, have fun
1680	They were very entertaining and I could tell they both really cared about what they were teaching.	I didn't like that the quizzes were due at the time of the start of class, this is just me procrastinating, but I often would skip class to take my quiz		
16	The professors wanted to teach us the content of the class. They were excited to teach us and		I would take this course again, it was worth taking a 4 credit	Make sure you stay on top of things in the class

80	made us think about the material in the class in the outside world, not just in the classroom.		science class. I feel like I could have used more time studying the content to get ready for the quizzes.	and make sure you show up because you find out very important information while in class.
1680	The presentations were engaging.	the history mysteries.	more studying, not being on a sport.	do assignments early pay attention in class
1680	that it actually worked well as a hybrid course. I worried that the content would be dull because a lot of it is online, but it turned out good.	The in class meetings summarized what was on the online portion of the class. You wouldn't really need to attend the meetings if you studied each module in canvas. I think that the in class meetings should be a little more powerful, such as maybe teaching some vignettes that are only in class.		online portion makes the in class meetings feel unimpactful
1680	The learning environment and having to spend relatively little time online in order to succeed.	Having to spend time online to learn. I understand that that is the point, but if this class was four hours in person I think it would be very effective.	Purchasing the book might have helped, but it wasn't a huge deal.	Just chill with the class and watch the videos and you'll do fine.
1680	The scientific aspects of the class were the most exciting. Learning about the different types of cells and viruses were very exciting and fun. It helped me appreciate diseases and viruses more, and helped me realize how much these diseases and illnesses have influenced the making of our history.	What I did not like about the WSU course was that when we wrote our History Mysteries, we had to come up with three sources. Sure, sometimes one or two sources sometimes helped when writing the paper, but three was sometimes difficult to find, and most of the information I was writing about I already know without needed extra sources.	I would not have procrastinated and tried to get most of my schoolwork done as soon as possible. Especially with this week being finals, and this class alone needed three or so projects done at once.	Do not procrastinate, show up to all the classes, and especially especially ESPECIALLY read all the vignettes and lessons and videos that the teachers post online. It will benefit you in the long run, especially with the quizzes we have to take every other week.

1 6 8 0	Having two professors from different backgrounds teaching it.	Not very clear on grading criteria	None	Take it. Fun course and great professors
1 6 8 0	I liked how it tied the science aspect of disease to its affects on history	I did not like the long reading assignments, since I already had so much to do in other classes, but there is nothing that can be done. I know the benefits of the reading.	Be more efficient with time management.	Stay on top of the assignments and do not take more than one online class at once.
1 6 8 0	Fun and easygoing class. You learn a lot without realizing you're learning.	Felt like a workload dump at the end of the semester. Maybe make the second movie review due a little earlier?	Spend more time on the reading and more time studying/memorizing the vocabulary.	As long as you do a little bit each day it's really easy to stay on top of.
1 6 8 0	I liked learning about the stories and how they changed the course of history	I did not like how on the history mysteries they would not say why I missed the points	I would have spent more time on the vocab	To not wait until the last week to do your stuff
1 6 8 0	Very interesting class. The course material was really fun to learn about it.	There is quite a bit of work but it is nothing overwhelming.	Nothing. Great Class.	It's a very good productive class.
1 6 8 0	I liked the fact that everything that needs to be known are neatly organized in the modules, including extra sources to further your understanding within the topic.	Attendance. However, I do see the importance of having it mandatory; otherwise no one would show up. It's just the fact of having it one day a week, and considering all the material needed is online anyways.	I would take into consideration how long the papers and projects take me. Like most students, I'd find myself procrastinating them until the last minute.	I would tell the student to not take shortcuts, put in the work, it may seem a lot but once you get going it's pretty easy. The professors can be kind and understanding if they see that you're trying your best.
1 6	Talking about different diseases.	I did not dislike any of it.	nothing, these are two of the best professors at weber and some also	Just go to class and do the work and study for

8 0			the best professors I have had.	quizzes and if you need help get help from the professors they are always willing to help.
1 6 8 0	I liked how engaging the course was.	I did not like how hard the quizzes were	I would study more for the quiz	Study
1 6 8 0	The time spent in class was fun and engaging, the professors had fun with the subject, and with each other, and there were plenty of interesting conversations.	The online content, I felt a disconnect between content in class and online. I was not always sure that I knew everything I needed when it came time for tests.	Look over the vignettes more deeply, I mostly just watched the videos, but the written portions often went deeper.	Make sure you keep on top of learning the course material, it is up to you to make sure you get all the information you need.
1 6 8 0	It was really fun and the professors were very helpful	There was a lot of tests and assignments but they weren't too hard.	Nothing. it was a cool class.	Just study a lot and go to class and you will be good.
1 6 8 0	I really liked how they challenged us to think about medical mysteries.	I did not like the fact that we had class. This could have easily been an online class.	Yes, I could have done more research and studied the material more.	TAKE THE CLASS
1 6 8 0	It was very personable. What I mean by that is while there were some things that everybody had to learn, there were many things that you as an individual got to choose. This made the class more enjoyable because you were learning about things you cared about. It made class more exciting and interactive. I also enjoyed how the science aspect of the	There are occasionally weird, super random questions on quizzes. Also, I didn't like that there were so few options for the movie reviews. Five movies doesn't give you much room for personal preference.	I read all of the material, and watched all of the video's as well as used many of the tools given me. Is there more I could have done, of course. That being said though, my grade (as of this evaluation) is 96%. So I feel like if a student wants to get a good grade; it is absolutely achievable. On average, I probably studied for 4 hours a week and it was not	Be prepared for some sexual comments. There are some nasty pictures in the book of diseases. Other than that, just have a good attitude, go to class for attendance, and you should be good. I loved this class and honestly, I'm sad it's over.

