

# General Education Assessment Summary Weber State University

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*Reporting on the 2013/14 Academic Year*

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## Overview

- 1) Core and breadth area committees are established and staffed with representatives from the relevant departments and a liaison from the General Education Improvement and Assessment Committee (GEIAC). All area committees met at least once this academic year to discuss assessment and findings.
- 2) GEIAC recommends that general education (GE) courses be assessed on a 3-year schedule. GEIAC is working 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](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:** Data was gathered during the 2013/14 academic year in 17 of 25 courses for a yield of **68%**. The proportion of courses assessed in core areas ranged from 0 (Composition did not assess this year) - 93%.
  - b) **Breadth areas:** Data was gathered during the 2013/14 academic year in 38 of 117 courses for a yield of **32%**. The proportion of courses assessed in breadth areas ranged from 18-53%.
  - c) **Overall yield** for assessment in the 2012/2013 academic year of **39%**. While this appears to be on target to reach the goal of evaluating all GE courses during a 3-year cycle, core courses appear to be assessed more commonly than breadth courses. A tracking system has been put into place that will help us better identify courses that regularly fail to report assessment data.
  - d) No data were presented for Diversity learning outcomes this year. New Diversity learning outcomes were approved last year. We expect data to be presented on Diversity learning outcomes in the next report. Because courses with the Diversity attribute also carry attributes from other breadth areas, Diversity courses are not counted as their own category.
- 6) GE courses must be renewed through Curriculum Committee every 7 years and must provide assessment data on GE learning outcomes. GEIAC revised policy regarding new and renewing GE courses (approved by GEIAC & Curriculum Spring 2015, see Curriculum PPM, Section 1).

## Composition

- 1) The Composition program created new learning outcomes (i.e., reading, rhetoric, working with sources, and writing) which were approved by Faculty Senate in spring 2014.
- 2) Assessment of these new outcomes will take place at the end of the Spring 2015 term using the same technique as the 2014 assessment.
- 3) Findings for ENGL 2010 on assessment from Fall 2013 were presented in the 2014 GE Assessment Summary.
- 4) Composition plans regularly assessment of composition learning outcomes in ENGL 2010.

## American Institutions

- 1) Data gathered for 40% of AI courses (i.e., HIST 1700, 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 2013-2014: POLS 1100, HIST 2700 & 2710.
  - a) POLS 1100 plans to have assessment data for the next report.
  - b) There is no scheduled assessment of HIST 2700 & 2710. History is advised to submit an assessment schedule and evidence of learning rubric for HIST 2700 & 2710.
- 2) Findings for ECON 1740: Findings from two semesters were presented in the report. Students were given one multiple choice exam question per outcome in each course. Student performance in the first semester failed to meet threshold except for in outcome 3. Student performance in the second semester met threshold on all outcomes except outcome 4. Economics is working to refine the assessment measure and has a new faculty member who is teaching the course.
- 3) 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. Data from one section suggests that students at pre-test perform well (~8/10) improve slightly at post-test (~9/10). Similarly data from another section showed student performed adequately (~6/10) at pre-test and improved at post-test (~8/10). History is advised to align exam questions with each of the four AI 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.

## Quantitative Literacy

- 1) Findings for MATH 1030, 1040, and 1080 on assessment from 2012-2013 were presented in the 2014 GE Assessment Summary. Because thresholds were met for two consecutive semesters, department assessment of these courses did not take place during 2013-2014 but will resume in the future.
- 2) Data was gathered for **MATH 1050** on all 5 learning 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*).
  - a) The direct measure is comprised of one question per outcome in the comprehensive final exam in all sections of each course.
  - b) The indirect measure is the individual course passing rate (i.e., # of students with a course grade of “C” or better / # of students who completed the course).
  - c) The specific thresholds for evidence of student learning vary by outcome (range from 65-75%). Overall, thresholds for student learning on all 5 outcomes were met. Furthermore, performance on outcomes 1-4 has shown improvement over previous assessment.
  - d) Because thresholds have now been met for two consecutive semesters, department assessment of MATH 1050 will resume in the future.

## Computer & Information Literacy

- 1) Data gathered for NTM 1700, 1701, 1702, 1703, 1501, 1502, 1503, 1504, and LIBS 1704 for Spring 2014 and for IS&T 2010 for Fall 2013 and Spring 2014.
- 2) Computer
  - a. Part A (Word Processing): Findings are consistent from when comparing data from 2011 to Spring 2014. Student performance continues to meet threshold of 73% for all 4 outcomes.
  - b. Part B (Operating Systems and Presentations): Findings are consistent when comparing data from 2011 to Spring 2014. Student performance continues to meet 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 first 3 outcomes (*format/edit/save spreadsheets, enter/format data, functions & formulas*) and consistently fail to meet threshold on the last outcome (*graphing*). Revision of course material has been completed with more emphasis on the areas where students have not met threshold. Data for Spring 2014 indicates students have met the threshold of 73% for all 4 outcomes.
  - d. Learning outcomes were revised and approved last year. Assessment for new outcomes have been developed and will be reported on in the next summary (data from 2014-2015).
- 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 (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: Student performance met the threshold of 73% for all outcomes. This indicates an improvement from previous data (2011/2012 and 2012/2013). In reality, the difference is probably a result of more consistent data collection.
  - c. Implementation of changes as mentioned in 3 a) will be assessed during the 2015-2016 school year.

## Diversity

- 1) The Diversity Area Committee (representation from English, Geography, Sociology, Anthropology, Women and Gender Studies, Performing Arts and a GEIAC liaison) was charged to establish methods of measurement and thresholds for evidence of student learning, as well as to collect and report on assessment data this academic year.
  - a. The Area Committee was active and discussed the methods for measuring diversity outcomes (evidence of learning), including the use of learning outcomes/rubrics in Canvas, a pre-/post-test assessment, and ChiTester learning outcome alignments. It was determined that each department teaching a diversity course would identify appropriate thresholds (or expected level of student performance) for achievement.
  - b. The GEIAC Chair provided the Area Committee the following clarifications:
    - i. A downloadable rubric template will be made available for faculty who do not use either Canvas or Chi Tester.
    - ii. It was recommended that one assignment may be sufficient direct evidence for each outcome, but a single quiz/exam item is not.
    - iii. Faculty may individually determine what assessments are appropriate for measuring learning outcomes.
    - iv. Determination of thresholds should be made at the department level.
    - v. DV courses will be reviewed by the Curriculum committee along with their primary breadth attribute (i.e., HU/CA, PS/LS, SS).
  - c. The Area Committee also met with the Office of Institutional Effectiveness & Academic Planning, who facilitated a discussion about aligning diversity outcomes to their assignments.
  - d. The Diversity Area Committee chair is on unanticipated leave for Spring 2015 so an Interim Area Chair will be appointed by the GEIAC in March 2015. Nonetheless, the Office of Institutional Effectiveness & Academic Planning conducted a workshop on Diversity learning outcome alignment for English Department faculty who teach a Diversity course. Eight faculty attended.
  - e. The Diversity Area Committee will be advised to collect and report on assessment data in the next academic year.



