

Annual Report (2022-2023)
General Education Improvement and Assessment Committee
Miranda Kispert, Chair

Committee Members

Miranda Kispert, Chair (Library)	Luke Fernandez (EAST)
Paul Neiman, AI Area Chair (SBS)	Seokwoo Song (B&E)
Michelle Paustenbaugh, PS Area Chair (COS)	Rieneke Holman (HP)
Cora Neal, QL Area Chair (QL, Spring '23)	Eric Amsel, Administration
Mihail Cocos, QL Area Chair (QL, Fall '22)	Gail Niklason, OIE
Matt Gnagey, SS Area Chair (B&E)	Leigh Shaw, Director of Gen Ed
Katarina Pantic, CA Area Chair (ED)	Cade Mansfield, Ex Officio (UCC Chair)
Andrew Barratt Lewis, CA Area Chair (A&H)	Leslie Park, Ex Officio (Student Success)
Becky Marchant, HU/COMP Area Chair (A&H)	Courtnee Goodwin, OIE
Matt Crook, LS Area Chair (COS)	Barbara Wachocki, Liaison
	Casey Bullock, Registrar
	Ashley Poll, Student Representative

Accomplishments of the Committee and objectives yet to be addressed, including assigned charges:

The Committee had eight charges to address during 2022-2023:

Charge 1. GEIAC will oversee the collection and analysis of assessment data of GE and WSU courses and make recommendations for the improvement of said courses. Biennial reports based on assessment data collected in 2021-22 are due in November 2022 to the Office of Institutional Effectiveness (OIE). OIE will provide the GE assessment data to GEIAC, who will review it and provide a summary report to Faculty Senate sometime during the academic year 2022-2023. (*Ongoing*)

The Committee reviewed Area Learning Outcome (ALO) assessment data from biennial reports provided by the Office of Institutional Effectiveness (OIE) for 34 general education courses from Art, Chemistry, English, Math, Music, Social Work, Health Sciences, Psychology, and two Concurrent Enrollment courses (Math 1050 and 1030).

Feedback was provided to the OIE for department chairs/programs during Spring 2023, including recommendations to departments for the improvement of their assessment processes. Miranda will report at Faculty Senate in Fall '23 on ALO assessment data for '21-'22 and '22-'23.

Charge 2. GEIAC will approve GE and WSU courses and make recommendations for the improvement of said courses. Biennial reports based on assessment data collected in 2021-22 are

due November 2022 to the Office of Institutional Effectiveness (OIE). OIE will provide the GE assessment data to GEIAC, who will review it and provide a summary report to Faculty Senate sometime during the academic year 2022-2023. (*Ongoing*)

GEIAC reviewed and approved 4 course proposals requesting general education designations. Suggestions for improvement were given prior to approval as needed:

- BTNY 1010 – Plants: Apocalypse Prevention (LS)
- CHEM 1230 – Engineering Chemistry (PS)
- MICR 1353 – Microbes Rule the World – Power of Disease (LS)
- MUSC 1025 – History of Country Music (CA)

The Committee also reviewed General Education Learning Outcomes (GELOs) during the Signature Assignment Assessment Workshop organized by Leigh Shaw in January 2023 (see Committee Meetings, Attendance, Sub-committees, & Special Assignments, below). Leigh and Miranda will publish a report to the Gen Ed website and report at Faculty Senate in Fall '23 on ALO/GELO assessment data for '21-'22 and '22-'23.

Charge 3. GEIAC and University Curriculum will review for acceptance WSU course proposals as well as courses seeking general education designation to be taught in the catalog year 2023-24. (*Ongoing*)

No WSU courses proposals were received or reviewed by GEIAC this year.

