

General Education Assessment Summary Weber State University

Reporting on the 2012/13 Academic Year

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Overview

- 1) Core and breadth area committees are established and staffed with representatives from relevant departments and a liaison from the General Education Improvement and Assessment Committee (GEIAC). Many area committees are meeting somewhat regularly to discuss assessment and findings. One notable exception is the Humanities area, which needs a chair and regular meeting schedule (have not convened in ~two academic years). That said, all areas could improve in the regularity with which they meet and discuss assessment and findings.
- 2) Courses are scheduled on a 3-year rotation of assessment reporting. GEIAC is working with the Office of Institutional Effectiveness to ensure that departments teaching general education courses both set and keep to their assessment schedules. General education courses must be renewed through Curriculum committee every 7 years. Part of this renewal entails assessment data on area learning outcomes.
- 3) Common reporting tool developed that includes these items:
 - a) GE-level outcome
 - b) Course-specific outcome aligned to GE-level outcome
 - c) Identified assessment(s) for measuring student learning
 - d) Threshold for expected student performance
 - e) Actual student performance data
 - f) Analysis of findings
 - g) Action plan for changes to be put in place based upon performance and analysis.
- 4) Integration of GE reporting with departmental annual assessment reporting.
 - a) Development of tools and functionality to support GE assessment.
 - i) Chitester question-level outcome alignment tool with reporting feature
 - ii) General education learning outcomes are available in Canvas as learning outcomes from which faculty can design rubrics.
- 5) Results of assessment:
 - a) Core areas: Data was gathered during the 12/13 academic year in 19 of 23 courses for a yield of **83%**. The proportion of courses assessed in core areas ranged from 50-100%.
 - b) Breadth areas: Data was gathered during the 12/13 academic year in 32 of 115 courses for a yield of **28%**. The proportion of courses assessed in breadth areas ranged from 7-47%.
 - c) Overall yield for assessment in the 12/13 academic year of **37%**. This is on target to reach the goal of evaluating all general education courses during a 3-year cycle.

Composition

- 1) Learning outcomes have been revised and were approved by the Composition Subcommittee, then GEIAC, and then Curriculum committee in spring 2014.
 - a) Reading
 - i) Describe complex ideas, positions, and perspectives
 - ii) Demonstrate an understanding of an individual text's meaning and the broader conversation in which that text is taking part
 - iii) Read a variety of textual genres and styles
 - b) Rhetoric
 - i) Use technologies and language appropriate to purpose and audience
 - c) Working with Sources
 - i) Identify connections between texts and among related ideas
 - ii) Cite sources accurately
 - iii) Summarize, paraphrase, and use quotations appropriately
 - iv) Use sources appropriate to the project
 - v) Use sources to make arguments
 - d) Writing
 - i) Compose writing assignments with a clear thesis or point
 - ii) Compose writing that is structurally and thematically coherent and unified
 - iii) Use appropriate syntax, grammar and spelling

- 2) Findings for ENGL 2010: Assessment on all new learning outcomes took place during Fall 2013. For each of the 12 learning outcomes, the direct measure was comprised of the average score of two readers of artifacts from a random sample of student writing. Student performance met threshold (average score of '1') for all outcomes, except outcomes 6 (*Cite sources appropriately*) and 7 (*Summarize, paraphrase, and use quotations appropriately*). Analysis suggests that many artifacts did not use sources and thus lacked citations. In addition, while there was no action required on outcomes 3 (*Read a variety of textual genres and styles*) and 5 (*Identify connections between texts and among related ideas*), Composition plans to encourage 2010 instructors to require students to ground their arguments in texts (as opposed to asking students simply to persuade or express opinions) so as to continue to improve student performance on these outcomes. These curricular changes may also positively impact student performance on outcomes 6 and 7. Composition plans to emphasize the need for citation to all 2010 instructors. Composition plans regularly assessment of composition learning outcomes in ENGL 2010.

American Institutions

- 1) Data gathered for 50% of AI courses (i.e., HIST 1700, POLS 1100) 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 2012-2013: ECON 1740 and HIST 2700/2710.
 - a) ECON 1740 plans to have assessment data for the next report.
 - b) There is no scheduled assessment of HIST 2700/2710. History will be advised to submit an assessment schedule and evidence of learning rubric for HIST 2700/2710.
- 2) Findings for HIST 1700: Findings from three sections were selected for the report. Students in these sections were given questions from the test for U.S. citizenship at the beginning and end of the term. Questions were chosen by the specific professor from a sample of 100+ items. Only descriptive and overall results were provided. From pre-test to post-test, students improved their scores from ~6-28%. The History department will be advised to align exam questions with each of the 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 instead of these sorts of descriptive, overall results.
- 3) Findings for POL 1100: Students in all sections were given a 20-item exam (questions selected from the U.S. citizenship test) during the first and last week of the semester. Five questions were selected to address each of the four learning outcomes. Student performance met threshold of at least 50% improvement from pre- to post-test for Outcome 3 and nearly met threshold (@ 45% instead of 50% improvement) for Outcome 4. Action has been taken to increase emphasis of the material in the classroom and to ensure uniform coverage of the material across course sections. Student performance did not meet threshold of at least 50% improvement from pre- to post-test for Outcomes 1 and 2. Students’ improvement was only 25% for Outcomes 1 and 2. No action is being taken other than continued assessment to establish whether this is a pattern of findings that needs further attention.