## Creative Arts

- 1) Data gathered for 22% of CA courses (i.e., ART 1010, CS 1010, DANC 1010, IDT 1010, THEA 1023) 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, periods and culture).
- 2) The following CA courses were not assessed using current CA outcomes in 2013-2014: ART 1030, ARTH 1090, 1100; ENGL 2250, 2260, 2270; HONORS 1530, 2020; MUSIC 1010, 1030, 1033, 1035, 1040, 1063; THEA 1013, 1033, 1043, 1053.
  - a. ART 1010, 1030 and ARTH 1090, 1100 is advised to collect assessment data on current CA learning outcomes.
    - i. Art reported assessment data for ART 1010 but these data were for the old CA/HUM combined outcomes. ART 1030, ARTH 1090, 1100 provided course final grades. Art is advised to provide measurement at the outcome level (e.g., aligning exam questions or assignments to learning outcomes). Course grades are not an adequate metric for assessment of the specific learning outcomes.
  - b. English courses did not submit an assessment report for 2013-2014 and have not submitted a schedule of assessment of these courses. English is advised to submit an assessment schedule, evidence of learning rubric, and assessment data for their CA courses for the next report.
  - c. HONORS 1530 & 2020 are scheduled to collect assessment data and provide an evidence of learning rubric for the next report.
  - d. Despite being advised in the last report to submit an assessment schedule and evidence of learning rubrics for their CA courses, Music and Theater continue to fail to provide this information. Given their impending GE renewal in Fall 2017, it is imperative that Music and Theater provide this information and collect assessment data on their CA courses.
- 3) Findings for ART 1010: Findings for 6 outcomes are reported. Art is advised to align department/program learning outcomes with the 2 current CA learning outcomes. Student performance on all measures (i.e., quizzes, exams, essay questions) met threshold of 80% of students scoring 70% or better.
- 4) Findings for CS 1010: Findings for 2 outcomes are reported. Student performance on all measures (individual and group creative assignments, quizzes, exams, papers) met threshold of 85% of students earning a C or better. Action is being taken on one individual creative assignment that penalizes students 50% if turned in late. The department notes that this may not be an accurate representation of student learning.
- 5) Findings for DANCE 1010: Findings for 2 outcomes are reported. Outcome 1 was assessed with two measures. Student performance on measure 1 (chapter papers, research exploration papers) met threshold of 80% of students scored 80% or higher. Student performance on measure 2 did not meet threshold of 100% of students participating in class discussions. Findings indicated that students in face-to-face classes required more requirements for discussion responsibility versus online Canvas discussions in the hybrid courses. Action is being taken to clarify grading requirements for class discussions. Outcome 2 was assessed with two measures. Student performance on measure 1 met threshold of 80% of students scoring 80% or

better on mid-term and final exams. Student performance on measure 2 did not meet threshold of 100% of students scoring 85% or better on end-of-semester group project presentations. Action is being taken to better prepare GE students to present the art form of dance.

- 6) Findings for IDT 1010: Findings for 2 outcomes are reported. Student performance on all measures (pre- and post-assessments, chapter test questions) met threshold of the majority of students scoring 70% or higher. No action is needed.
  
- 7) Findings for THEA 1023: Findings for 2 outcomes are reported. Student performance on outcome 1 (creative assignments, quizzes, exams and papers) met threshold of 85% of students earning a C or higher. No action is needed. Student performance on outcome 2 (quizzes, exams, papers and presentations) did not meet threshold of 85% of students earning a C or higher. Analysis indicates that 3 students failed to turn in required course work and 1 received a failing grade due to academic dishonesty. Action is being taken to remind students of deadlines and submitting their own work.

## Humanities

- 1) Data gathered for 18% of HU courses (i.e., FL 2020; HONORS 2130; PHIL 1000, 1120, 1250) on 3 outcomes (*knowledge of diverse traditions; analyze cultural artifacts; communication*).
- 2) The following HU courses were not assessed in 2013-2014: ANTH 1040; COMM 1020, 2010, 2110; ENGL 2200, 2220, 2240, 2290, 2510, 2710, 3500, 3510, 3520, 3750; FL 2851, FL 2600; HONORS 1110, 1540, 2010, 2110, 2120; MUSIC 1043; PHIL 1000, 1250; THEA 3323.
  - a) Assessment data for ANTH 1040 was presented in the 2014 report. Anthropology indicates that HU assessment of ANTH 1040 is scheduled for 2016-17. Anthropology is advised to align department/program learning outcomes with the HU learning outcomes.
  - b) COMM 1020, 2010, & 2110 were assessed against program - not HU - learning outcomes. Communication is advised to align program learning outcomes with HU learning outcomes.
  - c) English did not submit an HU assessment report. Last year's report indicated that ENGL 2220 and ENGL 2240 would be assessed using a rubric developed from the HU outcomes. Assessment plans for the other courses have not been provided.
  - d) Foreign language indicates that FL 2851 and FL 2600 are rarely taught.
  - e) Honors has submitted an assessment schedule and plans to have HU data for the above courses for the next assessment summary.
  - f) Music is advised to submit an assessment schedule and evidence of learning rubric for their HU course.
  - g) Philosophy is advised to make their thresholds for student performance more explicit in future reports.
  - h) Theater is advised to submit an assessment schedule and evidence of learning rubric for their HU course.
- 3) Findings for FL 2020: In Spring 2014, data collection was attempted but failed (inadequate sample). Presently students are required to submit via Canvas two written assignments. The Department Assessment Committee will evaluate a random sample of this data against HU outcomes. A threshold of 65% has been established. Data will be presented in the next report.
- 4) Findings for HONORS 2130: Findings are reported for all outcomes. Student performance met threshold (mean of each measure) for all outcomes. No curricular or pedagogical changes are needed at this time.
- 5) Findings for PHIL 1000: Findings are reported for all outcomes. Student performance on all measures (exam questions) met threshold (70%) for all outcomes. No curricular or pedagogical changes are needed at this time.
- 6) Findings for PHIL 1120: Findings are reported for all outcomes. Student performance on all measures (written assignments, exam questions) met threshold (not explicitly stated but scores were 70-91%) for all outcomes. No curricular or pedagogical changes are needed at this time.
- 7) Findings for PHIL 1250: Findings are reported for all outcomes. Student performance on all measures (fallacies exam, final project) met threshold (not explicitly stated but scores were 88-89%) for all outcomes. No curricular or pedagogical changes are needed at this time.

## Social Science

- 1) Learning outcomes have been revised and were approved by the Social Science Area Committee, GEIAC, Curriculum, and Faculty Senate in spring 2015. The approved mission and learning outcomes follow:

### General Education Social Science Breadth Area Mission Statement

The mission of the Social Science general education area is twofold: (1) to provide students with a basic understanding of people and their behavior within their environments; and (2) to empower students to contribute to society in their particular professions and as engaged citizens of their various communities.

### Social Science General Education Student Learning Outcomes

Students completing a social science general education course will demonstrate their understanding of the following three outcomes:

#### Interactions between individuals and society

Describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global processes.

#### Application of concepts, theories and methods

Apply basic social science concepts, theories and/or methods to a particular issue and identify factors that influence change.

#### Diverse perspectives

Identify an argument about a social phenomenon and understand alternative explanations.