	course was - to my surprise - quite enjoyable. I learned a lot without even realizing it.		too hard to keep my grades up.	
1 6 8 0	I know that this isn't something professors want to hear, but I enjoyed the fact that all of the material needed for exams could be found online. Nothing discussed in class was needed for the exams. Attendance points were the only incentive for going to class each week.			
1 6 8 0	Learned new things in this class.	NONE	ASK MORE QUESTIONS	Show up because what they discuss in class will help with the tests and homework. A lot of information is given in class.
1 6 8 0	I enjoyed the material the most and the way it was conveyed. Normally, this would be a difficult course, but the efficiency of the instructors made it fun and interesting.	Out of everything, I guess I liked the quizzes the least. Normally, I am a pretty good test-taker, but, even with a fair amount of studying, i did find the quizzes to be somewhat difficult for this class.	I would have given myself more time to go over the textbook and study even more for the quizzes.	I would tell them really pay attention to the vignettes and use all the sources available to them like the crossword puzzles, the practice quizzes, the textbook, and the videos.
1 6 8 0	I enjoyed the guest panel when we were covering sex and gender. The Friday assignments were demanding but worthwhile for what they taught.	I appreciated the expertise from the two different instructors, but I would have liked to see more team-teaching and integration rather than the split-the-course-in-half approach.	:)	The class is great, the instructors grade fairly, and as long as you participate in discussions and read the assigned material, you'll be able to enjoy the course.
1 6 8 0	I liked the beginning part of the course that had to do with the biology side of things. It was very informative.	I didn't really enjoy some of the lectures. I would have like more interactive activities.	I would have participated more and been better prepared for class.	Just do the assignments on Friday and be prepared to learn about sexual

				topics based around gender.
1680	I enjoyed that the teachers brought in diverse backgrounds into class. Although the class was divided into two sections, both played off one another and intertwined smoothly. I also enjoyed the FSA's because often they were different each week as apposed to just reading an article every week.	We could have used class time more effectively. Didn't really see a need for the textbook.	Respond more and add to the conversation in class.	prepare to learn more about yourself and keep an open mind to the new material you will be learning.
1680	I liked learning about two subjects and their connections to each other.	It was a little rushed to fit both subjects in.	Done more reading out of textbook.	They are a lot of fun. Be prepared to just get a brief idea of each subject that isn't in depth, but a good starting point for learning about a subject.
1680	Two topics that really work well together	Disorganized	Taken notes	Take notes
1680	I liked what we talked about. It is very interesting and very relevant and is good to be educated about things like this more and more in today's society.	They didn't always present it in a very stimulating way and it could come across as boring.	I would make sure I turned in the FSAs in on time and study more for the tests	Just turn in assignments on time and really look at the study guide.
1680	Class discussions and lectures were VERY interesting and engaging; the material was interesting and the	There is not much I didn't like -- I guess some of the assignments seemed unnecessary but overall they were helpful.	Participate more in the discussions and be willing to voice my thoughts.	Don't be afraid to ask questions.

	professors taught it well.			
1 6 8 0				
1 5 6 0	Two enthusiastic instructors.	Schizophrenic subject changes, poor use of class time, uninspiring reading material.	Find some way to encourage other students to engage in discussion.	None, it was a joke.
1 5 6 0	I liked the history aspect and the ability to think critically. I personally enjoyed the course material very much.the instructors were awesome	We had a lot of papers	I could work harder on my assignments	Show up to class and participate
1 5 6 0	I really enjoyed learning about the Rights of Nature.	I am not too interested in the science-y side of air pollution and climate change. I am concerned about these topics, but learning about them is hard to follow for me individually.	Possibly speak up more when students got together in groups.	Be open to learning about the intricate problems in our world. And please go hug a tree :)
1 5 6 0	The instructors did a good job involving the class to show genuine care for the topic presented each day	The assigned reading seemed a bit representative during class discussions.	Take more notes while reading for my own understanding	A effective class for two general requirements credits.
1 5 6 0	I liked that this class wasn't the typical lecture class. This class was full of color, different opinions, and discussion. I loved it.	I did not like the amount of reading compared to what was discussed in class.	I would take this class again but I would participate more. I would also question sources more.	Participate and go in with an open mind.
1 5 6 0	I really enjoyed the way my two professors encouraged all of us to participate as well as think outside of the	Nothing	I would honestly like to go and take this class again.	Read the assigned readings (not just for this class but for all classes.) Pay attention and try to think

	back. Quality was impressive.			outside of the box
1560	How the class was designed to be interactive and everyone had a voice about the topic.		Read the materials on a more understanding level	Be ready to improve your communication skills
1560	The discussions	Campus events	Attend class more	Make sure to do campus events and have papers ready
1560	Discussions and listening to other thoughts and opinions	Need a more clearly organized syllabus. Make sure to post readings and assignments well ahead of due date		
1560	I liked the varied assignments and reading. We also had great class discussion that shaped our views of the world. I appreciated that each teach brought their discipline into the class content.	There was a lot of reading and for someone who is a slow reader, it took a lot of time.		The reading is enjoyable. The class is based on the needs and questions of the students which is super awesome.
1560	I liked how it challenged us to think and have our opinions. It was very well thought out and I liked that we were able to also see what weber state university is doing to go green.	Nothing it was an amazing course.	No everything was tough clear and was a lot of fun.	Don't be afraid to voice your opinion, it might spark up a fascinating conversation.
1560				Be ready to read a lot
1560	I liked the class discussions about controversial issues regarding the health of the environment. Also thank you Mr.	I didnt like how much reading we had to do. At first it was fun but as we got further into the semester it was harder keeping up with	I think I could've reached out more with opportunities that we have discussed in class and sharing my experiences.	