Quantitative Literacy

- 1) Data gathered for MATH 1030, 1040, 1050, & 1080 on 5 outcomes (*Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them; Represent mathematical information symbolically, visually, numerically, and verbally; Use arithmetical, algebraic, geometric, and statistical methods to solve problems; Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; Recognize that mathematical and statistical methods have limits*). The direct measure is comprised of one question per outcome in the comprehensive final exam in all sections of each course. The indirect measure is the individual course passing rate (i.e., # of students with a final grade of “C” or better / # of students who completed the course).

- 2) Overall, most thresholds for student learning are being met and there is an action plan for thresholds that have not been met (e.g., increased emphasis in classroom instruction).
 - a) Findings for 1030: Student performance met threshold for 4 of the 5 outcomes.
 - i) Student performance did not meet threshold for Outcome 2 on the direct measure in 2011/12 or 2012/13. Analysis of the finding entailed concern regarding instructor coverage of the material. Action has been taken to increase emphasis of the material in the classroom and to ensure uniform coverage of the material across course sections. Student performance met threshold for Outcome 2 on the indirect measure.

 - b) Findings for 1040: Student performance met threshold for all outcomes on the direct and indirect measure for the current and previous year.

 - c) Findings for 1050: Student performance met threshold for 4 of the 5 outcomes.
 - i) Student performance did not meet threshold for Outcome 4 in 2011/12, but met threshold in 2012/13. This is an area of noted improvement.
 - ii) Student performance did not meet threshold for Outcome 2 on the direct measure in 2011/12 or 2012/13 despite some improvement from Spring to Fall 2012. Analysis of the finding entailed concern regarding instructor coverage of the material. Action has been taken to increase emphasis of the material in the classroom and to ensure uniform coverage of the material across course sections. Student performance met threshold for Outcome 2 on the indirect measure.

 - d) Findings for 1080: Student performance met threshold for all outcomes on the direct and indirect measure. This is an improvement over 2011/12 when student performance failed to meet threshold for Outcomes 2 and 4. There is significant improvement in the indirect measure for Outcome 1 inasmuch as the passing rate increased from 71% in Spring 2012 to 81% in Spring 2013.

Computer & Information Literacy

- 1) Data gathered for NTM 1700, 1701, 1702, 1703, 1501, 1502, & 1503 during Spring and Summer 2013 and for CIL NTM 1504, LIBS 1704, 2604, 2704, 2804, and 2904 for Fall 2012-Spring 2013. Consistent with 2011/12, there has been no data gathered and no assessment plan made for IS&T 2010. IS&T will be advised to submit an assessment schedule and evidence of learning rubric for IS&T 2010.
- 2) Computer
 - a) Part A (Word Processing): Findings are consistent from 2011/12 data to 2012/13 data. Student performance met threshold of 73% for all 4 outcomes.
 - b) Part B (Operating Systems and Presentations): Findings are consistent from 2011/12 data to 2012/13 data. Student performance met threshold of 73% for the 3 measured outcomes.
 - c) Part C (Spreadsheets): Findings are consistent from 2011/12 data to 2012/13 data. Students continue to have most difficulty meeting the threshold of 73% on the 1st 3 outcomes (*format/edit/save spreadsheets, enter/format data, functions & formulas*) and consistently fail to meet threshold on the last outcome (*graphing*).
 - i) Learning outcomes (see pt. 4 this section) for the Computer portion of CIL have been revised and were approved by the CIL Subcommittee, then GEIAC, and then Curriculum committee in spring 2014.
- 3) Part D (Information Literacy):
 - a) Findings for NTM 1504: Students are passing the exam using the current outcomes. However the exam needs to be more closely aligned with what is being taught in the class. Library faculty will continue to evaluate the exam and revisions will be made based on NTM outcome revisions, changes in the LIBS courses, upcoming changes in library search systems (the implementation of a web-scale discovery service in 2014) and changes in Association of College and Research Librarians (ACRL) National Standards in 2014-2015.
 - b) Findings for LIBS 1704, 2604, 2704, 2804, 2904: Consistent with 2011/12 data, data from 2012/13 reveal that student performance did not meet threshold of 73% for Outcome D2 (*Finding Information Effectively*). This outcome was also the lowest scoring outcome on the exam. Student performance did not meet threshold of 73% for Outcome D3 (*Critically evaluating information*).
 - i) Explanations for Outcome D2 findings: Extensive analysis is provided. Many students lack previous training in finding information effectively and typically rely heavily on Google to perform superficial searches. Unlike other outcomes that are covered to some extent in other courses that require research, outcome D2 is library-specific with information covered that is likely not covered in other courses. Outcome D2 is also the broadest outcome category, and it is possible that students are doing well in some areas but not others. A more detailed analysis of department level outcomes is being conducted to see where students are having difficulty.
 - ii) Explanations for Outcome D3 findings: Students are often introduced to the concept of evaluating information - or its broader counterpart, critical thinking - in junior or senior high school classes. However, many get their first significant exposure in their general education classes. Thus, students may be familiar with the concept but still require significant practice.