- 2) Data partially or completely gathered for 37% of SS courses (i.e., CHF 1500; CJ 1010; ECON 2010; GEOG 1300, 1520; HLTH 1030; HIST 1500, 1510; HNRS 2120; SW 1010; WGS 1500) 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*).
- 3) The following SS courses were not assessed in 2013-14: ANTH 1000, 2010, 2030; ECON 1010, 1100, 2020; GERT 1010; HNRS 1520, 2050, 2110, 2130; IST 1100; POLS 2100, 2200, 2300; PSY 1010, 2000; SOC 1010, 1020). All of these courses are scheduled to collect assessment data contingent on course offerings.
  - a) Anthropology has not reported assessment data on GE SS outcomes for ANTH 1000, 2010, & 2030 for the past two years. Anthropology is advised that these GE courses should be assessed on SS learning outcomes on a 3-year schedule. It is expected that assessment data on these courses for GE SS outcomes will be presented in the next department annual assessment report (due Nov 2015). Anthropology reports they plan to assess these courses in 2016-2017.
  - 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) Economics has not reported assessment data on GE SS outcomes for ECON 1100 for the past two 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 GE SS outcomes will be presented in the next department annual assessment report (due Nov 2015). Because this course is infrequently taught, Economics plans to assess this course when it is next offered.
  - c) Gerontology has not reported assessment data on GE SS outcomes for GERT 1010 for the past two years and has not reported a schedule to assess this course. Gerontology 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 GE SS outcomes will be presented in the next department annual assessment report (due Nov 2015). 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.
  - d) Honors has not reported assessment data on GE SS outcomes for HNRS 1520, 2110, 2130 for the past two years. Honors is advised that these GE courses should be assessed on SS learning outcomes on a 3-year schedule. It is expected and Honors agrees that assessment data on these courses for GE SS outcomes will be presented in the next department annual assessment report (due Nov 2015).
  - e) IS&T is advised to submit an assessment schedule and evidence of learning rubric for IST 1100. IST has not reported assessment data on GE SS outcomes for IST 1100 for the past two years. IST 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 GE SS outcomes will be presented in the next department annual assessment report (due Nov 2015).
  - f) Political Science has not reported assessment data on GE SS outcomes for POLS 2100, 2200, 2300 for the past two years nor have they provided a schedule for assessment of these courses (although 2300 may be reported on next year). Political Science is advised that these GE courses should be assessed on SS learning outcomes on a 3-year schedule. It is expected that assessment data on these courses for GE SS outcomes will be presented in the next department annual assessment report (due Nov 2015).
  - g) Sociology has not reported assessment data on GE SS outcomes for SOC 1010 & 1020 for the past two years. Sociology is advised that these GE courses should be assessed on SS learning outcomes on a 3-year schedule. It is expected and Sociology agrees that assessment data on these courses for GE SS outcomes will be presented in the next department annual assessment report (due Nov 2015).
  - h) Women and Gender Studies is advised to align department/program learning outcomes with the SS learning outcomes.
- 4) Findings for CHF 1500: Findings are reported for 4 of 5 outcomes but not for any of the skill criteria. While this is problematic for these assessment data, SS has new 3 new learning outcomes on which this course will need to be assessed in the future. CHF assesses that these outcomes are being met through pre- and posttest multiple choice questions. The majority of students (~72% or better) are scoring at or above the 70% threshold. Faculty members continue to review their teaching effectiveness in helping student reach the 70% threshold.
- 5) Findings for CJ1010: Findings are reported for 3 of 5 outcomes and 2 of 6 skill criteria from multiple sections. Method of measurement, threshold, results, and action plan varies from faculty to faculty that teach this course. No action is being taken to align objectives to a universal

threshold. Criminal Justice 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.

- 6) Findings for ECON 2010: Findings are reported for 145 students on 3 of 5 outcomes, but not for 2 of the 6 skill criteria. While this is problematic for these assessment data, SS has new 3 new learning outcomes on which this course will need to be assessed in the future. Student performance on the measure of multiple choice questions met the threshold of at least 70% correct for 1 of the 3 outcomes. The action plan to get the other 2 objectives to meet the threshold entails faculty members spending more time in the classroom on key concepts and practicing various applications.
- 7) Findings for GEOG 1300 & 1520: Findings are reported for 3 of 5 outcomes and 2 of 6 skill criteria. The skill criteria are evaluated through a term paper and both objectives were met at the 70% threshold in both classes. The outcome criteria are evaluated through multiple choice questions administered in 3 different exams throughout the semester. The objectives were met at the 70% threshold in both classes. No action plan is necessary given that the thresholds were met for both skills and objectives in both classes.
- 8) Findings for HLTH 1030: Findings are reported for 2 of 6 skill criteria and 4 of 5 outcomes from 2 sections. All skills and objectives are assessed through exam items and the threshold has been set at 70%. Both skills were met in 1 section of the course; however, the other section of the course had deficiencies in 1 of their skills. Online skills and resources were added to this course to address deficiencies. Both sections of the course met the threshold of 70% for the 4 outcomes. No action plan is necessary given that the thresholds were met for the objectives, but as was mentioned above, slight modifications are being made to help supplement how faculty are teaching the skill criteria.
- 9) Findings for HIST 1500 & 1510: Findings are reported for 72 students (in 3 sections) on 3 of 6 skill criteria and 5 of 5 outcomes. All skills and objectives are assessed through an 8 item questionnaire that uses a 5-point Likert scale. The questions are phrased to assess “To what extent did you improve...” on each skill or objective criteria. Mean responses are then provided for each course section with the threshold of 3. All sections and questions exceed the threshold. History will be advised to provide direct measures of learning outcomes (beyond these indirect measures).
- 10) Findings for HNRS 2120: Findings are reported for 2 of the 6 skills criteria, but none of the 5 outcomes. While this is problematic for these assessment data, SS has new 3 new learning outcomes on which this course will need to be assessed in the future. No data is provided for 1 of the skills, and the other skill is assessed through pre- and posttest written essays in response to a novel. While there is improvement noted from pre- to posttest scores, no threshold is provided. Honors 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.
- 11) Findings for SW 1010: Findings are reported for 5 of 5 outcomes but 0 of the 6 skills criteria. While this is problematic for these assessment data, SS has new 3 new learning outcomes on which this course will need to be assessed in the future. All objectives are measured through test

questions (ranging from 3-5 per each objective). A threshold of 85% is provided for how well the GE goals align with the Program objectives. However, a threshold for meeting GE objectives was not provided. As such, it is hard to report whether or not objectives were met. It is to be noted though that the majority of test questions met or exceeded ~75% correct answers. Social Work will be advised to establish thresholds for evidence of student learning, to report results against the threshold, and to “close the loop” with an action plan.

- 12) Findings for WGS 1500: Findings are reported for 1 of 5 outcomes and 0 of 6 skills. While this is problematic for these assessment data, SS has new 3 new learning outcomes on which this course will need to be assessed in the future. Student performance was measured through class discussions or an essay. The threshold was set at 70% involvement and given this threshold, the objective was met. However, this is not a true assessment of meeting or exceeding an objective. As such, the Women and Gender Studies program 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.



## Physical Science

- 1) Data gathered for 42% of PS courses (i.e., CHEM 1010, 1050, 1110, 1210; GEO 1030, 1060, 1110, 1350). The CHEM courses were assessed on the 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*). The GEO courses were assessed on the 4 PS outcomes (assessment of these courses on the 4 NS outcomes is planned for 2016-2017).
- 2) The following PS courses were not assessed in 2012-13: CHEM/PHYS 1360; GEOG 1000, 1400; GEO 1130; HONORS 1500, 2040; PHYS 1010, 1040, 2010, 2210
  - a) Honors is advised to submit an assessment schedule and evidence of learning rubric for its PS courses.

- 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 3 of the NS outcomes (1, 2, & 3) and 1 PS outcomes (4). Remaining learning outcomes are under review. Chemistry believes that previous results do not represent the agreement and/or understanding by the students of the learning outcomes. To address this problem, the department is surveying students to state their agreement or disagreement using a Likert scale with the learning outcomes.

Student performance in section two on the direct measure (multiple-choice exam questions and assignments) met thresholds for student performance for all learning outcomes except for NS outcome 2 (*integration of science*), and 4 (*problem solving and data analysis*), and PS outcomes 1 (*organization of systems*) and 4 (*forces*). Analysis suggests that additional classroom attention is needed and students will be given more mathematical support in problem solving. Action is being taken to provide exercises using fundamental mathematical operations.

