

General Education Assessment Summary Weber State University

Reporting on the 2016/17 Academic Year

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Table of Contents

Overview	3
Composition	4
American Institutions.....	4
Quantitative Literacy	5
Information Literacy.....	6
Diversity	7
Physical Science	9
Life Science.....	10
Social Science.....	12
Creative Arts and Humanities Renewal	15
CLA Trend Analysis and Discussion	17
Conclusions	19
Committee Members.....	21

Overview

- 1) Core and Breadth Area Committees are staffed with representatives from relevant departments and a liaison from the General Education Improvement and Assessment Committee (GEIAC). Area Committees met at least once this academic year to discuss learning outcomes, assessment, and findings. With the implementation of the WSU Program and discussion of changes to GE learning outcomes, Area Committees are engaged in GE revitalization and assessment.
- 2) GEIAC recommends that general education (GE) courses be assessed on a 3-year schedule. GEIAC works with the Office of Institutional Effectiveness (OIE) to ensure that departments teaching GE courses both set and keep to their assessment schedules.
- 3) The common reporting tool – evidence of learning rubric - includes these items (see http://weber.edu/oie/gen_ed_assessment.html):
 - a) GE learning goal
 - b) Course-specific measurable learning outcome aligned to GE outcome
 - c) Identified assessment(s) for measuring student learning
 - d) Threshold for expected student performance
 - e) Actual student performance data
 - f) Analysis/interpretation of findings
 - g) Action plan for changes to be put in place based upon performance and analysis.
- 4) Integration of GE reporting with Department Annual Assessment reporting.
 - a) Development of tools and functionality to support GE assessment.
 - i) Chitester question-level outcome alignment tool with reporting feature
 - ii) GE learning outcomes are available in Canvas as learning outcomes from which faculty can design rubrics.
- 5) Results of assessment:
 - a) **Core areas:** In 2016-17, data was gathered in 15 of 19 courses for a yield of **79%**. The proportion of courses assessed in core areas ranged from 80% (AI) to 86% (IL).
 - b) **Breadth areas:** In 2016-17, data were gathered in 9 of 17 Life Science courses (yield of 53%), 6 of 20 Physical Science courses (yield of 30%), 13 of 39 Social Science courses (yield of 33%), 15 of 23 Creative Arts courses (yield of 65%), and 13 of 28 Humanities courses (yield of 46%). All 51 Humanities and Creative Arts courses were reviewed for renewal. Overall, 65% of courses were renewed and 35% were placed on probation. Thus, the overall yield for assessment in breadth courses was **56%**.
 - c) **Overall yield** for assessment in the 2016/2017 academic year of **49%**. We are generally on target to reach the goal of evaluating all GE courses during a 3-year cycle. The ongoing renewal process is helping to ensure all GE courses are reporting assessment data.
 - d) More data were presented for DV learning outcomes this year (25%) as compared to last year (5%). We continue to make strides here; however, with the approval of General Education Learning Outcomes (GELOs, Senate, March 2016), we expect changes in the DV attributes in GE. Because courses with the DV attribute carry attributes from other breadth areas, DV courses are not counted as their own category.

- 6) GE courses must be renewed through Curriculum Committee every 7 years and is contingent on assessment data on GE learning outcomes (see Curriculum PPM, Section 1). Course renewals for CORE and SS breadth area courses will occur in fall 2018.

Composition

- 1) ENGL 2010 was indirectly assessed through the CLA administered to a random selection of Engl 2010 courses taught in the fall of 2016.
- 2) Findings for ENGL 2010:
 - a) A direct “pilot” assessment of ENGL 2010 was done in 2016-17. Six ENGL 2010 instructors were randomly selected by the Office of Institutional Effectiveness. These faculty provided three papers for evaluation on a rubric of “0=not evident”, “1=approaches expectations”, “2=meets expectations”, and “3=exceeds expectations” for the four learning outcomes (Reading, Rhetoric, Working with Sources, Writing). Threshold was “2=meets expectations”. Summary data indicates that instructors may be providing inconsistent assignments which may hamper the program’s ability to properly evaluate student work.
 - i) There appear to be concerns with inter-rater reliability since there was a lack of agreement among the raters (2) on over half of the scores. English is advised to refine the assessment process with a larger and more generalizable sample of randomly selected essays and better inter-rater reliability.
 - ii) Additionally, English acknowledges that instructors are allowed to select 3 essays to submit and that this may in turn bias the results. English recognizes this and looks to do assessment of randomly selected student essays in future semesters.

American Institutions

- 1) Data gathered for 80% of AI courses (i.e., HIST 1700, HIST 2700, HIST 2710, ECON 1740) on 4 outcomes (*the significant political, economic, and social changes in American history; the major principles of American civilization; the institutions and practices of the government provided for in the United States Constitution; the basic workings and evolution of a market economy in the United States*).
- 2) The following AI courses were not assessed in 2016-2017: POLS 1100. The program indicates that data will next be gathered during the 2018-2019 academic year.
- 3) Findings for HIST 1700: History used a pre-/post-test exam of 4 AI Outcomes (i.e. History, Principles, Government, MarketEcon). Attrition of the sample is to be expected over the course of the semester and fall 2016 numbers were 320 students at pre-test and 267 students at post-test and spring 2017 numbers were 278 students at pre-test and 219 students at post-test. History has set the threshold at 60% to align with the score that is required to become a US citizen. Results indicate that students improved on every outcome from pre- to post-test during both semesters. However, at post-test, students still did not pass at the 60% threshold on 2 of the 4 learning outcomes (i.e. History and Principles) during either the fall 2016 or spring 2017 semester.