- iii) Action Plan for Outcomes D2 & D3: Action has been taken to increase emphasis of the material in the classroom and to have more class time spent on finding and critically evaluating information. It is also important to note that the reporting for the exam was done by the NTM department (who administers the exam) and the LIBS courses reports were done by the library, and numbers may not be equivalent measures of these outcomes. NTM data reported student performance on standards and library data reported percentage of students achieving 73% competency or above. NTM and library will coordinate reporting for 2014-15 so that numbers pulled from Chitester for the exam and the courses will be similar.
- 4) Learning Outcomes for NTM 1700 (approved spring 2014)
- a) Document Creation
 - i) Prepare a research paper: Students will use current software to produce correctly formatted research papers with an accepted academic reference format such as MLA or APA.
 - ii) Prepare employment documents: Students will use current software/technology to produce effective employment documents such as a resume and a cover letter.
 - iii) Document Collaboration: Students will be able to use multiple collaboration mediums to effectively share, communicate, and collaborate with their peers.
 - b) Content, Internet Identity, and Device Management
 - i) Content and File Management: Students will use current software/technology to manage content on local devices and in the cloud.
 - ii) Internet Identity Management: Students will manage their web identity and presence according to e-safety, security, and privacy best practices and standards.
 - iii) Device Management and Security: Students will manipulate multiple computing platforms and troubleshoot problems when they arise. Students will protect local devices from security threats including viruses, malware, and adware using current best practices and technologies.
 - c) Data Manipulation, Visualization, and Presentation
 - i) Data Manipulation: Students will manipulate and analyze data using various software applications and basic programming.
 - ii) Data Visualization: Students will organize data using various graphical methods such as charts and infographics to appropriately convey information.
 - iii) Data Presentation: Students will create an effective, well-designed presentation using current technologies.

Diversity

- 1) A Diversity Area Committee was staffed with representatives from all departments who have courses with a Diversity designation (i.e., Anthropology, Dance, English, Geography, History, Honors, Music, Sociology, Women's and Gender Studies) and a liaison from GEIAC. The Diversity Area Committee met regularly to develop a mission statement and learning outcomes.
- 2) The Diversity Mission Statement was unanimously approved by GEIAC (1/21/14) and Curriculum committee (2/26/14).
 - a) General Education at Weber State University supports the development of cultural competencies through designated Diversity (DV) courses which prepare students to recognize a plurality of perspectives, including their own, to function successfully in a global society.
- 3) The following learning outcomes for Diversity courses were established and approved by the Diversity Subcommittee, then GEIAC, and then Curriculum committee in spring 2014.
 - a) A student who successfully completes a General Education Diversity Course will:
 - i) describe his/her own perspective as one among many,
 - ii) identify values and biases that inform the perspectives of oneself and others,
 - iii) recognize and articulate the rights, perspectives, and experiences of others.
- 4) The Diversity area committee will be advised to establish methods of measurement, thresholds for evidence of student learning, and to collect and report on assessment data in the next academic year.

Creative Arts

- 3) Data gathered for 22% of CA courses (i.e., ART 1010, 1030; CS 1010; THEA 1023, 1033) on 2 outcomes (*create works of art and/or increase their understanding of creative processes...; demonstrate knowledge of key themes...in creative arts disciplines and use this knowledge to analyze works of art from various traditions, time periods, and culture*).
- 4) The following CA courses were not assessed in 2012-2013: ARTH 1090, 1100; DANCE 1010; ENGL 2250, 2260, 2270; HONORS 1530, 2020; IDT 1010; MUSIC 1010, 1030, 1033, 1035, 1040, 1063; THEA 1013, 1043, 1053.
 - a) All of these courses, except MUSC and THEA, are scheduled to collect assessment data.
 - b) Music and Theater will be advised to submit an assessment schedule and evidence of learning rubric for their CA courses.
 - c) Honors has been responsive to GEIAC's request to submit an assessment schedule and evidence of learning rubric for its CA courses. Honors plans regular assessment of its general education courses and has a website (<http://www.weber.edu/Honors/Assessment.html>) with general information and evidence of learning rubrics. Honors plans to have CA assessment data for the next report.
- 5) Findings for ART 1010: Findings for 6 outcomes are reported. Art will be advised to align department/program learning outcomes with the 2 CA learning outcomes. Student performance on all measures (i.e., quizzes, exams, essay questions) met threshold of 80% of students scoring a 70% or better. No action is being taken.
- 6) Findings for ART 1030: The department reports that artifacts were collected. However, no formal rubric, thresholds, or results are provided. The department indicates that *85% of students scored 85% or better*. Art will be advised to align artifacts with each learning outcome, to establish thresholds for evidence of student learning, to report results against the threshold, and to “close the loop” with an action plan instead of these sorts of descriptive, overall results.
- 7) Findings for CS 1010: Findings for 2 outcomes are reported for two sections. Student performance on all measures (i.e., individual and group creative assignments, quizzes, exams, papers) met threshold of 85% of students earning a C or better. No action is being taken.
- 8) Findings for THEA 1023: Findings for 2 outcomes are reported. Student performance on all measures (i.e., individual and group creative assignments, quizzes, exams, papers) did not meet threshold for both outcomes. Action has been taken to direct students to the Writing Center, to provide students with the opportunity to resubmit assignments, to increase emphasis of the material in the classroom, and to ensure uniform coverage of the material across course sections by adjusting pedagogy for online sections of the course.
- 9) Findings for THEA 1033: Findings for 2 outcomes are reported. Student performance on all measures (i.e., individual and group creative assignments, quizzes, exams, papers) met threshold for Outcome 1. No action is being taken. Student performance on all measures (i.e., individual and group creative assignments, quizzes, exams, papers) did not meet threshold for Outcome 2. Analysis suggests that students fail to submitted required assignments. Action is being taken to remind students of deadlines and encourage them to submit assignments.