	Crimmel for inviting me to dinner along with the New Zealanders and the diversity group. That was really amazing. I loved this class. My favorite class of the semester. Everyone should take this class.	it. The information from the readings were astonishing but it was alot.		
1560	The in-class discussions were very nice and I feel helped others understand the material and opened things up to interpretation as well as seeing where others stood on certain topics.	Nothing, everything was quite enjoyable.	Been better about doing the reading thoroughly so I understood the material and could better contribute to the discussions.	Do the reading. And participate in class.
1560	The material letting us know of the damage and reality of what is going on in our world and to our planet. Very real material.	I wish the time was longer. Also sometimes the material and readings were not available. So it would be extremely helpful if we were able to submit all of our assignments through canvas. I understand the peer review but maybe we could submit both the first peer review and final together wuth the last submission so the professors are able to see what has been edited.	No. I feel I did everything I could for this class. If anything I would probably read more if the material was through canvas when it was assigned but it happens.	It is amazing and make sure you read all materials to realize the full scoompe of what is happening in our world regarding all pollution.
2420				
24	It filled credits I needed. It was interesting.	I felt like the sociology perspectives were biased only towards one side and I wish	Yes, I would have tried harder.	Go to all the classes.

20		that there were readings that had arguments that were not one sided.		
2420	I liked the essay because it challenged me to write about aspects of a thing that I had no prior knowledge of. It was the most challenging paper I have ever written, but it made me think more critically and I feel like it was a good paper.	I didn't really like of the readings because there could be better articles that are longer.	I would have probably talked more during the reading discussions. At the beginning of the semester I talked quite a bit, but as the semester went by, I talked less and less. Besides that, I wouldn't really change anything.	If you like to talk about drug science, this is your class.

PART II: COST-BENEFIT ANALYSIS OF THE WSU PROGRAM

GEIAC has been charged with evaluating the WSU Program with a cost-benefit analysis. The analysis is the basis for a Faculty Senate decision to charge GEIAC with bringing a permanent WSU Program proposal forward next academic year (2020-21).

I. History and Overview

The WSU Program proposal was presented to Faculty Senate on April 15, 2015 and approved unanimously. The proposal was for a 5-year experiment to evaluate the program's impact on the Gen Ed curriculum and to assess whether multiple Gen Ed attributes can be taught in a single course. The proposal was for a handful of courses and although no enrollment caps were proposed, WSU courses were assumed to be relatively small but could be expanded if assessed positively.

The senate debate minutes highlighted concerns about the transfer of WSU courses to other USHE Institutions. Those concerns were not borne out because the Gen Ed *attributes* transfer to other USHE institutions even though the *courses* themselves may transfer as electives. Another general concern was that R470, the Regent policy governing Gen Ed may not support this kind of innovation in general education. However, despite language seemingly requiring a certain number of credit hours in each breadth and core area, the policy states that, "*(Gen Ed outcomes)...may be met through innovative programs that meet the same outcomes specified in this document.*"

As can be seen in Table 1, over the past four years, GEIAC has offered 11 unique WSU courses that reflect most Gen Ed areas, including 7 with SS attributes, 3 with LS attributes, 1 with PS attributes, 7 with HU attributes, 2 with CA attributes, and 2 with QL attributes.

Table 1: Course numbers, titles, and number of offerings in the past 4 years

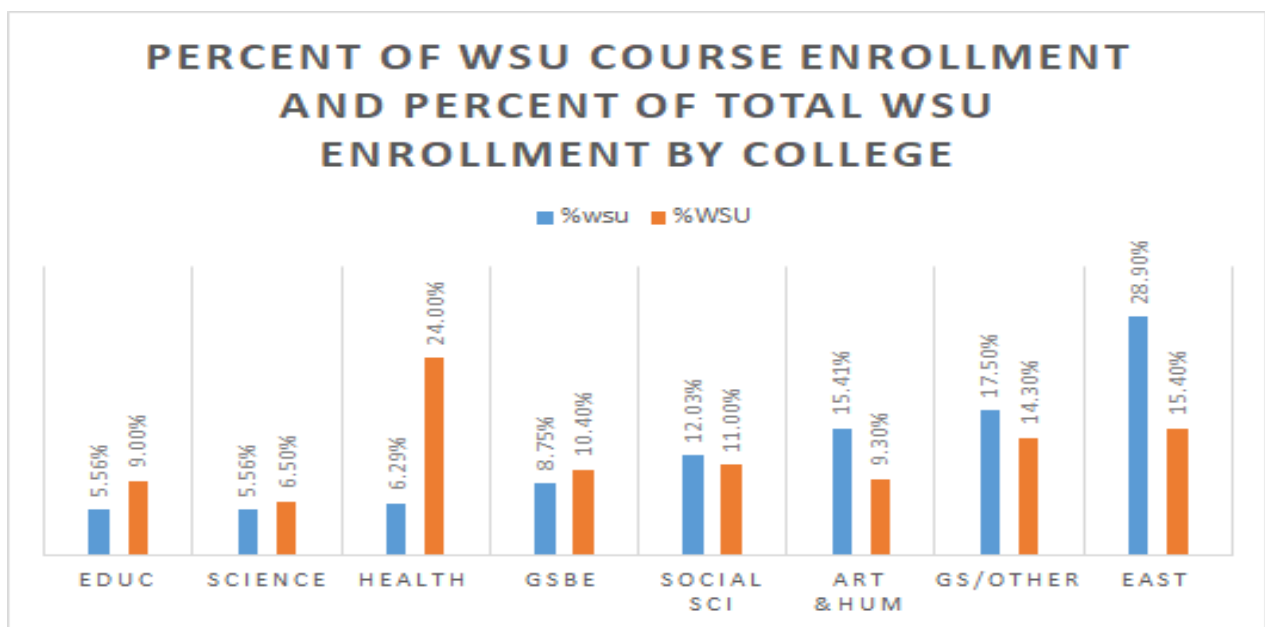
WSU 1450	Intersection of Art and Communication	4
WSU 1560	Identity in the Digital Age	2
WSU 1560	The Story and the Brain	2
WSU 1560	Sustainability in Thought and Practice/People and Nature	4
WSU 1560	Research, Creativity, & Exploration among Disciplines (Scholars Project)	3
WSU 1580	The Story and the Cell	1
WSU 1680	Microbes Rule: Impact of Disease on History	8
WSU 1680	Science of Human Variation	2
WSU 2340	Pattern Play	1
WSU 2350	Writing with Numbers	1
WSU 2420	Evil Chemicals, Drug Scares, and Big Business	2

To examine the costs and benefits of the WSU program, we explore seven elements: 1) student background, 2) student value & success, 3) student reaction, 4) program size and cost, 5) faculty impact, 6) department impact, and 7) adviser assessment.