- a) History is advised to report more detail on the number of items used in the measure and how they align to each of the four AI learning outcomes.
 - b) History is advised to reconsider the 60% threshold. While this score may be acceptable for a citizenship exam, it does not reflect a passing grade in the course (a C or better is required).
 - c) Based on their expressed dissatisfaction with the measure, History is advised to work with the AI area committee to develop an assessment of learning better suited to their course.
- 4) Findings for HIST 2700 and HIST 2710: A similar pre-/post-test format is used as the description above for HIST 1700. What differs for this course is that History has set a higher threshold (i.e. 70%) since these are courses that are preparing their majors for further coursework. Like HIST 1700, attrition occurred in most courses from fall 20 spring semester.
- a) Results for HIST 2700: students performed better on all 4 learning outcomes form the pre- to post-test. However, at post-test, students did not pass the threshold for the Principles learning outcome.
 - i) History is advised to review the measures being used to assess the Principles learning outcome to see if improvements can be made.
 - b) Results for HIST 2710: students performed better on all 4 learning outcomes form the pre- to post-test. However, at post-test, students did not pass the threshold for the Principles or History learning outcomes.
 - i) History is advised to review the measures being used to assess the Principles and History learning outcomes to see if improvements can be made.
- 5) Findings for ECON 1740: Students in two sections (samples ranged from 31-114) were administered essay and multiple choice questions. Threshold was 60% of students answering correctly or 60% of students scoring 60% or higher. Student performance met the threshold on all measures except for on the History learning outcome (50% of students answered the question correctly). Economics recognizes this shortcoming and looks to implement Big Questions and Signature Assignments in this class moving forward in an effort to improve learning outcomes.

Quantitative Literacy

- 1) Data gathered for 80% of QL courses (i.e., QL 1030, 1040, 1050, 1080) on 5 outcomes (*interpret mathematical models, represent mathematical information, use arithmetical etc. to solve problems, estimate and check answers, recognize limits of methods*).
- 2) Findings for MATH 1030: This course submit data from 3 sections of the course during Fall 2016 (N=281). The learning outcomes are measured through 1 question per each of the 5 learning outcomes. The threshold for students demonstrating that they have successfully met the learning outcomes is set at 70%, and students fell short of the threshold on question 1 and question 3. No interpretation of findings or action plan was provided.
- 3) Findings for MATH 1040: This course submit data from 3 sections of the course during Fall 2016 (N=217) and 2 sections of the course during Spring 2017 (N=190). The learning outcomes are measured through 1 question per each of the 5 learning outcomes. The threshold for students demonstrating that they have successfully met the learning outcomes is set at 70%, and students fell short of the threshold on question 3 and question 5. No interpretation of findings or action plan was provided.

- 4) Findings for MATH 1050: This course submit data from 2 sections of the course during Fall 2016 (N=525). The learning outcomes are measured through 1 question per each of the 5 learning outcomes. The threshold for students demonstrating that they have successfully met the learning outcomes is set at 70%, and students fell short of the threshold on question 2 and question 4. No interpretation of findings or action plan was provided.
- 5) Findings for MATH 1080: This course submit data from 2 sections of the course during Fall 2016 (N=196) and 2 sections of the course during Spring 2017 (N=182). The learning outcomes are measured through 1 question per each of the 5 learning outcomes. The threshold for students demonstrating that they have successfully met the learning outcomes is set at 70%, and students fell short of the threshold on question 4. No interpretation of findings or action plan was provided.
 - a) GEIAC encourages the Department of Mathematics to submit data that closes the loop (i.e. provides an interpretation of findings and action plans). For example, the department may want to consider ways that they can improve their pedagogy to better help their students meet the Quantitative Literacy learning outcomes, particularly those that do not meet the 70% threshold.
- 6) There was one **NEW GE, QL course** (i.e., MATH 2020) this past year. Per Curriculum policy: “A new course (i.e., not previously taught or not previously taught with GE status) may be conditionally approved with GE status for 1 academic year. Final approval of a new course for GE status is contingent on *at least one semester* of assessment data in a *complete* evidence of learning rubric for the specific area of GE. New courses for GE status that present *at least one semester* of assessment data and *complete* evidence of learning rubrics will be granted GE status in a specific core, breadth, and/or DV area for a period of 6 academic years, or until major modifications of the Weber State University GE requirements warrant earlier review or the next scheduled review for its area attributes (whichever comes first).”
 - a) It is expected that the Math department will provide and report on data gathered for Math 2020 during the fall 2017 and/or spring 2018 semesters in the annual assessment report due in November of 2018.

Information Literacy

- 1) The Library developed new Information Literacy learning outcomes (approved GEIAC 11/9/16, Curriculum, 12/7/16, Senate 2/16/17), and 2016/2017 was the first year for reporting on said outcomes:
 - OUTCOME 1: RESEARCH AS AN EXPLORATORY PROCESS
 - OUTCOME 2: SCHOLARSHIP AS COMMUNICATION
 - OUTCOME 3: CRITICALLY EVALUATE INFORMATION
 - OUTCOME 4: ETHICAL USE OF INFORMATION
- 2) Data was gathered for 100% of the IL courses (i.e., LIBS 1704, LIBS 2504, LIBS/EDUC 2604, LIBS/BSAD 2704, LIBS 2804, and LIBS/HTHS 2904).
- 3) Findings for all LIBS courses: The data was provided as an aggregate rather than for each course separately, and students are evaluated on the learning outcomes via a pre-and post-

test with the threshold for success being set at 73%. Data was collected during the Summer 2016, Fall 2016, and Spring 2017 semesters. Student scores improved on each of the 4 learning outcomes mentioned above when making comparisons between pre-and post-test scores with students performing the lowest overall on outcome 2. The Library provided some basic narration as to why there may be deficiencies, but provided little in the way of an action plan for ways to address the shortcomings.

- a. GEIAC advises the Library to provide data at the course level and also to use the standard Evidence of Learning Rubrics so that better narration can be provided when interpreting the findings as well as action plans.