Humanities

- 1) Data gathered for 7% of HU courses (i.e., ANTH 1040; PHIL 1120) on 3 outcomes (*knowledge of diverse traditions; analyze cultural artifacts; communication*).
- 2) The following HU courses were not assessed in 2012-2013: COMM 1020, 2010, 2110; FL 1851/2851, FL 2020; HONORS 1110, 1540, 2010, 2110, 2120, 2130; ENGL 2200, 2220, 2240, 2290, 2510, 2710, 3500, 3510, 3520, 3750; MUSIC 1043; PHIL 1000, 1250; THEA 3323.
 - a) COMM 2110 was assessed against program, but not HU, learning outcomes. Communication has been advised to align department/program learning outcomes with the HU learning outcomes. Communication has submitted an assessment schedule which details assessment of its courses according to HU learning outcomes.
 - b) Foreign language has been responsive to GEIAC's request to submit an assessment schedule and evidence of learning rubric for its HU courses. Foreign language has indicated that assessment data collection will be initiated during spring 2014 and findings will be available for the next report.
 - c) Honors has been responsive to GEIAC's request to submit an assessment schedule and evidence of learning rubric for its HU courses. Honors plans regular assessment of its general education courses and has a website (<http://www.weber.edu/Honors/Assessment.html>) with general information and evidence of learning rubrics. Honors plans to have HU assessment data for the next report.
 - d) English has submitted an assessment schedule which details assessment of its HU courses in 2014-15 or 2015-16.
 - e) Music will be advised to submit an assessment schedule and evidence of learning rubric for their HU course.
 - f) Philosophy plans to assess PHIL 1000 every fall term and PHIL 1250 every spring term according to HU learning outcomes.
 - g) Theater will be advised to submit an assessment schedule and evidence of learning rubric for their HU course.
- 3) Findings for ANTH 1040: Findings are reported for all outcomes. Student performance on all measures (a variety of written assignments) met threshold of 65% (grade D or higher) for all outcomes. Analysis is provided and no action is being taken.
- 4) Findings for PHIL 1120: Findings are reported for all outcomes. Student performance on all measures (a variety of written assignments and multiple choice questions) met threshold (which was not explicitly stated but student performance scores ranged from 73-90%) for all outcomes. Analysis is provided and no action is being taken.

Social Science

- 1) Data gathered for 35% of SS courses (i.e., ECON 1010, 2010, 2020; HIST 1500, 1510; PSY 1010, 2000; SW 1010; CHF 1500; HLTH 1030) on 2 of 6 skill criteria (*communication; abstract logic or reasoning; use of information technology; use of library or other research sources; critical thinking, cognitive learning, individual or group problem solving; collaborative group problem solving*) and 3 of 5 outcomes (*describe a social science approach to studying and understanding human behavior; describe basic assumptions about humans and their behaviors from a social science perspective; explain the basic elements and operation of a sociocultural system; explain the interactions between individuals and their sociocultural and/or natural environments; apply a social science perspective to a particular issue and identify factors impacting change*).
- 2) The following SS courses were not assessed in 2012-13: ANTH 1000, 2010, 2030; CJ 1010; ECON 1100; GEOG 1300, 1520; GERT 1010; HIST 1500; HONORS 1520, 2110, 2120, 2130; IST 1100; POLS 2100, 2200, 2300; SOC 1010, 1020; WS 1500). All of these courses are scheduled to collect assessment data contingent on course offerings.
 - a) While Criminal Justice reports ongoing artifact collection, they will be advised to align artifacts 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.
 - b) Gerontology will be 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
 - c) Honors has been responsive to GEIAC’s request to submit an assessment schedule and evidence of learning rubric for its SS courses. Honors plans regular assessment of its general education courses and has a website (<http://www.weber.edu/Honors/Assessment.html>) with general information and evidence of learning rubrics. Honors plans to have SS assessment data for the next report.
 - d) IS&T will be advised to submit an assessment schedule and evidence of learning rubric for IST 1100.
 - e) Women’s Studies will be advised to align department/program learning outcomes with the SS learning outcomes.
- 3) Findings for ECON 1010: Findings are reported for 3 of 5 outcomes, but not for 2 of the 6 skill criteria. Economics will be advised to include the skill criteria in their future assessment of SS learning outcomes. Student performance on the measure of multiple choice questions generally met threshold of at least 70% correct for the 3 outcomes. No action is being taken.
- 4) Findings for ECON 2010: Findings are reported for 3 of 5 outcomes, but not for 2 of the 6 skill criteria. Economics will be advised to include the skill criteria in their future assessment of SS learning outcomes. Student performance on the measure of multiple choice questions met threshold of at least 70% correct on all outcomes. No action is being taken.
- 5) Findings for ECON 2020: Findings are reported for 2 (not 3) of 5 outcomes, but not for 2 of the 6 skill criteria. Economics will be advised to include the skill criteria as well as 3 of 5 outcomes in their future assessment of SS learning outcomes. Student performance on the measure of multiple choice questions fluctuates widely (~44%-83%) but on average failed to meet threshold of at least 70% correct on all outcomes. No interpretation is given and no action is being taken.