- 4) 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 needed at this time.
- 5) 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, except NS outcome 4 (*problem solving and data analysis*) where 69% of students responded correctly. Problem solving is difficult for GE students. Instructor will continue to monitor closely and aid students as much as possible. No additional curricular or pedagogical changes are expected at this time.
- 6) Findings for CHEM 1210: Findings are reported for all outcomes. Student performance on the direct measure of multiple choice questions met threshold (70% of students respond correctly) for NS outcomes 1, 2, & 4 and PS outcomes 1, 3, & 4. No curricular or pedagogical changes are needed in these areas at this time. Student performance on the direct measures of multiple choice questions did not meet threshold (70% of students respond correctly) for NS outcome 3 (*science and society*) and PS outcome 2 (*matter*). Analysis suggests that assessment methods/topics and pedagogies will be reevaluated.



- 7) Findings for GEOS 1030: Findings are reported for all 4 PS outcomes (*organization of systems; matter; energy; forces*) for only the online class. Student performance on the direct measure of multiple choice questions on pre- and post-tests did not meet threshold of 70%. Performance was 63%, 33%, 47%, and 33% on PS outcomes 1-4, respectively. The online materials and assessment are under revision to improve attainment of learning outcomes. Assessment of the natural science learning outcomes is planned for 2016-2017.
- 8) Findings for GEOS 1060: Findings are reported for all 4 PS outcomes (*organization of systems; matter; energy; forces*) for three course sections (2 online & 1 face-to-face). Student performance on the direct measure of multiple choice questions exams met threshold of 70%. Performance was 78%, 76%, 71%, and 77% on PS outcomes 1-4, respectively. Instruction will provide additional examples of energy-related concepts to improve performance on PS outcome 3 (*energy*). Assessment of the natural science learning outcomes is planned for 2016-2017.
- 9) Findings for GEOS 1110: Findings are reported for all 4 PS outcomes (*organization of systems; matter; energy; forces*) for three course sections (2 online & 1 face-to-face). Student performance on the direct measure of multiple choice questions exams met threshold of 70%. Performance was 71%, 77%, 98%, and 69% on PS outcomes 1-4, respectively. Performance on PS outcome 4 increased to 78% for fall 2014. No curricular or pedagogical changes are needed at this time. Assessment of the natural science learning outcomes is planned for 2016-2017.
- 10) Findings for GEOS 1350: Findings are reported for all 4 PS outcomes (*organization of systems; matter; energy; forces*) for three course sections (2 online & 1 face-to-face). Student performance on the direct measure of multiple choice questions exams met threshold of 70%. Performance was 78%, 70%, 71%, and 87% on PS outcomes 1-4, respectively. No curricular or pedagogical changes are needed at this time. Assessment of the natural science learning outcomes is planned for 2016-2017.

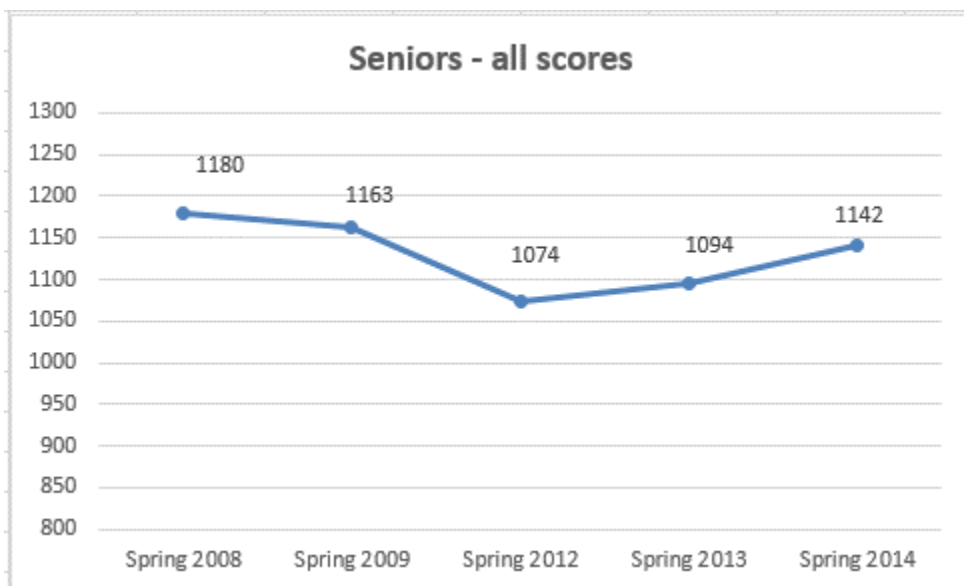
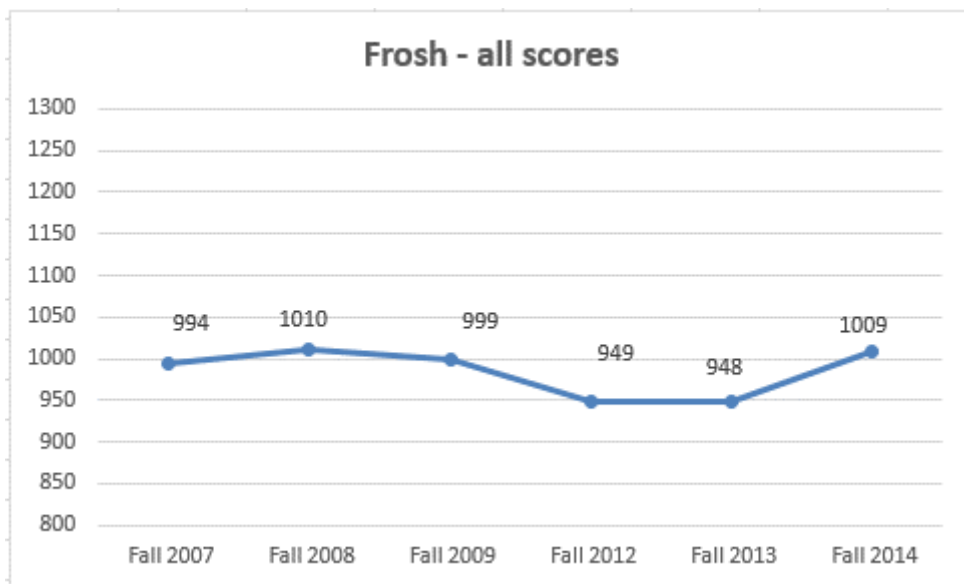
## Life Science

- 1) Data gathered for 53% of LS courses (i.e., BTNY 1203, 1403; HTHS 1110; MICRO 1113, 1153, 2054; NUTR 1020; ZOOL 1010, 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 2013-14: ANTH 1020; BTNY 1303; BTNY/MICRO/ZOOL 1370; HNRS 1510, 2040; ZOOL 1030. Anthropology, Botany, Health Sciences, Microbiology, Nutrition and Zoology have provided assessment schedules for LS learning outcomes.
  - a) No data was gathered this year for ANTH 1020 (LS/DV), however data from 2012-2013 was submitted for the 2014 report. Anthropology reports they will assess this course again in 2016-2017.
  - b) No data was gathered this year for BTNY 1303, and no data was gathered in 2012-2013 for the 2014 report. Botany is advised to assess this course on GE LS outcomes when it is next taught.
  - c) No data was gathered for BTNY/MICRO/ZOOL 1370. This course has varying offerings due to its cross-listing. These departments are advised to assess this course on GE LS outcomes when it is next taught.
  - d) No data was gathered for HNRS 1510 or 2040. Honors is advised to submit an assessment schedule and to assess these courses on GE LS outcomes when they are next taught.
  - e) According to the schedule, it seems that assessment data should have been reported for ZOOL 1030. Zoology is advised that assessment data on this course for GE LS outcomes needs to be presented in the next department annual assessment report (due Nov 2015).
- 3) 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 and LS outcome 3 where student performance was mixed.
  - a) For NS outcome 4, 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.
  - b) For LS outcome 3, student performance on the multiple choice and essay questions did not meet threshold and analysis suggests students did not successfully demonstrate an understanding of genetics, evolution, & natural selection. The exam that includes genetics (heredity) has several math questions on which many students do poorly. More practice (and math preparation) is required and more attention will be given to this in the classroom.
- 4) 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 1 and LS outcome 4.
  - a) For LS outcome 1, student performance on the multiple choice questions did not meet threshold and analysis suggests students did not successfully demonstrate an understanding