II. Student background: Who is taking WSU courses?

OIE conducted an analysis of all students enrolled in WSU courses. Students enrolling in WSU courses reflect the overall WSU student body, showing broad engagement and representation. Most students are underclassmen (i.e., 29.5% freshmen; 44.5% sophomore) and few are more advanced students (i.e., 16% juniors; 9% seniors; 1% other). Most students are White/Caucasian (71%), which is slightly below the university rate (73%), but a minority of students are Hispanic/Latino (14%), which is slightly higher than the university rate (11%). Student GPA when taking WSU courses was a “B” (M = 3.1), with a sizable standard deviation (SD = .78) and range (0 – 4). Students enroll in WSU courses proportionally from different colleges. As can be seen in Figure 1, there is an over-representation of EAST students and an under-representation of Health students. The representation of students from each college also reflects broad engagement in the WSU program.

Figure 1: Proportion of WSU Course Enrollment and Total WSU Enrollment, by College



III. Student value & success: Is the program effective for students?

OIE identified 934 students who have completed a WSU course and earned a grade in the past 3.5 years. Results reveal an average course GPA = 3.06. The majority of students (92%) completed WSU courses with a grade of D- or higher¹. The non-completion rate of 8% in WSU courses is well-below the average non-completion rate of 24% in the top 22 most enrolled Gen Ed classes. Next-

¹ A D- or higher is required to pass all the Breadth Courses. Core courses required C or higher. There was one student who earned a D in WSU 2340 (Pattern Play) which paired a QL with a CA was coded as not completing the QL attribute.

semester persistence was 67%, with another 18% graduating in the subsequent semester. The 15% non-persistence rate is lower than WSU average of 19%.

IV. How effective have WSU courses been in achieving area learning outcomes (ALOs)?

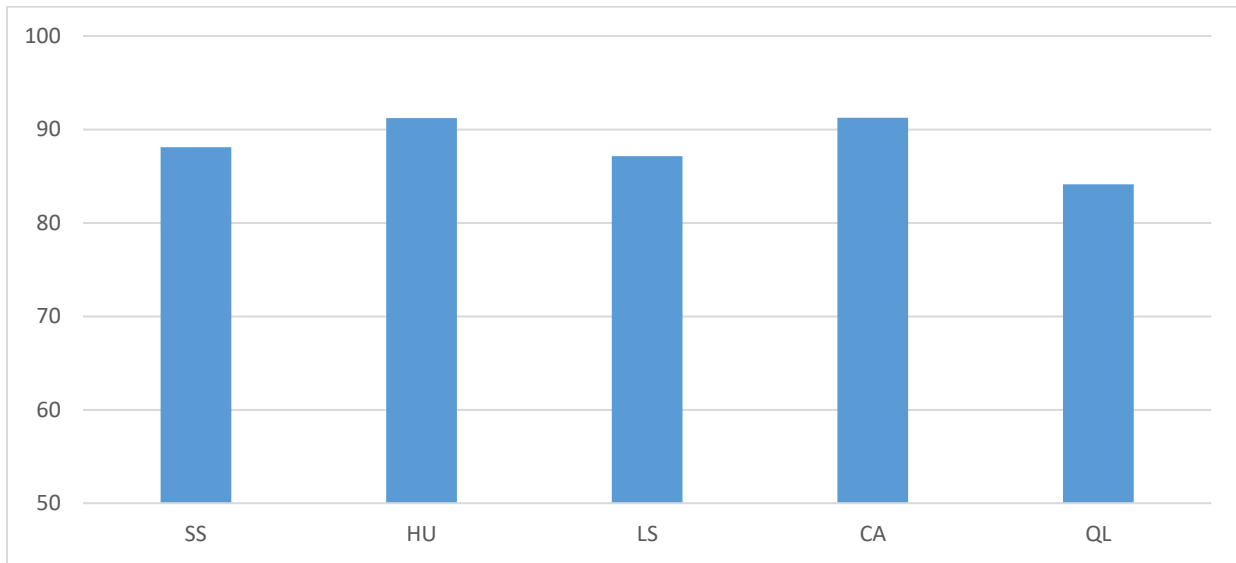
The Area Learning Outcomes (ALO) of the 11 WSU courses were reviewed 17 times in the past 3 years. The number of times each was assessed and the year(s) they were assessed is listed in Table 2.

Table 2: Course numbers, titles, and number of reviews in the past 3 years

Course	Title	Total Times Assessed	The Year(s) Assessed
WSU 1450	Intersection of Art and Communication	2	1, 2
WSU 1560	Identity in the Digital Age	2	1, 2
WSU 1560	The Story and the Brain	2	1, 2
WSU 1560	Sustainability in Thought and Practice / People and Nature	3	1, 2, 3
WSU 1560	Research, Creativity, & Exploration among Disciplines	1	3
WSU 1580	The Story and the Cell	0, currently being taught	
WSU 1680	Microbes Rule: Impact of Disease on History	2	1, 2
WSU 1680	Science of Human Variation	2	2, 3
WSU 2340	Pattern Play	1	1
WSU 2350	Writing with Numbers	1	2
WSU 2420	Evil Chemicals, Drug Scares, and Big Business	1	3

The reviews assessed two different Core or Breadth area for each course. Students' achievement of ALOs for a particular area were averaged over outcomes. As can be seen in Figure 2, the majority of students achieve the ALOs in their WSU courses.