- 6) Findings for HIST 1500 & 1510: Findings are reported for 130 students on 3 of 6 skill criteria and 3 of 5 outcomes. Students were asked to rate the extent to which they engaged in the particular skill criteria or outcome in the class (from 1=never to 5=frequently). Only mean scores were provided and ranged from 3.4-3.9. The History department will be advised to provide direct measures of learning outcomes (beyond these indirect measures), to establish thresholds for evidence of student learning, to report results against the threshold, and to “close the loop” with an action plan.
- 7) Findings for PSY 1010: Findings are reported for 2 of 6 skill criteria and 3 of 5 outcomes from multiple sections. Student performance on all measures (i.e., quizzes, exams) met threshold for both skill criteria and for Outcome 2 (“*Describe basic assumptions about humans and their behaviors from a social science perspective*”). However, student performance failed to meet threshold for Outcome 1 (“*Describe a social science approach to studying and understanding human behavior*”) and Outcome 3 (“*Explain the interactions between individuals and their sociocultural and/or natural environments*”). Extensive analysis is provided. Action has been taken to increase emphasis of the material in the classroom, to engage a peer-mentoring, tutoring and/or teaching assistant program, and to revise course pedagogy through a Creative and Innovative Teaching grant.
- 8) Findings for PSY 2000: Findings are reported for 2 of 6 skill criteria and 3 of 5 outcomes from multiple sections. Student performance on all measures (i.e., quizzes, exams) met threshold for the first skill criteria (*abstract logic or reasoning*) but did not meet threshold for the second skill criteria (*collaborative group problem solving*) or any of the 3 outcomes (*describe a social science approach to studying and understanding human behavior; explain the interactions between individuals and their sociocultural and/or natural environments; apply a social science perspective to a particular issue and identify factors impacting change*). Extensive analysis is provided. Action has been taken to revise both the assessment of student learning through a broader range of artifacts and the course pedagogy and to promote deeper thinking about course material.
- 9) Findings for SW 1010: Findings are reported for 5 (not 3) of 5 outcomes, but not for 2 of the 6 skill criteria. Social Work will be advised to include the skill criteria in their future assessment of SS learning outcomes.
 - a) Student performance on the direct measure (exam questions) was mixed in meeting the threshold of at least 85% correct for Outcome 1 (*describe a social science approach to studying and understanding human behavior*). Analysis and an action plan to give greater attention to this material in class are offered.
 - b) Student performance on the direct measure (exam questions) failed to meet threshold of at least 85% correct for Outcome 2 (*describe basic assumptions about humans and their behaviors from a social science perspective*). Analysis and an action plan to refine assessment of this outcome are offered.
 - c) Student performance on the direct measure (exam questions) met threshold of at least 85% correct for Outcome 3 (*explain the basic elements and operations of a sociocultural system*) and Outcome 4 (*explain the interactions between individuals and their sociocultural and/or natural environments*). While the department is satisfied with this finding, additional exam questions will be used to assess this outcome in the future.
 - d) Student performance on the direct measure (exam questions) was mixed in meeting threshold of at least 85% correct for Outcome 5 (*apply a social science perspective to a particular issue and identify factors impacting change*). Student performance met threshold on 3 of the 5

measure. Analysis and an action plan to refine assessment of this outcome as well as to increase coverage of material in the classroom are offered.

- 10) Findings for CHF 1500: CHF is using a pre-post and post-test only design to assess student learning of 6 program outcomes. CHF will be advised to align department/program learning outcomes with the SS learning outcomes and to align exam questions with SS learning outcomes.
- 11) Findings for HLTH 1030: Findings are reported for 2 of 6 skill criteria and 4 of 5 outcomes. Student performance on all measures (exam questions) met threshold of 70% of students scoring at least 70% for all outcomes. No action is being taken.

Physical Science

- 1) Data gathered for 47% of PS courses (i.e., CHEM 1010, 1050, 1110, 1210; PHYS 1010, 1040, 2010, 2210; GEOG 1000) on 4 natural science (NS) outcomes (*nature of science, integration of science, science and society, problem solving and data analysis*) and 4 physical science (PS) outcomes (*organization of systems; matter; energy; forces*).
- 2) The following PS courses were not assessed in 2012-13: CHEM/PHYS 1360; GEOG 1400; GEOS 1030, 1060, 1110, 1130, 1350; HONORS 1500, 2030).
 - a) Assessment plans have been provided by Chemistry and Geography. Honors has been responsive to GEIAC's request to submit an assessment schedule and evidence of learning rubric for its HU courses. Honors plans regular assessment of its general education courses and has a website (<http://www.weber.edu/Honors/Assessment.html>) with general information and evidence of learning rubrics. Honors plans to have PS assessment data for the next report.
 - b) Geosciences and Physics will be advised to provide GEIAC with an assessment plan contingent on course offerings.
- 3) Findings for CHEM 1010: Findings are reported for all outcomes in two sections. Student performance in section one on the direct measure of multiple choice questions met threshold of at least 50% of questions answered correctly for all 8 outcomes. Student performance in section two on the direct measure (multiple choice questions, quizzes, technical report, course grade) met threshold of 60% of students score at least 70% for the 4 NS outcomes and for PS outcome 2 (*matter*). Analysis suggests that weaker areas will be given additional classroom attention and students will be given more mathematical support in problem solving. Student performance in section two did not meet threshold for outcomes 1 (*organization of systems*), 3 (*energy*), and 4 (*forces*). Analysis suggests that students need assistance with mathematical skills. Action is being taken to provide exercises using fundamental mathematical operations.
- 3) Findings for CHEM 1050: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold of 70% of students respond correctly for all outcomes. No action is being taken.
- 4) Findings for CHEM 1110: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold of 70% of students respond correctly for all outcomes. No action is being taken.
- 5) Findings for CHEM 1210: Findings are reported for 7 outcomes. There is no data for NS outcome 1 (*nature of science*). Student performance on the direct measure of multiple choice questions met threshold of 70% of students respond correctly for NS outcomes 3-4 and PS outcomes 1-3. No action is being taken. Student performance on the direct measure of multiple choice questions did not meet threshold of 70% of students respond correctly for NS outcome 2 (*integration of science*) and PS outcome 4 (*forces*). Analysis suggests that assessment methods/topics and pedagogies will be reevaluated.
- 6) Findings for PHYS 1010: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions was 60% on NS outcome 1 (*nature of science*), 75% on

NS outcome 2 (*integration of science*), 65% on NS outcome 3 (*science and society*), 62 on NS outcome 4 (*problem solving*), 54% correct on PS outcome 1 (*organization of systems*), 77% correct on PS outcome 2 (*matter*), 80% correct on PS outcome 3 (*energy*), and 61% correct on PS outcome 4 (*forces*). No analysis or action plan is provided. Physics will be advised to provide thresholds of evidence of student learning, as well as to provide some analysis of assessment data.