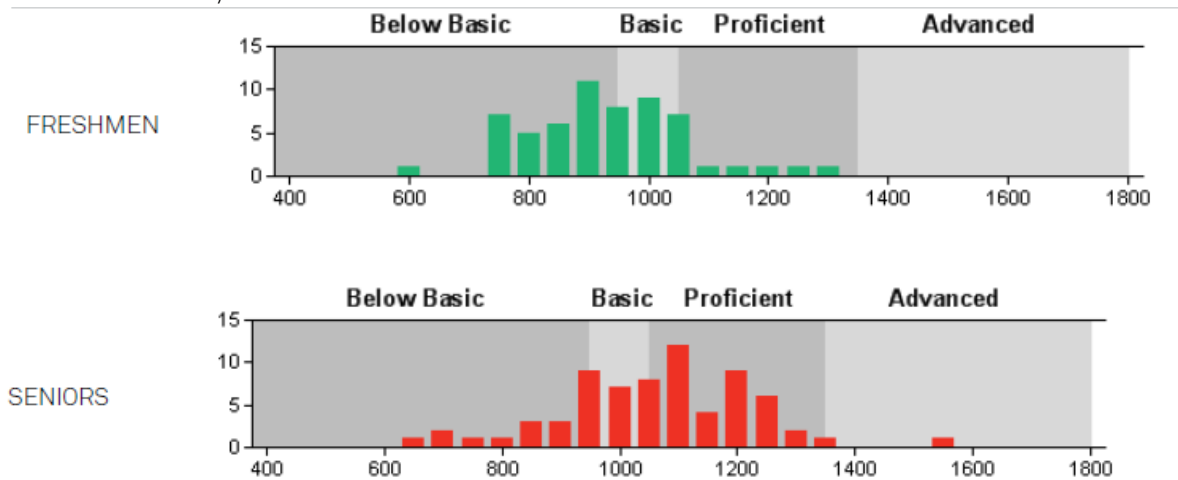
- of the levels of organization. Students seem to have more difficulty with chemistry, and action will be taken to increase emphasis of the material in the classroom.
- b) For LS outcome 4, student performance on the multiple choice questions did not meet threshold and analysis suggests that students did not demonstrate an adequate understanding of ecological interactions. More emphasis will be given to this material in the classroom.
- 5) Findings for HTHS 1110: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions met threshold of 65% of students respond correctly for all outcomes. The department plans to continue to monitor student performance.
- 6) Findings for MICRO 1113: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions met threshold of 50% of students earning a 70% or higher for all outcomes. The department is working to develop assessment metrics that can be used across sections and platforms.
- 7) Findings for MICRO 1153: Findings are reported for all outcomes. Student performance on the direct measures of multiple choice questions met threshold of 50% of students earning 70% or higher for all outcomes, except NS outcome 4 and LS outcome 1. Action will be taken to increase emphasis of the material in the classroom and to improve assessment instruments. Indeed, the department is working to develop better rubric-based assessments and more standardized evaluation methods.
- 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. Analysis of the findings suggests the need for revised assessment instruments.
- 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 ongoing attainment of learning outcomes.
- 10) Findings for ZOOL 1010: Findings are reported for all outcomes. However, the method of measurement was course grades. While 68% of students earned a C- or higher, Zoology is advised to provide measurement at the outcome level (e.g., aligning exam questions to learning outcomes). Course grades are not an adequate metric for assessment of the specific learning outcomes.
- 11) Findings for ZOOL 1020: Findings are reported for all outcomes. However, the primary method of measurement was course grades. While 64% of students earned a C- or higher, Zoology is advised to provide measurement at the outcome level (e.g., aligning exam questions to learning outcomes). There were isolated attempts to provide direct measures of learning outcomes with, for example, test questions or in-class discussions. Course grades are not an adequate metric for assessment of the specific learning outcomes.

## CLA Trend Analysis and Discussion

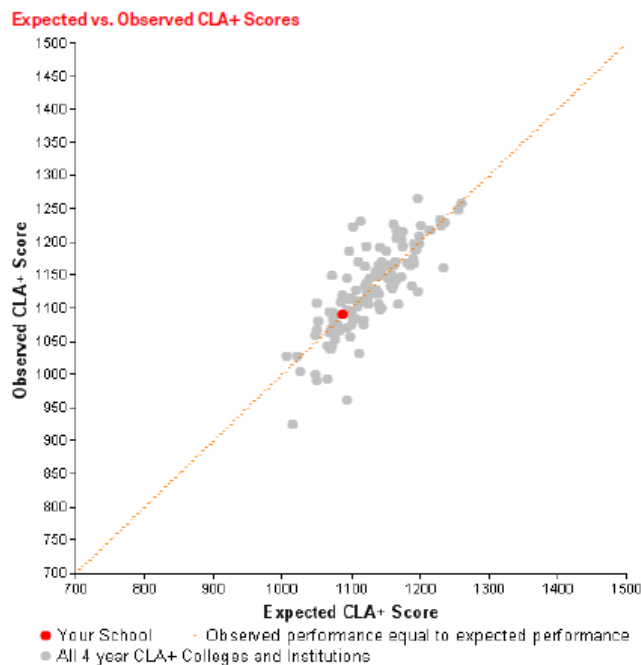
The Collegiate Learning Assessment (CLA) is administered each fall to (primarily) freshmen students and each spring to senior students who are completing capstone or senior seminar courses in their majors. Until the fall 2014 administration, freshmen were recruited from WSU FYE courses. Beginning fall of 2014, students will be recruited from Composition courses (i.e., ENGL 1010 or 2010). This new sampling approach is likely to be more representative of WSU freshmen students. The overall averages include every administration of the CLA, including those in which student effort was less than optimal (based upon time taken to complete the assessment). Scores appear to be trending upward, which is a positive outcome.



Results for the 2013/14 Academic Year



The freshmen completing the CLA in the fall of 2013 were classified overall as 'Below Basic'. This finding is not too surprising given WSU's open enrollment policy. The fall 2013 sample of freshmen was recruited from WSU FYE courses: it is possible that this sample was not comprised of the strongest students. Seniors completing the CLA in the spring of 2014 were classified overall as 'Basic'. However, with 49 scores as 'Below Basic' and 'Basic', and 52 scores at 'proficient' and 'advanced', it seems likely that the 'Proficient' descriptor is apt. A sizable minority (11%) of seniors admit to putting 'no or little effort' into the assessment. Based upon the incoming ACT scores of WSU senior students, they are performing slightly above expectations. Whereas the expected average score is 1088, our seniors' average score is 1090.