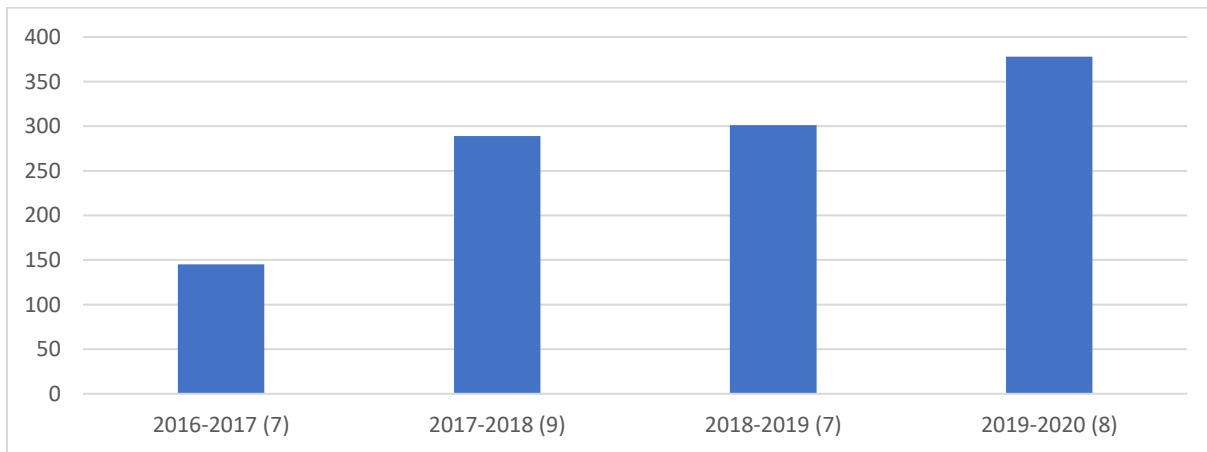
Figure 2: Average Percentage of Students who achieved ALOs, by Gen Ed Attributes



V. Student reaction: Do students value the courses?

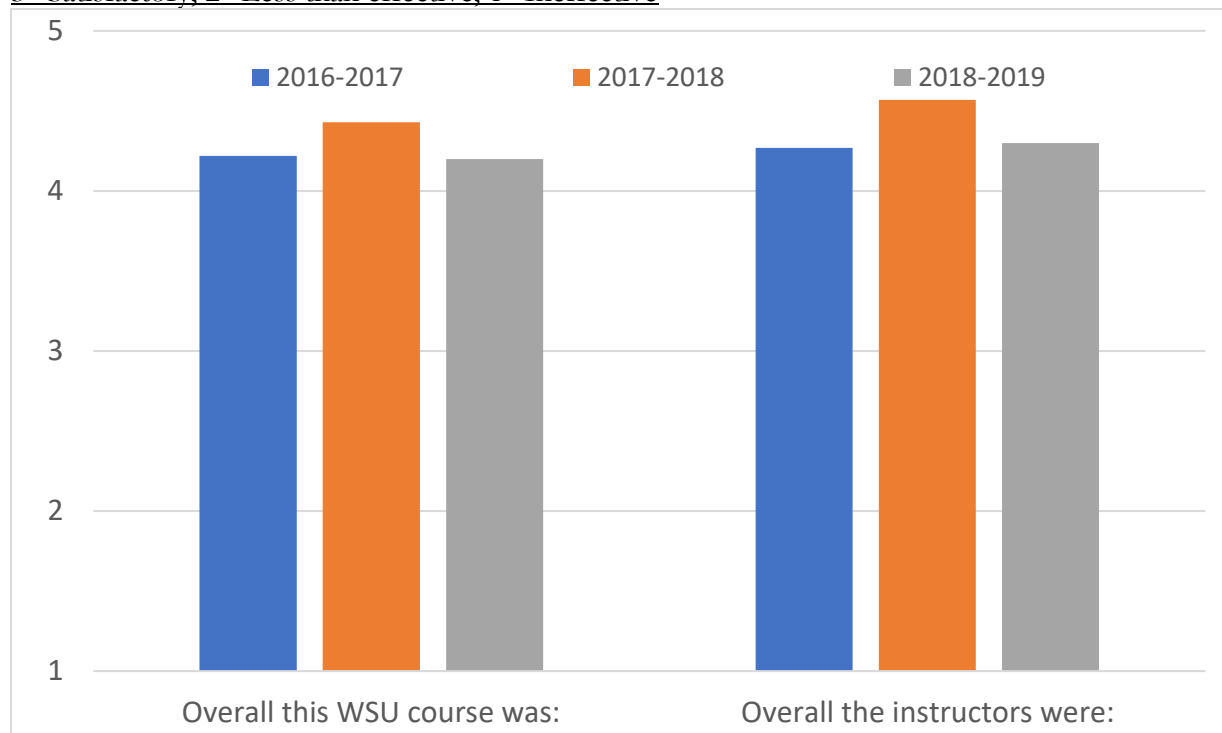
WSU course enrollments are increasing, which suggests greater student interest. The enrollments were due to more students enrolling in individual classes, and offering more WSU classes. That said the WSU Courser Program has a small footprint with 1097 students and 4,047 SCHs over the past 4 years. Although seeming large, the 4,000 SCHs is only 0.6% of the 732,087 SCHs generated by Gen Ed over the last 4 years (excluding CE)

Figure 3: SCH production for WSU courses, by year



Each semester, each course is evaluated by students with a WSU course assessment. WSU course evaluation averages (see Figure 4) are comprised across courses show that students value the courses. In addition, focus groups with students in WSU courses highlighted the value of their interaction with the instructors, multiple perspectives in the classroom, and the depth of coverage.