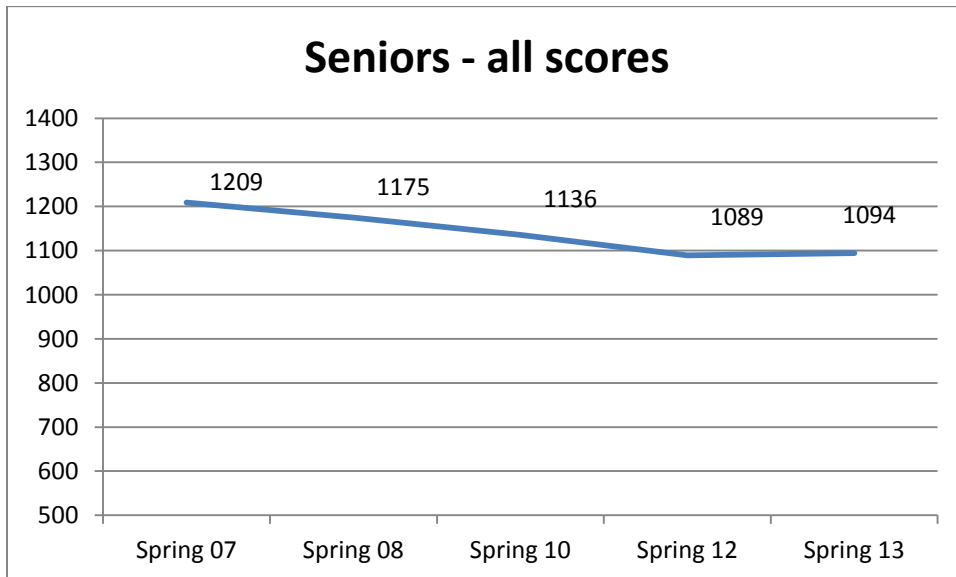
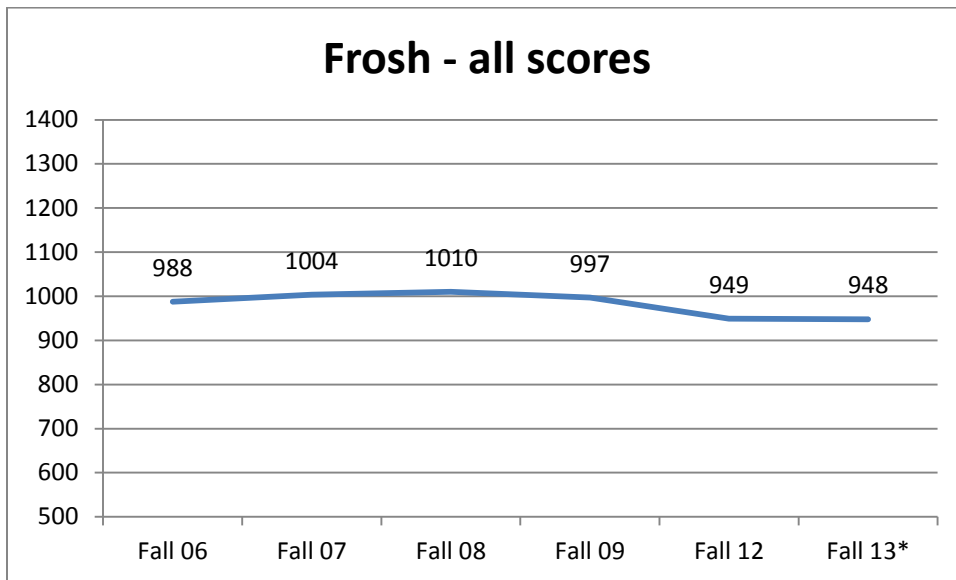
- 7) Findings for PHYS/ASTR 1040: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold of 70% of students will answer correctly 70% of questions for all outcomes, except NS outcome 2 (*integration of science*). Concepts will continue to be emphasized and increased attention to concepts pertaining to NS outcome 2 will be given in class.
- 8) Findings for PHYS 2010: Findings are reported for 7 outcomes. There is no data for NS outcome 1 (*nature of science*). Student performance on the direct measure of multiple choice questions was 70% on NS outcome 2 (*integration of science*), not assessed on NS outcome 3 (*science and society*), 76 on NS outcome 4 (*problem solving*), 74% correct on PS outcome 1 (*organization of systems*), 79% correct on PS outcome 2 (*matter*), 72% correct on PS outcome 3 (*energy*), and 82% correct on PS outcome 4 (*forces*). No analysis or action plan is provided. Student performance on the direct measure of worked problems did not meet threshold of 80% for any of the four outcomes. No analysis or action plan is provided. Physics will be advised to provide thresholds of evidence of student learning, as well as to provide some analysis of assessment data.
- 9) Findings for PHYS 2210: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions and homework met threshold of 60% of students will score at 70% for all outcomes. No action is being taken.
- 10) Findings for GEOG 1000: Findings are reported for all outcomes from two semesters. Student performance on the direct measures of multiple choice questions met threshold of 70% mastery (for the outcomes, 72-94% of students met threshold). No action other than increased attention in the classroom on PS outcome 4 (*forces*), where only 72% of students met threshold.