## Conclusions

- 1) Overall, much progress has been made in the assessment of general education at WSU. There is consistency in the yield of assessment data from 2011/12 to 2012/13 and now 2013/14 (overall yield, 35%, 37%, & 39% respectively), which seems 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 2014).
- 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, and assessment (templates and findings) are now found easily under “General Education” on the WSU homepage.
- 3) GEIAC collaborated with 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) Currently the only measure of student learning for general education at the time of graduation is the CLA exam. GEIAC worked with OIE and the Director of Composition to obtain a more representative sample of freshman students for this administration. We will continue to collaborate and review the data, which appears to be trending upward, to ensure the integrity of the sample.
- 5) 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 was unclear. GEIAC worked with Curriculum and Faculty Senate Executive Committee (approved March 2015, Curriculum PPM section 1) to craft a clear policy regarding how much assessment data and the kind of assessment data departments must report and a clear outline of the renewal process, including probation. GE courses with the PS/LS attributes (and related DV) will be the first up for renewal under this policy in Fall 2016.
- 6) 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.

- 7) The General Studies Exit Survey (administered Summer 2014 through Spring 2015) asked students (n=144) 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 provided them an opportunity to gain a broader scope of knowledge and helped them solidify their choice of major. In addition, students reported that general education helped them develop self-confidence, discipline, tenacity, an openness to diversity and diverse opinions, life and career skills, the motivation to further their education, critical thinking, and communication skills. The majority of students (75%) agreed or strongly agreed that “*WSU General Education courses have helped prepare me to succeed in my future studies.*” Most students (76%) also stated that “*WSU General Education courses helped me make connections across academic subjects.*”
- 8) GEIAC also works *to improve general education* at WSU. To this end, GEIAC a) developed a new mission statement for our general education program, b) developed and administered a survey (March 2015) to gauge faculty perceptions of general education, c) proposed a new general education program, the WSU Fundamentals program, and d) explored revising the course requirements of our current general education program.
- a. With the guidance of the Mission sub-committee, GEIAC developed a new mission statement for the WSU general education program (approved by Senate, February 2015): “*The purpose of Weber State University's General Education Program is to provide students with foundational knowledge and skills that enhance and transcend their academic program of study.*”
  - b. Data from the survey of general education were still undergoing analysis as this assessment summary was finalized. Preliminary data reveal that good representation of faculty across all colleges. The majority of faculty report teaching 1-2 general education courses per academic year and are aware of the specific GE learning outcomes for their courses. While there was fairly strong agreement from faculty that “*The WSU GE program offers students enriching experiences*” and “*is relevant to the issues facing students today*” there was similarly strong agreement that “*GE should be interdisciplinary (i.e., include courses that cross areas and meet multiple learning outcomes).*” Faculty noted many strengths of the current GE program, including the variety of courses and opportunities for students to become well-rounded and to gain a broadened perspective on the world. This echoes student feedback on the strengths of general education. Faculty also noted many weaknesses, including that the current GE program has too many requirements (~33% of faculty believe that the current size of general education at 37-40 credits is too large), is fragmented and lacks coherence and interdisciplinarity.
  - c. GEIAC has developed and proposed a new program – the WSU Program – as an alternative to the current “smorgasbord” of classes. WSU courses are proposed to be lower-division courses that will fulfill multiple GE requirements by addressing a topic in an interdisciplinary manner. Each WSU course will fulfill requirements in two GE (core or breadth) areas and will not be a typical survey-style introduction to a particular discipline. For more information about the WSU Program, see Appendix (WSU Program Proposal, approved unanimously by Curriculum Committee, 3/25/15, and Faculty Senate, 4/16/15).
  - d. Consistent with some of the GE Survey data, GEIAC has explored revising the current structure and requirements of general education in an effort to better align general education with our new mission. This discussion is ongoing and in collaboration with Curriculum committee.



## Committee Members

Leigh A. Shaw, Chair (Social & Behavioral Science)  
Eric Amsel, Faculty Senate Liaison (Social & Behavioral Science)  
Laura Anderson, Applied Science & Technology  
Kristin Arnold, Applied Science & Technology  
Nicole Beatty, Library  
Casey Bullock, Registrar  
Sally Cantwell, Ex Officio, Chair of Curriculum  
Heather Chapman, Administration  
Kraig Chugg, Health Professions  
Jill Ericson, Ex Officio, Student Success Center  
Sandra Fital-Akelbek, Science  
Afshin Ghoreishi, Science  
Brandon Koford, Business & Economics  
Susan McKay, Arts & Humanities  
Gail Niklason, Administration  
Scott Rogers/Sylvia Newman, Ex Officio, Director of Composition  
Sally Shigley, Arts & Humanities  
Molly Sween, Social & Behavioral Science  
Ryan Thomas, Administration  
Joan Thompson, Education



## Appendix

**NEW  
PROGRAM PROPOSAL  
WEBER STATE UNIVERSITY**

**Submission Date: March 18, 2015**

**Submitter Name and Phone: Eric Amsel (per GEIAC) x6658**

**College: -**

**Department: -**

**Program Title: WSU course designation**

### **1. Complete Program Description**

*Present the complete, formal program description.*

In light of concerns about how Gen Education is structured at Weber State University (see point 13), the General Education Improvement and Assessment Committee (GEIAC) is proposing to create a new category of courses given the course designation of *WSU*. WSU courses are proposed to be lower division classes that will fulfill multiple Gen Ed requirements by addressing a topic in an interdisciplinary manner. Each WSU course will fulfill requirements in two Gen Ed (breadth or core) requirements. The topical focus will ensure WSU courses are not a survey-style introduction to a discipline (as are most Gen Ed class now) and its offering credit in two Gen Ed area requirements will ensure its interdisciplinary status.

There will be 28 new courses designated as WSU, which are all possible pairs of core (QL, AI, EN) and breadth (PS, LS, SS, CA, HU) Gen Ed requirements.<sup>1</sup> The Registrar has worked out the coding of such courses so that WSU course numbers will designate the two particular core and/or breadth requirements being fulfilled. WSU classes must meet two different core and /or breadth requirements as there is no provision at this time for WSU courses to meet either one or three or more requirements.

WSU designated courses are proposed to be variable credit (minimum 3 to a maximum of 5 credit hours) and variable titled. The variable credit option is to ensure that sufficient class time is devoted to achieving multiple Gen Ed outcomes. Despite being variable credit, each WSU course a student completes successfully will count as fulfilling up to 3 credits in each of two different Gen Ed requirements. Students will receive one grade in a WSU course.<sup>2</sup> The variable title option is to ensure an infusion of new topics within Gen Ed, offering faculty and students alike an opportunity for an interdisciplinary education experience.

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<sup>1</sup> Core DV outcomes are already integrated into other Gen Ed courses and we expect a similar result will occur for CIL outcomes.

<sup>2</sup> NOTE: The grade defining successful completion depends on the Gen Ed area. There is a higher requirement for successful completion of QL classes than other Gen Ed core and breadth areas. So, it is conceivable (although unlikely) that a student in a WSU course which combines QL and some other area may earn a grade that gives credit in the other Gen Ed requirement but not in QL.

This proposal includes a syllabus shell for each of these courses (See point 22). An actual WSU course will be proposed by WSU faculty members and reviewed and accepted by the GEIAC and Curriculum committees through a rigorous process (see point 4).

Finally, WSU designation courses are being proposed as a 5-year pedagogical experiment. This is to assess the learning outcomes of students enrolled in such courses and monitor the courses' impact on the Gen Ed curriculum (see point 20). During this period, data will be collected by GEIAC about the effectiveness of WSU classes in fulfilling Gen Ed outcomes. After the 5 year period, those data will be shared with the Weber State community who will be called upon to review and possibly renew permanently the WSU course designation.