Diversity

- 1) Data was gathered for 25% of DV courses (i.e., ANTH 1020 for renewal, CHF 1500, DANC 1010, HIST 1510, MUSC 1040, SOC 1010) on 3 outcomes – except for DANC 1010 which reported on one outcome only - (*Learning outcome 1: describe own perspective as one among many; Learning outcome 2: identify values and biases that inform the perspectives of oneself and others; Learning outcome 3: recognize and articulate the rights, perspectives, and experiences of others*).
- 2) The following DV courses were not assessed in 2016-2017: ANTH 1000, ANTH 1040, ANTH 2010; CHF 2400, ENGL 2200, ENGL 2220, ENGL 2230, ENGL 2240, ENGL 2290, ENGL 2510, ENGL 2710, ENGL 3510; GEOG 1300, GEOG 1520; HNRS 2130; MUSC 1040; POLS 2500; SOC 1020; WGS 1500, WGS 2500.
 - a. While many, but not all, of these courses are being assessed on their breadth attributes, they are not being assessed on their diversity attributes. The lack of assessment in this GE area is a serious problem that needs addressed.
 - b. All departments with courses carrying DV attributes are advised that in order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, assessment data on DV learning outcomes must be collected and reported for the next Assessment Summary.
- 3) Findings for ANTH 1020: this was reported in last year's document
- 4) Findings for CHF 1500: All three learning outcomes (see above) are evaluated from 3 multiple choice questions on a pre- and post-test exam. Student performance increased on all learning objectives from pre-test to post-test (ranging from a 12% to 27% increase); however, it is unclear what the total sample size of students actually was.
 - a. GEIAC recommends presenting the assessment report more clearly and also broadening the measures to more than 3 multiple-choice questions to have at least 2 measures of each diversity learning objective.
- 5) Findings for DANC 1010: As noted above, Dance evaluates only 1 learning objective (i.e. describe own perspective as one among many) through two measures (i.e. chapter response papers and class discussions) setting an 80% threshold. Dance reports that 80% of students scored better than 80% on chapter response papers and 70% of students participated in class discussion (below their 80% threshold). It is hard for GEIAC to interpret these findings since there is little detail provided regarding the assessment mechanisms used.

- a. GEIAC recommends presenting the assessment report more clearly and explaining what is being measured in the chapter response papers and how the department is measuring in class discussions. Additionally, GEIAC encourages Dance to better explain what is being measured from in class discussions to indicate that the learning objective in question is being met.
- 6) Findings for HIST 1510: History assessed this course Spring 2017 across 3 sections through a midterm and final exam as well as through class papers. Students are evaluated on a 4 to 1 rubric with 4 indicating master, 3 indicating strength, 2 indicating met expectations, and 1 indicating needs work. The threshold for acceptable performance is a 2. History reports that learning objective 1 (see above) scored 3.0 while learning objective 2 and 3 scored a 2.8 and 3.4, respectively. History provides no narrative as to what these numbers mean nor how they were calculated.
 - a. GEIAC advises History to better narrate what they did to assess the data, what the sample size is, and what action plans (if any) they can derive from their assessment results.
- 7) Findings for MUSC 1040: Music assesses all 3 learning outcomes (see above) through multiple measures and through diverse modes of delivery. For learning outcome 1, students keep a music journal and write a review paper of a performance that they listen to. For learning outcome 2, students take multiple choice tests and write a review paper of a performance that they listen to. For learning outcome 3, students write a review paper of a performance that they listen to and also complete chapter assignments. The threshold for students demonstrating that they successfully met that learning outcome is 70% on that particular assignment. Data were collected and analyzed from fall 2016 and spring 2017 and all measures exceeded the 70% threshold. Music did a good job providing a narrative of how they interpreted their findings and some areas they would like to address and work on in coming semesters.
 - a. GEIAC commends MUSIC on the depth of detail that they have provided with their analysis and their multiple measures of student learning.
 - b. On the other hand, GEIAC recommends that Music should better explain what the sample size is for this analysis. This would allow for a clearer picture regarding % of students and comparative analysis to the 70% threshold.
- 8) Findings for SOC 1010: Sociology analyzes all 3 learning outcomes (see above) through 3 sections of this course and diverse assignment types (i.e. in-class discussions, quizzes, written papers, exams, etc). Rather than go through each course in great detail, I will explain what one section of this course did (for one of their two measures) and found regarding the learning objectives. For this section of SOC 1010, learning outcome 1 was assessed through multiple choice or true/false questions with the threshold being set at 70% of students performing at a level of 60% or better. Eighty nine percent of students performed at a level of 60% or better; however, the faculty member expressed a desire to find a better way to operationalize this learning outcome outside of an exam question. For learning outcome 2, this was similarly assessed through multiple choice or true/false questions. The threshold was met for this learning outcome so no action plan was discussed. For learning outcome 3, students worked as a group on quizzes over articles. All students exceeded the threshold; and the faculty recognized that this is perhaps a valid way to help students to understand their racial/ethnic privilege. In sum, this faculty felt as though students walked away from their course meeting the Diversity learning

objectives. As a caveat though, this faculty also expressed some overlapping content across the 3 learning outcomes which can make assessment more difficult.

- a. GEIAC suggests aggregating the data for future semesters when assessment data is submit. If individual faculty are doing such dissimilar things to meet the Diversity learning objectives, perhaps Sociology could discuss some kind of standardization regarding the ways that the learning objectives are assess through this course.

Physical Science

Data gathered for 30% of PS courses (i.e., GEOGR 1000, 1400; GEO 1030, 1060, 1110, 1130) on 4 (of 8) outcomes (*nature of science, integration of science, science and society, problem solving and data analysis*).

The following PS courses were not assessed in 2016-2017: CHEM 1010, 1050, 1110, 1210, 1360; GEO 1350; HNRS 1500, 2030; PHYS 1010, 1040, 1360, 2010, 2040, 2090, 2210.