Figure 4: Course Evaluation Averages for WSU courses, by year (5=Very effective, 4=Effective, 3=Satisfactory, 2=Less than effective, 1=Ineffective)



VI. Program size and cost: Is the cost of the small program justifiable?

The program was designed to be small with about 6-8 WSU course sections per academic year (3 – 4 a semester). This represents .3% to .4% of the approximate 2000 sections of Gen Ed courses in a given year (excluding Concurrent Enrollment). The program costs about \$50,000/year, which funds two faculty members to teach each WSU course. Faculty members are about evenly split between in-load (in which case funding goes the department) and overload teaching (in which case funding is received by faculty directly) for the WSU Program. This funding comes from the Provost Office who has been committed to the experiment.

Concerns about the WSU program address its cost relative to the number of students it serves. Many of the same arguments can be made about other programs on campus that disproportionately send resources to certain students at the expense of other students. Interestingly, many WSU courses had their start as Honors courses that enrolled most often exclusively Aletheia and Honors students. In light of the resources allocated to Honors to create and develop some of these courses, it seems fair and equitable to make these courses available to all students, not just Aletheia and Honors students. It hardly seems like a fair use of resources to offer the courses for a short time to a select group, when other students, whose academic background, college, and ethnicity better represent the entire WSU student body, clearly are interested in enrolling. Thus, rather than privileging some students, the WSU program may be better seen as making available to all students those courses that were the domain of a few. Offering these sorts of Gen Ed courses to ALL students is a matter of fairness and equity. We have appreciated the partnership between Honors and the WSU program in order to make these innovative, interdisciplinary courses more widely available.

VII. Faculty impact: What are the costs-benefits for faculty?

Costs for faculty teaching in the WSU Program have been expressed as a concern about teaching load of those who teach in the program. We address the concern first by examining the overall effect of teaching a WSU course on individual faculty load. If it has a substantial effect then the concerns about lost opportunities to engage in other activities relevant to their job should be raised. But if the effect is minimal, it would suggest that there was no additional lost opportunity for the *faculty* by teaching in the program². To address the questions, OIE pulled two sets of data. The first was the teaching loads of faculty (N=14) teaching a WSU class in the fall or spring of AY 2017 and the loads of the same faculty teaching in the same semester the year *before* they taught in the WSU program (AY 2016). Faculty members (N=2) not teaching in the prior semester were excluded from the analysis. Loads are calculated as SCHs

Table 3: The SCH load of faculty the year prior to and the semester when they taught a WSU class.

Average Faculty Load When Teaching in the WSU Program	Average Faculty Load Before Teaching in the WSU program
12.79	12.57

The results show that there is a small increase in load (.14 SCH) when faculty teach in the WSU program, but one that is not statistically significant. That is, teaching in the WSU program did not burden an individual faculty member by increasing his or her load, at least in comparison to the semester of the prior year.

We also address the question by examining the effect on teaching loads of select faculty teaching in the Honors or WSU program across multiple semesters. We wanted to compare faculty load in the WSU and Honors programs to compare similar programs that fund faculty from departments to teach non-departmental courses. OIE pulled the academic loads of faculty from the past four years who taught in the WSU (N=18) and Honors (N=16) programs in the AY 2018 fall semester (Honors) or the fall or spring (WSU) semesters. The data included loads for each semester and whether or not each they taught in the WSU or Honors program. Instructors who only taught in a program but not in any other semesters (e.g., administrators or faculty on sabbaticals, reductions, or leaves) were excluded from the analysis.

The average semester load of faculty teaching in each program was computed and compared for semester they did or did not taught in the targeted program. The analysis combines variation within (same faculty over semesters) and between (different faculty over semesters) instructor load calculated as SCHs. As the analysis combines variation within and between instructor loads, it was not subject to a statistical analysis

² Even if faculty do not experience a lost opportunity teaching in the program, that is not to say that there are lost department opportunities for departments, given that the faculty is teaching outside departmental requirements.

Table 4: Average SCH production for faculty teaching WSU of Honors courses

	Teaching	Not Teaching
Honors	11.15	10.75
WSU	12.07	10.23

Notably, the average loads are at or below 12, which is the standard load for faculty per semester. This may reflect the other administrative or service responsibilities of instructors in both programs. There is a greater disparity in teaching or not teaching WSU courses (1.84 SCHs) than Honors courses (.40 SCHs), which may reflect that the greater use of the overload option of WSU than Honors instructors. We also calculated the number of WSU and Honors courses taught over the four years and the average SCHs generated by the faculty member. The correlation coefficients were not statistically significant, meaning that the number of WSU or Honors courses did not impact the average SCH productivity of faculty.

To further explore the cost and benefits of the WSU Program, we held a focus group for faculty members teaching WSU courses. Four faculty teaching three different WSU courses commented on the value of the experience in terms of collaborations with colleagues, insight into interdisciplinary approaches to the course material, better discussions between faculty and students, and that two faculty in the classroom is required for WSU course efficacy and success. Faculty also commented on the impact on their general pedagogy or curricular design in terms of their non-WSU courses being broadened with a new perspective on course material, enhanced with better design, and improved student-learning outcomes.

VIII. Department impact: What are the costs-benefits for departments?

To address the cost-benefit for departments whose faculty teach WSU classes, we surveyed the chairs of departments whose faculty teach WSU courses open-ended questions of about the impact on the department and to judge the net cost or benefit of the program. Of the 14 chairs surveyed, 7 (50%) responded, with four chairs seeing benefits outweighing costs of the program for the department. Two chairs sees the costs and benefits as equivalent and one chair sees costs outweighing benefits.