## **2. Purpose of Degree**

*Summarize why the institution should offer this degree and the expected outcomes.*

The proposal does not include a new degree and the institution is already committed to the expected outcomes in the form of Gen Ed SLOs (see point 21)

## **3. Institutional Readiness**

*Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education.*

The course proposals will be evaluated by GEIAC and already existing Gen Ed Area Committees (see 4) with no additional administrative support needed.

## **4. Faculty**

*Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty development procedures that will support this program. See Requirements in the Institutional Readiness Section.*

A WSU course could be proposed and taught in load by a single or multiple WSU faculty member(s) whose home department(s) will receive payment in support of hiring an adjunct in compensation. If the course is taught as overload, the faculty member(s) will receive the payment directly. WSU course proposal form will require written approval by the instructor's or instructors' chair(s) to confirm departmental support for the class.

To incentivize faculty to consider proposing a WSU course, a gift of \$100 will be given to each proposal received and passed by the GEIAC and Curriculum committee (see below), irrespective of when or whether it is taught (see below for the process of approving WSU course proposals). The payment source for faculty proposing and teaching WSU courses will be the office of the Associate Provost & Dean of Undergraduate Studies, whose funding will limit the number of courses that can be offered in a given semester. We are presently proposing no more than 4 WSU classes a semester but that is subject to change.

Any WSU course proposal will be approved for a) its consistency with the interdisciplinary goals of the program, b) the appropriateness of the class in the curriculum, and c) whether the multiple Gen Ed outcomes will be achieved and assessed. Different bodies will be designated to review

proposals for these criteria, information for which will be specifically requested in the WSU course proposal form.

When a proposal first arrives, the GEIAC committee (or a standing GEIAC subcommittee) will review it for its consistency with the goals of the program, which is to enhance interdisciplinary course offerings in Gen Ed. A standard new course proposal form will be completed which requires a discussion of the value and uniqueness of the course and will require letters of support from departments with courses which may overlap in content with the proposed course. For WSU course proposals, the form will require a discussion of how the proposed course exposes students to multiple disciplinary perspectives on the same topic.

The Chair of the Curriculum Committee (who sits ex officio on GEIAC) will also review the proposal. A new course proposal will have to be reviewed and approved by the Curriculum committee for its inclusion into the curriculum.

Once passed by GEIAC and concurrently being reviewed by Curriculum Committee, the proposal will be reviewed by the two Gen Ed Area Committees (GEACs) targeted by the proposal. The targeted Area committees will affirm that its Gen Ed learning outcomes will likely be achieved and appropriately assessed. The course proposal form will require evidence of how the Gen Ed learning outcomes will be pedagogically addressed and formally assessed by instruction in the course. The assessment is mandatory even if the proposal passes Curriculum Committee. A new WSU course proposal will be sent for review to the entire membership of the two GEACs that the course addresses. The GEACs will consider whether the course has (a) *adequate content to support student achievement of the Gen Ed goal in the targeted area* and (b) *effective measures that assess students' achievement of those area goals*. The GEACs will review the application and approve the course or seek additional information or clarification from the instructors who will then be able to revise and resubmit their proposals until it passes the GEACs or the proposal is withdrawn. For a new WSU course proposal, there can be no expectation of evidence that will guarantee success. The GEAC review should keep a high enough standard for success, but be flexible enough to embrace the experimental nature of the program and the courses.

All WSU course proposals will be subject to this review, even if a class has been taught previously with the WSU designation. For courses previously taught, the accumulated evidence should be presented in the proposal as should any modifications of the assessment in light of the evidence. A successfully taught WSU course proposal could be approved by the Chair of GEIAC, Curriculum Committee and the target GEACs to expedite the process of it being taught again as soon as possible.

## **5. Staff**

*List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/instructors, advisors.*

No additional staff is required.

## **6. Library and Information Resources**

*Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources?*

No additional library (see signature page) or information resources are required.

## 7. Admission Requirements

*List admission requirements specific to the proposed program.*

There are no admission requirements.

## 8. Student Advisement

*Describe the advising procedure for students in the proposed program.*

The Student Success Center will advise students on the WSU Gen Ed courses as they advise students on all Gen Ed Courses (see email exchange with Jill Ericson, Director Student Success Center below).

Dear Dr. Ericson:

As you know, the Gen Ed committee is proposing to add "WSU courses" to the curriculum for a 5-year trial period. WSU courses will be variable credit interdisciplinary ones. Students may need advising about these courses. I was hoping to get a letter from you stating that the Student Success Center will aid in the advising of students about WSU course options.

Thanks  
Eric

Eric Amsel  
Professor and Chair  
Due Process Officer  
Department of Psychology  
Weber State University  
1299 Edvalson St. Department 1202  
Ogden UT 84408-1202

Phone: 801 626 6658  
Appointments: 801 626 6247  
FAX: 801 626 6275  
Email: [eamsel@weber.edu](mailto:eamsel@weber.edu)  
Web Site: <http://weber.edu/eamsel>

Dear Dr. Amsel:

Once the WSU-designated General Education classes are approved, the General Studies associate degree advisors will be provided information on them so they can share the expanded list of General Education course options with General Studies associate degree majors with whom they meet.

Jill

Dr. Jill A. Grob Ericson  
Director  
Student Success Center  
Weber State University  
[jericson@weber.edu](mailto:jericson@weber.edu)  
(801) 626-7910

## 9. Justification for Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credits or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS.*

The credit hour requirement for any given WSU class is not fixed but variable, requiring instructors to justify the required hours to fulfill Gen Ed outcomes on *pedagogical* grounds (see point 15).

#### **10. External Review and Accreditation**

*Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them.*

No external review or *professional* accreditation required. General Education courses are subject to accreditation review by the Northwest Commission on Colleges and Universities.

## 11. Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	100 students in 4 classes	8 faculty teaching the 4 classes	12.5:1	None
2	150 students in 6 classes	12 faculty teaching 6 classes	12.5:1	None
3	200 students in 8 classes	16 faculty teaching 8 classes	12.5:1	None
4	200 students in 8 classes	16 faculty teaching 8 classes	12.5:1	None
5	200 students in 8 classes	16 faculty teaching 8 classes	12.5:1	None

## 12. Expansion of Existing Program

*If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration.*

The WSU course proposal will account for a very small proportion of SCHs presently being generated by students completing General Education requirements. With 8 WSU courses (maximum) running per academic year with ~25 students enrolled for 5 credits per course, the maximum SCHs generated will be ~1000 SCHs / year out of the 10s of thousands of SCHs now generated by General Education per academic year.

### Need

## 13. Program Need

*Clearly indicate why such a program should be initiated.*

General Education at WSU is now a complex smorgasbord of classes and requirements. Core and breadth requirements are tightly associated with particular classes, making the fulfillment of General Education a matter of students selecting one class from one list and another from a second, etc. There are negative consequences of this kind of structure for General Education:

- Although there is some evidence of students' ability to divine conceptual links between some of their classes, there is typically little coherence or connection between students' selection of General Education classes. Certainly, little information is provided about how to select classes that would align with students' personal or professional interests.

- The number of credit hours required is on the high side for the USHE system, which has posed problems for some programs (e.g., Nursing) with curricula that entail high credit hour requirements in order to conform to professional accreditation standards.
- Many of the core and breadth General Education courses are survey courses meant to introduce students to a particular discipline: its unique language, methods, and theories. However, such courses may be too discipline-oriented to focus on General Education outcomes over program outcomes. It is one thing to teach students key concepts in, for example, Psychology or Sociology (respective program goals & outcomes) but perhaps quite another to train students to use social science to understand and improve the human condition (Social Science General Education learning goals and outcomes).
- The present structure of WSU General Education discourages the creation of interdisciplinary courses which are not tied to or housed in a particular department. Although some such courses may find a home in Honors (see point 15), it is not clear all interdisciplinary General Education courses would be so accommodated.