Life Science

- 1) Data gathered for 41% of LS courses (i.e., ANTH 1020; BTNY 1203, 1403; MICRO 1113, 1153, 2054; NUTR 1020) on 4 natural science (NS) outcomes (*nature of science, integration of science, science and society, problem solving and data analysis*) and 4 life science (LS) outcomes (*levels of organization; metabolism and homeostasis; genetics and evolution; ecological interactions*).
- 2) The following LS courses were not assessed in 2012-2013: BTNY 1303, BTNY/MICRO/ZOOL 1370; HTHS 1110, HONORS 1510, 2040; ZOOL 1010, 1020, 1030).
 - a) Anthropology. Botany, Microbiology, Nutrition and Zoology have provided assessment schedules for LS learning outcomes.
 - b) Health Sciences provided findings for the 4 NS outcomes, but no findings for the 4 LS outcomes. Health Sciences will be advised to include the LS outcomes in their future assessment, as well as to establish thresholds for evidence of student learning, to report results against the threshold, and to “close the loop” with an action plan. Finally, Health Sciences will be advised to provide GEIAC with an assessment plan.
 - c) Honors has been responsive to GEIAC’s request to submit an assessment schedule and evidence of learning rubric for its LS courses. Honors plans regular assessment of its general education courses and has a website (<http://www.weber.edu/Honors/Assessment.html>) with general information and evidence of learning rubrics. Honors plans to have LS assessment data for the next report.
- 3) Findings for ANTH 1020: Findings are reported for all outcomes. No thresholds are stated. Student performance on the direct measures of questions from the test bank of competency-based questions was 58% for NS outcome 1, 85% for NS outcome 2, 83% for NS outcome 3, 77% for NS outcome 4, 61% for LS outcome 1, 79% for LS outcome 2, 82% for LS outcome 3, and 86% for LS outcome 4. While the overall mean rate of accuracy was 76%, findings for NS outcome 1 and LS outcome 1 appear more problematic. The Anthropology department will be advised to establish thresholds for evidence of student learning and to report results against the threshold. Analysis of the findings suggests revision of assessment measures and attention to material in the classroom.
- 4) Findings for BTNY 1203: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice and essay questions and written assignments met threshold of 65% of students respond correctly for all outcomes, except NS outcome 4 where student performance was mixed. Student performance on the multiple choice and essay questions did not meet threshold and analysis suggests students cannot do the math required to analyze data. However, students’ papers revealed that they were able to articulate the purpose, methodology, data, and conclusions presented in the research papers that they read. More attention to this material will be given in the classroom.
- 5) Findings for BTNY 1403: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions and a group paper met threshold of 65% of students respond correctly for all outcomes, except LS outcome 3. Analysis is provided and action has been taken to increase emphasis of the material in the classroom.

- 6) Findings for MICRO 1113: While no findings are reported, direct measures of multiple choice questions, questions from the test bank of competency-based questions, and other written assignments have been determined. This course will be assessed on LS outcomes in 2014.
- 7) Findings for MICRO 1153: Findings are reported for all outcomes. No thresholds are stated. Student performance on the direct measure of multiple choice questions was 53% for NS outcome 1, 71% for NS outcome 2, 72% for NS outcome 3, 69% for NS outcome 4, 49% for LS outcome 1, 54% for LS outcome 2, 50% for LS outcome 3, and 59% for LS outcome 4. The overall mean rate of accuracy was only 60%. The Microbiology department will be advised to establish thresholds for evidence of student learning and to report results against the threshold. Analysis of the findings suggests that a standardized assessment tool may be needed.
- 8) Findings for MICRO 2054: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice and short answer questions met threshold of 70% of students scored at least 70% for all outcomes, except LS outcome 4. Analysis of the findings suggests the need for revised assessment.
- 9) Findings for NUTR 1020: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions and questions from the test bank of competency-based questions met threshold of 65% for all outcomes. Analysis of the findings suggests the need to continue to revise assessment and pedagogy to ensure attainment of learning outcomes.

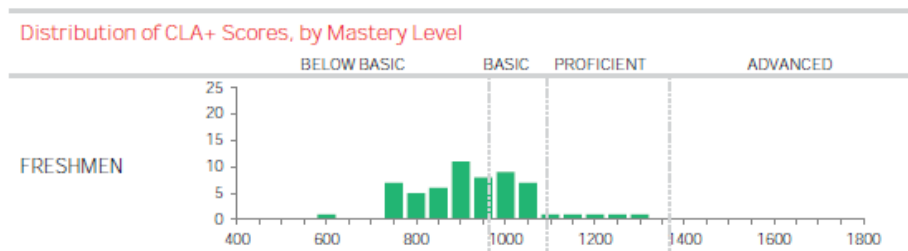
CLA Trend Analysis and Discussion



**The Council for Aid to Education (developers and administrators of the CLA) made substantial changes to the assessment instrument beginning fall of 2013. While the assessment still yields a 'total score' for each student, which we use to establish these averages, it may be problematic to compare results going forward with past results.*

We appear to be approaching a level of consistency with sampling for the CLA, though there is still considerable room for improvement. For these reported administrations, freshmen were recruited from FYE courses. The overall averages include every administration of the assessment, including those in which student effort was less than optimal (based on time taken to complete the assessment). The results for freshmen indicate little change in performance over time. For those students for whom an ACT score was available, CAE completes a comparative analysis with