- a) Data were provided for all courses in fall of 2016 (based upon courses taught previous to fall, 2016) in response to the Gen Ed course renewal process.
 - b) Physics 2090 received conditional General Education, PS designation in January, 2016. There is an expectation that data be collected and reported in the next academic year for the designation to be extended for six academic years. That data should have been collected during fall 2016 and/or spring 2017 and reported in the November, 2017 annual assessment report. That was not done. The program is advised to report on this course in the next report (due Nov 2018).
 - c) Data were reported for the Natural Science outcomes only; it is expected that the next report will contain data gathered on the Physical Science outcomes (due Nov 2018).
- 1) Findings for GEOGR 1000: This course uses multiple-choice questions from exams 1, 2, and 3 from 5 different sections of the course to measure the learning outcomes. The threshold for students demonstrating that the learning outcomes have been met is set at a 70% mastery level. All 4 of the learning outcomes were met with the highest level of mastery being 94% of students scoring 70% or better and the lowest level, 87% of students scoring 70% or better. Since the thresholds have been met, there are no action plans provided
 - a. GEIAC recommends that the Geography Department consider using a wider range of questions to demonstrate mastery of the learning outcomes. Additionally, presenting raw data from the classes (i.e. number of students) would help to add context to the percentages provided above.
 - 2) Findings for GEOGR 1400: Similar to the above course, multiple-choice questions are used to assess the four learning outcomes. Also, a similar threshold was set. Thresholds are being met (ranging from 79% of students scored 70% or better to 83% of students scored 70% or better).
 - a. GEIAC makes similar suggestions as the above class with the addition of requesting more narration. For example, this class has lower percentages of students demonstrating mastery than GEOGR 1000. If the Department has an indication as to why this is the case, perhaps they can explain that in the action plan and use the information as a pedagogical tool.

- 3) Findings for GEO 1030: This course provides multiple data points across multiple semesters offered both face-to-face and online. There were 116 students who took this course face-to-face during Fall 2016 and Spring 2017 and 336 students who took it online during Summer 2016, Fall 2016, and Spring 2017. The learning outcomes (4 total mentioned above) are measured through multiple-choice exams with the threshold for success set at 80% of students will score 70% or higher. In both the face-to-face and the online sections, students scored at or above the threshold. However, students in the online course struggled with the *problem solving* learning outcome. A reflective action plan was provided and GEIAC commends this thoughtful reflection.
- 4) Findings for GEO 1060: This class uses multiple-choice questions and essays to assess the learning outcomes. The threshold for success is 80% of students demonstrating 80% correct on multiple-choice questions or 80% meeting the objective through the essays.
 - a. GEIAC commends the Department of Geosciences for the detail that they have included in their action plans. This shows thoughtful reflection about what pedagogical changes can be made in order to help students meet the learning objectives.
- 5) Findings for GEO 1110: No information was provided about the semester when data was collected nor the number of students per course(s). The learning outcomes were measured through multiple-choice questions and problems from homework assignments. The threshold for success was set at 70% of students, and in most cases, the learning outcomes were being met at the established threshold. This course did a particularly nice job providing interpretations of the findings and action plans regarding ways that the instructor would change their pedagogy based on their findings.
- 6) Findings for GEO 1130: Data was collected Spring 2017 from a face-to-face section with 24 students. The learning outcomes are measured through multiple-choice questions and problems from a homework assignment. The threshold for success is set at 70% of students scoring 70% or better. The threshold has been met, and no action plan proposed.
 - a. GEIAC encourages the Department of Geosciences to standardize the threshold for success across the multiple Gen Ed courses that they offer.

Life Science

Data gathered for 53% of LS courses (i.e., BTNY 1203, 1303, 1370, 1403; NUTR 1020; ZOOL 1010, 1020, 1110, 1370, 2200) on 8 outcomes (*nature of science, integration of science, science and society, problem solving and data analysis; levels of organization, metabolism and homeostasis, genetics and evolution, ecological interactions*).

The following LS courses were not assessed in 2016-2017: ANTH 1020; HTHS 1110; HNRS 1510, 2040; MICR 1113, 1153, 1370, 2054; ZOOL 1030.

- b) Data were provided for all courses in fall of 2016 (based upon courses taught previous to fall, 2016) in response to the Gen Ed course renewal process.

- c) Three departments; Health Science, Honors, and Microbiology; submitted no annual report to the Office of Institutional Effectiveness in November of 2017, reporting on the 2016-17 academic year.
- 1) Findings for BTNY 1203: This course collected data from four sections across multiple semesters. The learning objectives were measured through multiple-choice exam questions and open-book quizzes. Two of these sections had the same threshold (i.e. 65% or higher on exam questions) as did the other two sections (i.e. 80% of students score 70% or higher). Generally speaking, each section does a good job discussing the findings in light of the data results; however, there are inconsistencies in the level of depth of the action plan provided.
 - a. GEIAC suggests that this course submit their data in an aggregate format to better assess the class as a whole, rather than different sections with varying thresholds.
 - 2) Findings for BTNY 1303: Data was collected for this course Spring 2017 (N=17) and the learning outcomes were measured through multiple-choice questions and essays. The threshold for success was 65% or higher, and some thresholds fell way under that mark (i.e. 26.4%). Information was provided in the action plan, so pedagogical changes are being taken to address student shortcomings in certain learning outcomes.
 - 3) Findings for BTNY 1370: Data was collected for this course Spring 2017 (N=17) and the learning outcomes were measured through multiple-choice questions. The threshold for success was 65% or higher; however, the threshold was not met in many of the learning outcomes. No action plan was provided.
 - a. GEIAC suggests that the Department of Botany look into this course to see if there are ways that the pedagogical tools could be improved in order to help students reach the threshold for success.
 - 4) Findings for BTNY 1403: Data was submit from two sections of this course across Fall 2016 (N=79) and Spring 2017 (N=94). The learning objectives were measured through multiple-choice exams and the threshold differed between these two sections (i.e. 60% correctly answer 65% or higher OR 70% or higher). Generally speaking, both sections met the threshold for success, but little narration was provided in the way of what an action plan could/should look like.
 - a. GEIAC encourages the Department of Botany to standardize the threshold for success across the multiple Gen Ed courses that they offer.
 - 5) Findings for NUTR 1020: Data was submit from Summer 2016, Fall 2016, and Spring 2017 for this course. The learning outcomes were measured through multiple-choice exam questions and the Life Sciences General Education standard competency-based questions. The threshold is set at students answering 65% or better on each measure. Every learning outcome was at, or significantly better (i.e. 70%-85%) than the stated threshold. All learning outcomes are met so no pedagogical modifications are being made.
 - 6) Findings for ZOOL 1010: Two sections of this course submit data from Fall 2016 (N=72). The learning outcomes were measured through multiple-choice exam questions (ranging from 9 to 114) and a problem solving essay. The threshold for success was set at 65% or higher performance by students, and all learning outcomes were met at this threshold.