The feature that WSU designation courses simultaneously give credit for two Gen Ed requirements is not new to Weber State University. GEIAC, Curriculum Committee, and Faculty Senate have approved courses which simultaneously fulfill Gen Ed breadth requirements AND Diversity requirements. The Registrar has no difficulty managing courses fulfilling dual requirements and such courses have no transfer articulation concern when a student transfers to other USHE or non-USHE institutions. Thus, the proposal for WSU designation courses is just a scaling up of curricular and administrative practices which have been agreed to and successfully implemented at the institution previously. The Registrar sees no difficulties in creating WSU courses and having them transfer within the USHE system and to other colleges and universities outside the system.

#### **14. Labor Market Demand**

*Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change.*

Generally speaking, the scholarship<sup>3</sup> points to interdisciplinary courses building foundational skills and encouraging intellectual inquiry in students which should have a positive outcome on their job and career aspirations and equally positive impact on the community.

#### **15. Student Demand**

*Describe evidence of student interest and demand that supports potential program enrollment.*

The Honors Program has offered popular interdisciplinary Gen Ed courses, most recently combining Dance and QL, which preliminary reports suggest was successful in achieving multiple Gen Ed outcomes. We expect that students would similarly find other such interdisciplinary Gen Ed courses attractive. Moreover, for administrative reasons, the interdisciplinary Gen Ed Honors courses (where two areas are being covered) must be offered as 6 credit hours, irrespective of the pedagogical need for such contact hours. We expect students will enroll in classes where two Gen Ed requirements can be fulfilled in fewer than the 6 credit hour contact time that is presently required.

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<sup>3</sup> Klein, J. T. (2009). *Creating interdisciplinary campus cultures: A model for strength and sustainability*. John Wiley & Sons.



## 16. Similar Programs

*Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.*

The program proposal does not require Regents' approval. Other USHE institutions offer interdisciplinary Gen Ed courses such as being proposed here.

## 17. Collaboration with and Impact on Other USHE Institutions

*Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions.*

No discussion were required or initiated.

## 18. Benefits

*State how the institution and the USHE benefit by offering the proposed program.*

It is worth noting that interdisciplinary Gen Ed classes are a mainstay at many other USHE intuitions and that Weber State University is late to the game in offering such courses.

## 19. Consistency with Institutional Mission

*Explain how the program is consistent with and appropriate to the institution's Regents' approved mission, roles, and goals.*

Adding a stable of interdisciplinary Gen Ed courses to the curriculum fulfills the institutional mission of providing "excellent educational experiences for students."

## Program and Student Assessment

*Program assessment and performance standards information, which is required for Regents' review, will serve as information only during University Curriculum Committee review.*

## 20. Program Assessment

*State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met.*

WSU course instructors will be responsible to assess the student learning outcomes and report those outcomes back to GEIAC. These reports will be shared with GEACs. A GEIAC subcommittee responsible for WSU courses will assess the success of each course in achieving the SLOs and fulfilling the goals of WSU courses. This may include the committee seeking additional data from the students or instructors in the WSU course and other information about enrollments and outcomes in course in the targeted Gen Ed areas. This will enable comparison of WSU and non-WSU Gen Ed courses in selected areas. A final report of the evaluations of all WSU courses at the end of the test period will be presented to Senate by the GEIAC Chair.



## 21. Expected Standards of Performance

*List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning.*

The standards and competencies are listed in the SLO for Gen Ed classes which are available on the GEIAC web site.

## Program Curriculum

### 22. All Program Courses

*List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours.*

The WSU course proposal includes 28 possible interdisciplinary courses which are all pairs of core (QL, AI, EN) and breadth (PS, LS, SS, CA, HU) Gen Ed requirements. Course syllabi shells are provided ([https://drive.google.com/a/weber.edu/folderview?id=0B-u5kPrVEFkZfmhVWS1XMkdSWjRoSGMyd1JsNllpYVBUS1ZKd0s1UVY0UmkyRVNfOC1weEE&usp=sharing\\_eid](https://drive.google.com/a/weber.edu/folderview?id=0B-u5kPrVEFkZfmhVWS1XMkdSWjRoSGMyd1JsNllpYVBUS1ZKd0s1UVY0UmkyRVNfOC1weEE&usp=sharing_eid)).

The actual courses will be proposed by faculty who will be teaching the courses. These proposals will be rigorously reviewed to ensure their interdisciplinary nature, uniqueness in the curriculum, and likelihood of success in meeting Gen Ed outcomes.

### 23. New Courses to be Added in the Next Five Years

*List all new courses to be developed in the next five years by prefix, number, title, and credit hours. Use the following format:*

The WSU course designation proposal is for 5 years, with likely no more than 8 courses running per year.

## INFORMATION PAGE

Did this program proposal receive unanimous approval within the ~~Department~~ GEIAC? NO  
If not, what are the major concerns raised by the opponents?

There was concern raised by one representative who argued that that no one other than the Mathematics department should be able to approve a WSU course which will address QL. However the objection is covered by policy (Creation of GE Area Committees, approved by faculty Senate March 21, 2011). Presently only Mathematics teaches QL courses at the institution, so by policy the QL Area Committee is composed of a Chair from Mathematics, no fewer than 3 additional members of the Mathematics department, and two other members (including one from GEIAC). So the members of the Mathematics department will have a majority vote in the QL area committee.

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program.**

The Honors Program has offered interdisciplinary Gen Ed courses like those being proposed by the WSU course designation. The WSU courses are different from the Honors ones in that the WSU courses are variable credit and involve a rigorous evaluation by Gen Ed Area Committees as to whether Gen Ed outcomes will be achieved. These are not presently features of Honors interdisciplinary Gen Ed courses. Please see the letter from Associate Provost Thomas supporting the WSU Course proposal

**A Master's Degree program must have a minimum of 30 credit hours with a maximum of 36 credit hours.**

**A Bachelor** of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Integrated Studies must have a **minimum of 120 credit hours with a program maximum of 126 hours** (This is a state system-wide requirement). Exceptions for the maximum number of program hours are allowed if accreditation issues require a set number of courses within a given program, i.e. Dental Hygiene, Nursing, Radiology.

**An Associate of Arts or an Associate of Science must have a minimum of 60 credit hours with a program maximum of 63 credit hours. An Associate of Applied Science must have a minimum of 63 credit hours with a program maximum of 69 credit hours.**

**Major programs that require a minor will consist of not fewer than 30 credits and not more than 48 credits in the major field. Major programs that do not require a minor shall consist of not more than 63 credits in the major field.**

**A minor is a program** of study generally selected to complement and strengthen a student's major and/or enrich the student's overall educational program. **A minor consists of not fewer than 15 credits.** Courses that are used to satisfy the general education requirements can be used as part of

the minimum number of hours needed for the minor requirements, unless prohibited by a particular college or department.

**Indicate the number of credit hours** for course work within the proposed program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.)

The number of credit hours for Gen Ed will reduce because a single WSU courses will fulfill multiple Gen Ed outcomes in fewer than 6 credit hours.

**After the appropriate Approvals, Email the electronic file (Microsoft Word .docx) to bstockberger@weber.edu You may scan the Approval Page with the Signatures and email it, send a hard copy to MC 1033 through campus mail or bring to the Faculty Senate Office MA210J. Send all supporting documents pertaining to your proposal.**