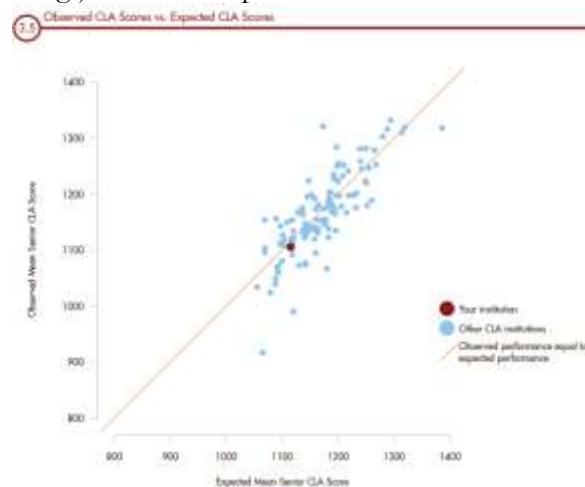
students from all other schools completing the CLA. Those results indicate our freshmen students are performing at the 26th percentile (mean score percentile rank):



This is likely illustrative of some of the challenges Weber State University encounters as an open-enrollment institution. In particular, students struggle with ‘analysis and problem solving’ as well as ‘writing effectiveness’. Results for ‘writing mechanics’ were somewhat better:



Senior students are recruited from senior-level capstone courses. Instructors teaching those courses are approached in late fall to determine their willingness to ‘require’ students to complete the CLA as part of their spring-semester capstone courses. This approach seems to incur fewer ‘hits’ from students not willing to make their best effort. There is a wide range of senior-level capstone courses represented, with five of seven colleges represented (in Spring 2013). This improved sampling likely explains some of the variance in scores between 2007 and 2013 (prior to 2012 honors students were targeted). Our senior students perform slightly below average compared to other seniors – 1094 versus 1162. Expected performance – calculated when students have an ACT score on file – show our senior students performing just below expectations:



Conclusions and Recommendations

- 1) Overall, it appears that much progress has been made in the assessment of general education at WSU. There is some consistency in the yield of assessment data from 2011/12 to 2012/13 (overall yield, 35% and 37% respectively) which seems to place us on target for the overall goal of evaluating all courses during a 3-year cycle. It also seems that 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 it seems greater “buy-in” to the value of assessment among departments teaching general education courses.
- 2) The General Studies Exit Survey (administered from Spring 2013 through Fall 2014) asked students (n=75) completing their general studies at WSU “*How have you grown as a result of successful completion of your General Education courses?*” Common themes in these responses suggest that students feel that general education courses gave them joy, self- confidence, discipline, time management skills, knowledge in particular subject areas and about college life in general, motivation to further their education, critical thinking and communication skills, the ability to “look outside of the box,” and “a deeper understanding of concerns in the world.” The majority of students (77%) agreed or strongly agreed that “*WSU General Education courses have helped prepare me to succeed in my future studies.*” Most students (66%) also stated that “*WSU General Education courses helped me make connections across academic subjects.*”
- 3) GEIAC will work with the Office of Institutional Effectiveness (OIE) to firm up assessment schedules across all departments teaching general education courses to ensure regular assessment (preferably a 3-year assessment cycle). We plan to develop a common spreadsheet that documents departments’ assessment schedules and then will work to follow up with departments to ensure they assess when they plan to assess.
- 4) Currently the only measure of student learning for general education at the time of graduation is the CLA exam. GEIAC recommends continued improvements in the sampling to ensure the data is representative of the WSU student population. GEIAC will work with the OIE to obtain a random sample of freshman students. The Director of Composition has volunteered ENGL 2010 students for such a random sample in 2014-15.
- 5) At this point, general education courses are renewed every 7 years through Curriculum Committee. While renewal forms request assessment data on learning outcomes and information on how assessment data has been used to improve student learning, the policy regarding renewal of general education courses without assessment data or the approval of existing courses seeking general education status is unclear. GEIAC recommends a clear policy regarding how much assessment data and the kind of assessment data departments must report. In addition, GEIAC recommends that departments establish explicit thresholds for evidence of student learning and provide some analysis of assessment data in order to renew their courses with a general education designation or designate an existing course seeking general education status. GEIAC requests a charge from Faculty Senate to craft such a policy in collaboration with Curriculum Committee.
- 6) Information about general education courses, learning outcomes, and assessment (templates and findings) should be consolidated and more easily accessed online through the WSU homepage.

Information is currently housed in multiple locations (off the webpages for the Provost and the OIE) and is not readily found. GEIAC will collaborate with the OIE to consolidate and simplify online access to information about general education on the WSU homepage.

- 7) Successful 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 will continue to provide liaisons and support to area committees to ensure this work proceeds.
 - a) We recommend the Social Science area committee revise and simplify SS learning outcomes. Currently, courses must satisfy 2 of 6 skill criteria and 3 of 5 outcomes. This set of learning outcomes seems unnecessarily complicated, as evidenced by the finding that many departments teaching courses with SS designations lack clarity on which and how many outcomes they are supposed to assess (e.g., ECON, SW, CHF).
 - b) GEIAC will work with administration and faculty to find a Chair for the Humanities area committee so that it has leadership regarding the way forward for assessment of general education learning outcomes.

- 8) Per our charge, GEIAC will continue to work to improve general education at WSU. GEIAC is exploring ways to assess general education more holistically, outside the various silos of core and breadth areas, and to offer general education courses that satisfy the learning outcomes and earn credit for more than one general education requirement so as to make completion of general education more efficient at WSU. Even though the General Studies Exit Survey suggests that most students believe that their general education courses helped them make connections across subject areas, GEIAC believes that we can strengthen general education at WSU by making such interdisciplinary connections more explicit in the structure of the general education curriculum and in the classroom itself.

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