- 7) Findings for ZOOL 1020: Two sections of this course submit data, one from Fall 2016 and the other from Spring 2017. The learning outcomes were measured through multiple-choice exam questions with the same threshold set as above. All thresholds were met.
- 8) Findings for ZOOL 1110: One section of the course submit data from Fall 2016 (N=77). The learning outcomes were measured through multiple-choice exam questions with the same threshold set as above. All thresholds were met.
- 9) Findings for ZOOL 1370: One section of the course submit data from Spring 2017 (N=17). The learning outcomes were measured through multiple-choice exam questions with the same threshold set as above. All thresholds were met.
- 10) Findings for ZOOL 2200: Two sections of the course submit data from Fall 2016 and Spring 2017. The learning outcomes were measured through multiple-choice exam questions with the same threshold set as above. All thresholds were met.
 - a. GEIAC encouraged the Department of Zoology to better narrate all assessment data. There was little in the way of a discussion about what the findings meant and what action steps could be taken in light of the findings.
 - b. GEIAC also encouraged the Department of Zoology to evaluate what pedagogical tools could be implemented in ZOOL 1370 to help students better meet the threshold.

Social Science

- 1) Data gathered for 33% of SS courses (i.e., CHF 1500; CJ 1010; ECON 1010, 2010, 2020; GEOG 1520; HLTH 1030; HIST 1500, 1510; IST 1100; PEP 2700; SW 1010; SOC 1010) on 3 outcomes (*interactions between individuals and society; application; diverse perspectives*).
- 2) The following SS courses were not assessed in 2016-17: ANTH 1000, 2010, 2030; CHF 2400; ECON 1100; GEOG 1300; GERT 1010; HNRS 1520, 2050, 2110, 2130; POLS 2200, 2500; PSY 1010, 2000; SW 1010; SOC 1010, 1020; WGS 1500, 2500.
 - a. All departments teaching courses with SS attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in curriculum in fall 2018.
 - b. Economics has not reported assessment data on SS outcomes for ECON 1100 for the past five years. Economics is advised that this GE course should be assessed on SS learning outcomes on a 3-year schedule. It is expected that assessment data on this course for SS outcomes will be presented in the next report. Because this course is infrequently taught, Economics plans to assess this course when it is next offered
 - c. ETC was granted conditional Gen Ed SS status in spring of 2015. Policy requires that data be gathered in the next academic year and reported. This did not happen. It is anticipated that data will be collected and reported in the next report (due Nov 2018).
 - d. Geography last reported on GEOG 1300 in the 2016 Assessment Summary and plan to gather data during the 2017-2018 cycle.
 - e. Gerontology has not reported assessment data on SS outcomes for GERT 1010 for the past five years. It was expected that assessment data on this course for SS outcomes would be

presented in the most recent department annual assessment report (due Nov 2017), but despite having taught 3 sections of the course, assessment data was not provided. Gerontology is further advised to align measures with specific learning outcomes, to establish thresholds for evidence of student learning, to report results against the threshold, and to “close the loop” with an action plan.

- f. Honors has not reported assessment data on GE SS outcomes for HNRS 2110 and 2130 for the past four years. Honors is advised that these courses should be assessed on SS learning outcomes on a 3-year schedule, and to present assessment data on these courses for SS outcomes in the next report (due Nov 2018).
 - g. Political Science is collecting data during the 2018 academic year for all SS courses and will report on that data in the next report (due Nov 2018)
 - h. Psychology last reported on PSY 1010 and 2000 in the 2014 Assessment Summary. Going forward the department will assess both courses every semester. It is anticipated that data will be included in the next report (due Nov 2018).
 - i. Social Work 2100 and 2200 were recently granted conditional Gen Ed, SS designation. Per the curriculum PPM, these courses are approved on a one year basis, with the assumption that adequate data collection in the first year will allow for a six-year designation. It is expected that the department report this information in the next report (due Nov 2018).
 - j. Women and Gender Studies program did not submit a report this year. WGS 1500 and 2500 (cross-listed with Political Science) are advised to gather and report data for the next report (due Nov 2018).
- 3) Findings for CHF 1500: This course assesses the learning outcomes through a pre- and post-test structure through multiple-choice questions on exams. The threshold for success is set at 70% and each learning outcome had 80% or more of students meeting this threshold. Additionally, the percentage increase from pre- to post-test ranged from 31%-45% showing that students did improve over time.
- a. GEIAC recommends that the Department of Child and Family Studies be more explicit regarding when data was collected and how many data points (i.e. semesters, sections, etc.) are being submit.
- 4) Findings for CJ1010: The learning outcomes are assessed through a 30 question multiple-choice exam administered to all sections of this course during Fall 2016 (N=249) and Spring 2017 (N=167). The threshold for success is 70% and students performed better in Fall 2016 (70%) than Spring 2017 (60%). The department notes that the learning outcomes are usually being met, but that there is concern for the noticeable drop in performance from one semester to the next. The department notes that the action plan includes reviewing the items on the multiple-choice questions and perhaps even administering a different assessment tool all together.
- 5) Findings for ECON 1010: The learning outcomes are assessed through exam questions that are administered across 6 exams and two semesters of the course being offered. Sample sizes ranged from 2,517 on the low end to 5,131 on the high end of person-by-question level observations. The threshold for success is set at 70% of students answering the questions correctly. Students fell slightly short of this for learning outcome 2 (67%) and the action plan includes addressing this deficiency when the department rolls out the modified GELOs via a big question and signature assignment.