The comments of the 7 chairs to the specific responses to the cost and benefit questions are below. Three related themes emerged as costs for departments, including scheduling classes faculty teach WSU class, the need to recruit adjuncts when faculty are teaching in load, and the challenge to find adjuncts to teach required course. One other cost mentioned, addressing the loss of funding support for the faculty to teach in load was a misunderstanding of the pay model. That department was compensated in full for the faculty teaching in the WSU Program. The chair is now clear on the compensation model.

Three different themes emerged as benefits for departments: 1) WSU courses serve as a “recruiting tool” for students who might otherwise not take a course in the area, 2) Valuable to faculty engagement, innovation, collaboration, and pedagogical skills that positively influence teaching in other courses, and 3) Students get intellectually valuable and cost-effective Gen Ed classes

Table 5: Responses to survey sent to the 14 department chairs whose faculty teach WSU courses

Describe the benefits your department realizes from your faculty teaching WSU courses (benefits to the teaching, to the department, to potential students, etc.).	What are the downsides or costs to the department of your faculty teaching WSU courses?	Choose the most appropriate response given your experiences with WSU courses.
It's a great recruiting tool for the department, creating an opportunity to reach out to students who might otherwise not take a history course or find a history course compelling. It's very stimulating and rewarding for the faculty, who have found that their experiences in their WSU classes have positively influenced/shaped their pedagogy in other courses. It's fantastic for students seeking to be "efficient" in their coursework because they get two GenEd areas with one course, so it's both intellectually valuable and cost-effective for our students who are worried about the high costs of higher education.	I can't really imagine any. It's been a VERY positive experience for our faculty and department.	The benefits outweigh the costs
Students get double Gen Ed credit, faculty get chance to be innovative and team teach with someone outside of department	Not a big deal but getting an adjunct for a class faculty would otherwise teach.	The benefits outweigh the costs
I would say the benefits are participating in novel curriculum, participating novel teaching opportunities for faculty, engaging with the university community.	Depending on what else is going on in the department that semester, it can make scheduling really tight.	The costs and benefits are basically a wash.
Stimulating for faculty; helps build cross-campus connections and partnerships; expands sense of what is possible pedagogically and creatively	None at all.	The benefits outweigh the costs
I think it is a win-win for students and faculty. It helps students transfer knowledge from one discipline to another, and it is stimulating for the faculty and students.	At this time, I am not aware of any of the downsides.	The benefits outweigh the costs
Opportunity for faculty member to collaborate with faculty from other departments and explore topics of mutual interest.	Faculty are unavailable to teach required courses in the departmental programs that cannot be taught by adjunct faculty.	The costs outweigh the benefits
Exposure of students to disciplinary content; faculty innovation and ability to teach special topics; hope that the department will get students interested in their discipline	A faculty member can a half a course in load, which costs the department an entire course that could otherwise be offered in the dept/program.	The costs and benefits are basically a wash.

IX. Advisor assessment: Do advisors value the program

Advisors have a unique perspective on the value of WSU courses and its value for students. Their recommendations of the WSU classes to students is critical to and an indicator of the value of the program and benefits to students. Their concerns are also an indicator of costs or challenges with the program. To assess the value of WSU courses from advisors' perspective, we asked College and

SSC advisors open-ended questions regarding their experience advising WSU courses. Of the 43 advisors surveyed, 29 (67%) completed the survey. They were all familiar with the WSU classes and almost all (26/29 or 90%) were aware of the differences between them and other Gen Ed classes.

Most advisors see the value of WSU courses. Nearly half (48%) of the advisors reported advising all students to enroll in WSU courses whenever possible, 45% reported advising some students to enroll in WSU courses, and only 7% reported that they “seldom” or “never” advise students to enroll.

Reasons given for advising all students to enroll in WSU courses included that they shorten Gen Ed requirements, which saves students time and money; they promote connected learning; and they are extremely interesting and taught by amazing faculty, which make WSU courses an effective retention tool for underclassmen. Reasons given for advising some students to enroll in WSU courses included the fact that some majors require specific gen ed courses for their programs; the WSU courses are not offered consistently or only once per academic year, advisees have a narrow range of required courses that fulfill SS, LS, PS and QL. Reasons given for seldom or never advising WSU courses included that they don’t work for pre-med, pre-dental, and other similar students.

Table 6: Responses to survey sent to the College and SSC advisors

I am aware of WSU gen ed courses.	I am aware of the differences between WSU courses and other Gen Ed courses.	What is your experience advising students about WSU courses?	Please comment below about why you do or do not advise students to consider WSU courses.
Yes	Completely	I advise students to consider WSU courses whenever possible	I advise students to consider the WSU courses because it can shorten the gen ed requirements, save the students time and money, increase learning from cross-disciplinary information, and help them understand that gen ed courses can connect learning and experience to benefit their future career/educational paths, growth, and development.
Yes	Completely	I advise some students to consider WSU courses	WSU 1450 HU/CA isn't always offered. Most of my students have required courses that fulfill SS, LS, PS and QL.
Yes	Completely	I seldom or never advise students to consider WSU courses	Most WSU courses (other than those that satisfy both CA & HU) don't work for the majority of my students (premed, predent, etc.), as the prerequisite courses they must take also satisfy QL, SS & PS/LS requirements.
Yes	Completely	I advise students to consider WSU courses whenever possible	I advise them to consider WSU courses if it will help them progress faster and more efficiently
Yes	Somewhat	I seldom or never advise students to consider WSU courses	Gen Ed courses are determined by degree requirements. For example we the degree requires CHEM 1010 and PHYS 1010 PS's specifically.