- 6) Findings for ECON 2010: This class is assessed the same way as ECON 1010; however, the sample size changes to 618. With the same threshold as above set, students fell short on learning outcome 2 (66%). The action plan includes addressing this deficiency when the department rolls out the modified GELOs via a big question and signature assignment.
- 7) Findings for ECON 2020: This class is assessed the same way as ECON 1010 and ECON 2020; however, the sample size changes to 529. With the same threshold as above set, students fell short on learning outcome 2 (61%) and learning outcome 3 (68%). This course also notes that the scores have dropped slightly below the average of past years for these learning outcomes. The action plan includes addressing this deficiency in the way that particular content is taught throughout the course of the semester.
 - a. GEIAC encourage the Department of Economics to more closely analyze why students are falling short for the established threshold for learning outcome 2 across different offerings of different Gen Ed courses.
- 9) Findings for HIST 1500: History assessed this course Spring 2017 across 3 sections through a midterm and final exam as well as through class papers. Students are evaluated on a 4 to 1 rubric with 4 indicating master, 3 indicating strength, 2 indicating met expectations, and 1 indicating needs work. The threshold for acceptable performance is a 2. History reports that learning objective 1 (see above) scored 3.51 while learning objective 2 and 3 scored a 3.38 and 3.47, respectively. History provides no narrative as to what these numbers mean nor how they were calculated.
 - a. GEIAC advises History to better narrate what they did to assess the data, what the sample size is, and what action plans (if any) they can derive from their assessment results.
- 10) Findings for HIST 1510: History assessed this course Spring 2017 across 3 sections through a midterm and final exam as well as through class papers. Students are evaluated on a 4 to 1 rubric with 4 indicating master, 3 indicating strength, 2 indicating met expectations, and 1 indicating needs work. The threshold for acceptable performance is a 2. History reports that learning objective 1 (see above) scored 3.5 while learning objective 2 and 3 scored a 3.3 and 3.5, respectively. History provides no narrative as to what these numbers mean nor how they were calculated.
 - b. GEIAC advises History to better narrate what they did to assess the data, what the sample size is, and what action plans (if any) they can derive from their assessment results.
- 8) Findings for HLTH 1030: This course measures student learning outcomes through a broad range of delivery methods such as exam items, responses to discussion posts, analyses, and evidence based strategies. The threshold for success is that 70% of students will complete the assignment at a score of 70% or higher. The sample sizes ranged from 242-384 students, and the threshold was met for each of the 3 Social Science learning objectives. As such, no action plan has been provided.
- 9) Findings for IST 1100: This course uses multiple modes in order to assess the 3 SS learning outcomes. For the *interactions between individuals and society* learning outcome, students develop a pro- and anti-NSA report. The threshold for success is set at 70% of students scoring 3 or higher on a rubric. This learning outcome was met (86% scored 3 or higher). For the *application*

learning outcome, students wrote a 4-6 page paper with the same threshold as above being set. This learning outcome was not met (65% score 3 or higher); however, a detailed action plan regarding pedagogical changes has been provided. The third learning outcome, *diverse perspectives*, is assessed through final exam questions (essay, fill-in-the-blank, true-false, and multiple-choice). The same threshold as above was used and there was more variation in whether or not students met the threshold based on question type. An action plan was provided that discussed eliminating one of the questions that was not a true reflection of the learning outcome.

- 10) **Findings for PEP 2700:** This course measures the learning outcomes through multiple modes (i.e. online discussions, movie analysis, final exam questions, and debates) and sets the threshold for success at 80%. Students exceeded the threshold in all three of the learning outcomes, so no action plans have been provided
 - a. GEIAC suggests that the Department of Health Promotion and Human Performance provide a better narrative as to how the various assignment align to the learning outcomes.

- 11) **Findings for SW 1010:** This course measures the learning outcomes through general education questions that are embedded in exams throughout the course. The number of items measuring each learning outcome ranges from 7 to 26 questions and the questions were administered to multiple sections of this course across the Summer (2016), Fall (2016) and Spring (2017) semester (N=132). The threshold for success is 75% of students responding correctly and the interpretation of findings are that students demonstrated adequate performance on 65% (17/49) of the Gen Ed assessment questions. No action plan has been provided.
 - a. GEIAC recommends that the Department of Social Work use the standard matrix for reporting the Evidence of Learning Outcomes so that their data presentation has more context. There is little discussion in the way of how the department interprets their findings and what action plans they intend to take in light of their findings.

- 12) **Findings for SOC 1010:** This course assesses the learning outcomes through multiple modes of delivery; however, it makes assessment reporting challenging due to inconsistent thresholds for success, interpretation of findings, etc. As such, I will focus on one section of the course. Each of the 3 learning outcomes are measured through different modes (i.e. multiple-choice questions, quizzes, final course grades, and class discussions) with a threshold for success being set at 70% of students showing competency. Generally speaking, each of the thresholds were being met for each of the 3 learning outcomes, and detailed plans of action were provided.
 - a. GEIAC encouraged the Department of Sociology to provide aggregate data and standardize thresholds across multiple sections of this course.

Creative Arts and Humanities Renewal

- 1) In fall 2017, all courses with the CA & HU attributes were reviewed for renewal in the General Education program. In sum, 51 courses were reviewed: 23 CA (9 departments) and 28 HU (8 departments).
- 2) Overall, 65% of courses were renewed and 35% placed on probation.
 - a. In CA, 89% renewal and 11% (2 courses) placed on probation.
 - i. CS 1010, Introduction to Interactive Entertainment, was placed on probation for failure to provide a minimum of two semesters of assessment data.

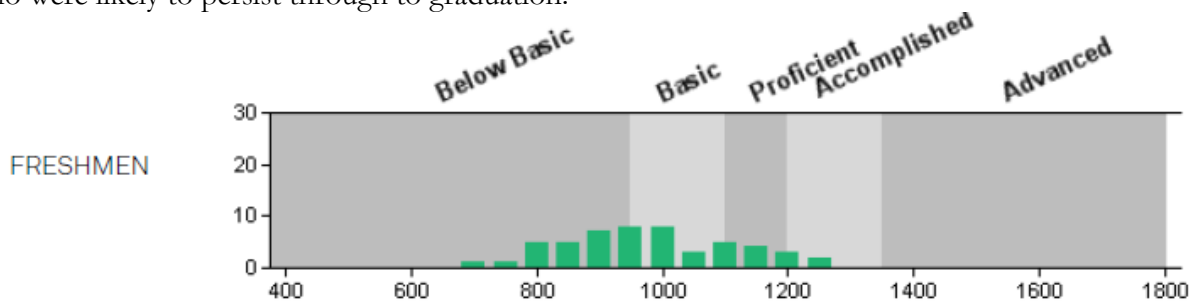
- ii. IDT 1010, Introduction to Interior Design, was placed on probation for unclear evidence of learning and missing data.
 - b. In HU, 52% renewal and 48% (15 courses) placed on probation.
 - i. HNRS 1110, Introduction to Honors
 - ii. HNRS 2110, Intellectual Traditions, Classical and Medieval Eras
 - iii. HNRS 2120, Intellectual Traditions, Modern Era
 - iv. HNRS 2130, Intellectual Traditions, Great Ideas of the East
 - 1. These four courses were put on probation due to there not being enough data points across a three year timeframe as well as no assessment information being provided for both SS and HU attributes. Dan Bedford (Director of the Honors Program) has an action plan for ways to better collect assessment data for these courses above.
 - v. ENGL 2220, Introduction to Fiction, was placed on probation for failing to meet the diversity outcomes. University Curriculum Committee expressed concern with data appearing to be copied from a different course and the diversity scores being low. The suggestion was made for this course to clarify their results with a rubric.
 - vi. ENGL 2290, Introduction to Drama, was placed on probation because it has not been taught in a long time, and therefore; no data was presented on this course.
 - vii. ENGL 2510, Masterpieces of Literature
 - viii. ENGL 2710, Perspectives on Women's Literature
 - ix. ENGL 3520, Literature of the Natural World
 - 1. The 3 English classes above were placed on probation due to only one set of data being provided.
 - x. FL 2600, Introduction to Cultural and Literary Studies in Translation, was put on probation for not providing any data due to the course not being taught in a long time.
 - xi. THEA 1013, Introduction to Theatre
 - xii. THEA 1023, Introduction to Film
 - xiii. THEA 1033, Introduction to Acting
 - xiv. THEA 1043, Introduction to American Musical Theatre
 - xv. THEA 1053, Introduction to Technical Production
 - 1. The 5 above classes did not provide renewal and assessment data, so therefore; they were put on probation.
- 3) GE courses with successful reviews were RENEWED for a period of 7 academic years, or until major modifications of the WSU GE requirements warrant an earlier review.
- 4) GE courses that were placed on PROBATION “will retain their GE designation for the 7th year spring semester and subsequent academic year (8th year) so that they may execute an action plan to rectify the problem. Departments sponsoring a GE course placed on probation were required to submit an action plan by the first Curriculum meeting of the 7th year spring semester. This action plan must detail a timeline and method for collecting measurable assessment data in the GE course in *at least one semester* of the following academic year.”

CLA Trend Analysis and Discussion

The Collegiate Learning Assessment (CLA) is administered each fall to (primarily) freshmen students and each spring to (primarily) senior students who are completing capstone courses or senior seminars in the major.

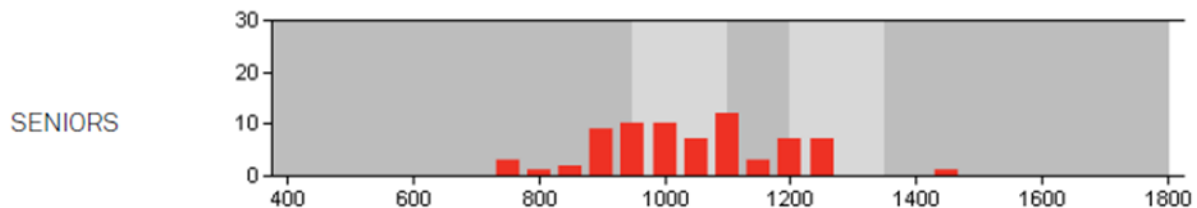
Fall 2016 Administration

The overall rating for the freshmen cohort was ‘proficient’, with a mean total CLA+ score of 1104; just slightly lower than last year’s average of 1115. As planned, this administration of the CLA targeted freshman students in English 1010. Because our goal is to track a subset of students from the time they take the CLA until they graduate, it seemed logical to tap into a cohort of students who were likely to persist through to graduation.