Yes	Completely	I advise some students to consider WSU courses	Mostly location. Most of my students are at the Davis campus and so, the WSU courses are not available to them. I wish they were.
Yes	Completely	I advise some students to consider WSU courses	My majors require specific Gen Ed courses.
Yes	Completely	I advise students to consider WSU courses whenever possible	
Yes	Completely	I advise students to consider WSU courses whenever possible	WSU courses equip students to succeed in many facets of their college experience. Adjustment to college is difficult, especially for first-generation students; WSU courses bridge that gap.
Yes	Completely	I advise some students to consider WSU courses	I advise mostly CE and EC students who need to take classes that are meeting both High School and Gen Ed requirements. The WSU courses aren't always the best choice and they aren't offered as CE options. However, if an EC student is planning on staying at WSU or locking in a credential, then I'll suggest those courses.
Yes	Completely	I advise some students to consider WSU courses	Many of my students need foundational courses (like PSY 1010 or COMM 2110) to apply for graduate school. Barring those needs, I do recommend that students explore various options, including WSU courses.
Yes	Somewhat	I advise students to consider WSU courses whenever possible	In our majors, specific courses are required which are not WSU courses.
Yes	Completely	I advise students to consider WSU courses whenever possible	I am an advisor in the College of Science, so I steer students toward WSU courses that fulfill CA, HU, and SS reqs, but not LS or PS requirements, as they need to take so many for their major that there is no need to take extra.
Yes	Completely	I advise students to consider WSU courses whenever possible	I especially promote the WSU 1680 Microbes course because students receive 4 cr hr LS. I found out about this course from a student who took it. I don't really promote the others as often because they don't fit as perfect in my majors. If one of the Social Science was also a DV, I might promote it more. To be efficient most School of Computing students get their DV through SS. This is Pat DeJong if you want more information from me on this.
Yes	Somewhat	I advise some students to consider WSU courses	
Yes	Completely	I advise students to consider WSU courses whenever possible	
Yes	Completely	I advise some students to consider WSU courses	Their majors may want specific science courses so the WSU classes are not a good option. Many of them need a CA/HU WSU course and there is only one right now that fills both and it was available Fall 2019 but was full quite early into the registration process. The QL math course is kind of iffy too if the student is unsure of what their major will be. My students love WSU Microbes Rule! They love the instructors and that it is a hybrid. Thanks for offering it every semester. If

			students are thinking about transferring before they have an Associate I try and steer them away from the WSU courses as well.
Yes	Somewhat	I advise some students to consider WSU courses	Many of our students (DCHP) don't need any more LS or PS, so HU, CA, and SS courses are what I mostly recommend (I'd say more HU/CA than anything)
Yes	Completely	I advise students to consider WSU courses whenever possible	I always encourage students to consider WSU courses - especially those that look at the list of individual courses and don't find anything "interesting" - WSU courses are perfect for completing general education requirements - they tend to be extremely interesting, taught by amazing faculty members - excellent retention tool!
Yes	Completely	I advise students to consider WSU courses whenever possible	I usually advise students to consider WSU courses because of the "double dipping" factor, and that they will have more credits to use for other classes if need be. I also explain that the courses are always interesting topics taught by not just one but two passionate instructors.
Yes	Completely	I advise some students to consider WSU courses	I advise students to take WSU courses quite often. The only time I do not recommend taking WSU courses is when a student is considering transferring to another institution.
Yes	Completely	I advise some students to consider WSU courses	If a student is struggling and they have placed low in Math and English, I will give them other course options to choose from. For example, I will highly recommend UNIV 1105 and other resources that may help them in their college life. For students who demonstrate they are still needing to mature in their academic/University skills, I will wait before I recommend WSU courses. It depends on the student, their needs, and the goals/preferences they have shared with me.
Yes	Somewhat	I advise students to consider WSU courses whenever possible	These look like great classes, but I would like to have more information to go by including a more detailed course description. In addition, I wish the WSU 2340 Pattern Play was offered more frequently.
Yes	Completely	I advise students to consider WSU courses whenever possible	I often meet with students who are scared to take science classes because they don't believe they are good in science. I then recommend them to take a WSU course so that the material can be taught in a different way than just chemistry or microbiology and making it more fun!
Yes	Completely	I advise students to consider WSU courses whenever possible	I believe it is a good option for students if they have interest in the classes that are being offered.
Yes	Completely	I advise some students to consider WSU courses	If they plan to transfer, the courses may not be accepted as general education elsewhere. Some of our majors require specific general education courses.
Yes	Completely	I advise some students to	The biggest problem is that the classes are not offered consistently or only 1 time a year. It is hard to memorize when these classes are available.

		consider WSU courses	
Yes	Completely	I advise some students to consider WSU courses	In the college of Science, many Gen Ed courses in LS and PS are pre-determined to count toward a major. For instance, ZOOL majors need to take CHEM 1210, ZOOL 1110, and PHYS 1010, 2010 or 2210. Therefore, any WSU course with an LS or PS attribute is not useful to our majors, but I recommend that they look at the HU and CA courses. If a student is premed they need to take PSY 1010 and Soc 1010 so that further narrows the field. If a student is not premed, they can consider WSU courses that have an SS attribute.
Yes	Completely	I advise students to consider WSU courses whenever possible	

X. A Summary of the Cost-Benefit Analysis

GEIAC attempted to capture the perspective of all relevant constituencies on the WSU Program in this cost benefit analysis. A summary of the outcome is presented below.

- Student Background: Students in WSU courses reflect the student body by college, ethnically, and academically.
- Student value and success: Student perform well academically in the courses, and have lower EWI rates than other Gen Ed classes.
- How effective are the courses. ALOs for each Gen Ed core or breath are largely achieved.
- Student reaction: Students value the courses as reflected in their course evaluations and enrollment trends.
- Size and cost: The WSU Program offers high quality Honors-type courses to other motivated students, which is fair and equitable.
- Faculty impact: Benefits for faculty engagement and rejuvenation are benefits with minimal workload costs.
- Department impact: Benefits seem to outweigh costs, but only for departments not stretched by needs to cover required courses and faculty willing to engage.
- Advisor assessment: Almost all advisors promote WSU courses for some or all students they advise, but concede that WSU courses are not necessary for everyone.