Spring 2017 Administration

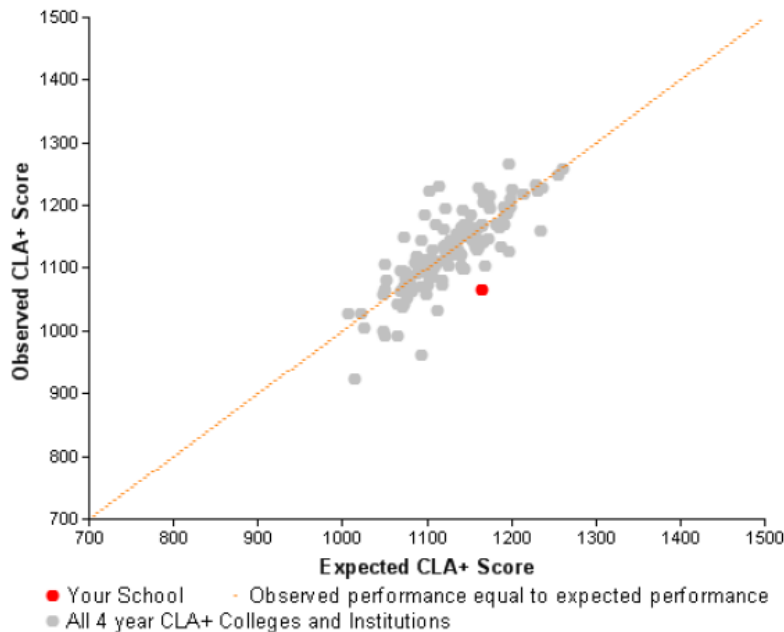
Unfortunately, the overall rating for the senior cohort was “basic”, with a mean total CLA+ score of 1066; a significant decrease from last year’s senior average of 1135. There was strong indication that some students did not take the test seriously, based upon time spent on the assessment. One department in particular – representing approximately 44% of total test takers – seemed much less engaged. That program’s senior students were not invited to participate in spring of 2018.



WSU's Freshmen Total CLA+ score is **1104**; this score is greater than or equal to the average freshman score at **78%** of CLA+ schools. A score of 1104 demonstrates **Proficient** mastery of the critical-thinking and written-communication skills measured by CLA+.

WSU's Senior Total CLA+ score is **1066**, which is better than or equal to the average senior score at **16%** of CLA+ schools. A score of 1066 signifies **Basic** mastery of the skills measured by CLA+.

Given the mean CLA+ performance of Weber State University's freshmen and the entering academic ability of its seniors, Weber State University's value-added is **below** what would be expected relative to schools testing similar populations of students.



The fall 2017 administration focused on freshmen in randomly selected sections of English 1010 and 2010. During the spring 2018 administration, a smaller group of senior capstone courses are participating, as well as students who initially took the CLA+ in 2015 who are still at the university. Approximately 53 of those students were offered an incentive to retake the CLA+.

Conclusions

- 1) Overall, progress continues in the assessment of general education at WSU. There is consistency in the yield of assessment data from 2011/12 to 2012/13 to 2013/14 to 2014/15 to 2015/16 and now to 2016/17 (overall yield, 35%, 37%, 39%, 43%, 45%, & 49% respectively). These yields seem to place us on target for the overall goal of evaluating all general education courses during a 3-year cycle. However looking at the past 3 assessment summaries, it is apparent there are some departments that have not provided GE assessment data for their courses in the past 3 years. A tracking system (see #3) has been established that will help us better identify courses that regularly fail to report assessment data so these programs can be dealt with proactively. The quality of assessment data is slowly improving across the core and breadth areas of general education. There are more direct measures, shared measures across courses in an area, and greater “buy-in” to the value of assessment among departments teaching general education courses. This overall progress in the assessment of general education was validated by the favorable review received by the Northwest Commission on Colleges and Universities (NWCCU) Accreditation visit (October 2018).
- 2) GEIAC collaborated with the Office of Institutional Effectiveness (OIE) to consolidate and simplify online access to information about general education on the WSU homepage. Information about general education courses, learning outcomes, assessment (templates and findings), the WSU program, and GELOs, Big Questions and Signature Assignments are now found under “*General Education*” on the WSU homepage.
- 3) GEIAC and OIE to set up a tracking system that firms up assessment schedules across all departments teaching general education courses to ensure regular assessment (preferably a 3-year assessment cycle). Heather Chapman (OIE) developed a common spreadsheet that documents departments’ assessment schedules and will work to follow up with departments to ensure follow-through with stated assessment schedules.
- 4) WSU uses scores from the CLA exam as the measure of student learning for general education at the time of graduation. GEIAC worked with OIE and the Director of Composition to obtain a more representative sample of freshman students for this and future administrations. Going forward, we will continue to sample ENGL 2010 students as our target population of freshmen.
- 5) General education courses are renewed every 7 years through Curriculum Committee and renewal is contingent on assessment data. GEIAC and Curriculum collaborated to develop the policy regarding new and renewing GE courses (approved by GEIAC & Curriculum Spring 2015, see Curriculum PPM, Section 1). Curriculum renewal forms have been developed and revised by GEIAC and Curriculum. Renewal of GE courses began in fall 2016 with PS/LS areas, followed in fall 2017 by CA/HU areas, concluding in fall 2018 with the core and SS areas.
- 6) General education assessment depends on the vitality of area committees, which need to meet regularly to discuss findings as well as means of improving assessment, learning outcomes, and pedagogy in general education courses. GEIAC continues to provide liaisons and support to area committees to ensure this work proceeds. Area committees were fairly active this academic year and their roles and responsibilities will be further refined in the coming academic year (Fall 2018-Spring 2019).

- 7) GEIAC also works *to improve general education* at WSU. To this end, GEIAC hosted General Education Revitalization Workshops across the Fall 2017 and Spring 2018 academic year. Additionally, Pilot Teams were formed across these two semesters and ~80 faculty administered Big Questions (BQs) and Signature Assignments (SAs) in the Gen Ed course during the Fall 2017 and Spring 2018 semesters.
 - a. General Education Revitalization Rollout Efforts will continue during the Fall 2018 and Spring 2019 semesters in preparation for all Gen Ed courses creating and implementing BQs and SAs in their courses by Fall 2019.

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