Charge 4. GEIAC will review course proposals seeking the EDI (Equity, Diversity, & Inclusion) designation. (New)

GEIAC reviewed and approved 34 course proposals requesting the new EDI designation. Suggestions for improvement were given prior to approval as needed:

- ANTH 1000 – Introduction to Anthropology (SS)
- ANTH 1040 – Language & Culture (HU)
- ANTH 2030 – Principles of Archaeology (SS)
- CHF 1500 – Human Development (SS)
- CHF 2400 – Family Relations (SS)
- DANC 1010 – Introduction to Dance (CA)
- ENGL 2200 – Introduction to Literature (HU)
- ENGL 2220 – Introduction to Fiction (HU)
- ENGL 2230 – Introduction to Drama (HU)
- ENGL 2240 – Introduction to Poetry (HU)
- ENGL 2250 – Introduction to Creative Writing (CA)
- ENGL 2260 – Introduction to Writing Short Fiction (CA)
- ENGL 2270 – Introduction to Writing Poetry (CA)
- ENGL 2510 – Masterpieces of Literature (HU)

- ENGL 2710 – Perspectives on Women’s Literature (HU)
- ENGL 3510 – World Literature (HU)
- ETC 2001 – Engineering Culture (SS)
- HIST 1500 – World History to 1500 C.E. (SS)
- HIST 1510 – World History from 1500 C.E. to Present (SS)
- HIST 1600 – The Black Experience (AI)
- HIST 1620 – The LGBTQ Experience (AI)
- GEOG 1300 – Global Issues: Places, People, and the Planet (SS)
- GEOG 1520 – United States and Canada: Geography, Diversity, and Change (SS)
- MATH 1036 – Mathematics and Movement for the Whole Person (also approved for QL)
- PHIL 1000 – Introduction to Philosophy (HU)
- POLS 1010 – Politics, Power, and the State (also approved for SS)
- POLS 2500/WGS 2500 – Human Rights in the World (SS)
- PSY 2000 – The Psychology of Human Relationships (SS)
- SBS 1500 – Introduction to World Religions (also approved for HU)
- SOC 1010 – Introduction to Sociology (SS)
- SOC 1020 – Social Problems (SS)
- SOC 2400 – Introduction to Ethnic Studies (SS)
- SW 2200 – Issues in Diversity (SS)
- WGS 1500 – Introduction to Women, Gender, and Queer Studies (SS)

Charge 5. GEIAC will monitor disaggregated Gen Ed core, breadth, and program outcomes.
(New)

When GEIAC approached this charge, we realized that while we can and do collect disaggregated assessment data about the GELOs, ALOs present more of a challenge than anticipated, to say nothing of program level outcomes. We have access to Signature Assignment GELO assessment data, which Leigh Shaw, Eric Amsel, and Gail Niklason analyze and disaggregate for the subsequent reports each year, which are available at <https://weber.edu/GenEd/assessment.html>.

However, the Area Learning Outcome assessment data GEIAC is given comes from departmental Biennial Reports, and does not include DFWI data or information about students’ race/ethnicity, first generation status, or Pell Grant status, so disaggregating the ALO assessment data is not feasible.

It would technically be possible for GEIAC (or more accurately, Gail Niklason) to collect course- or section-level DFWI data and compare it to the ALO assessment data from the biennial reports, but this would still only be a proxy for truly disaggregated data as Canvas data is not linked to W#s. This work would overburden Gail, who is already over committed. Likewise, it would put GEIAC in an untenable position regarding telling instructors or departments that they need to address inequitable outcomes for disadvantaged students demonstrated by their ALO assessments.

GEIAC cannot reasonably monitor or enforce such efforts, so it is more reasonable that departments/programs or instructors make these comparisons on their own or, if necessary, with the support of GEIAC and/or the Office of Institutional Effectiveness. In this way, departments can compare and address issues across an entire course, between sections of a course, or on a broader scope. This is also consistent with WSU's mission to promote student achievement, equity and inclusion.

Charge 6. GEIAC will review and propose updates (as necessary) to catalog and related policies bearing on the fulfillment of Gen Ed requirements as related to student success and the integrity of the Gen Ed program. (New)

These include:

- Reviewing the “No duplication” policy regarding earning Gen Ed credit from multiple courses with the same prefix or overlapping content areas, and setting a clear policy if it is not evident to students or faculty.
- Lowering the minimum credit hours in LS/PS and HU/CA areas from 9 to 8.
- Discussing a WSU MOU to address what happens when there are changes in a WSU course status
- Reviewing the minimum grades required in the core and breadth areas as opposed to minimum grades required for the major or as a prerequisite for other courses

A subcommittee was formed to discuss the issues outlined in the charge, but several of them were tabled due to ongoing work of the Statewide Board of Regent's Gen Ed Task Force and legislature to revise general education in the USHE system, including minimum credit hour requirements and minimum grade requirements. Other institutions statewide are dealing with the same delays in their activities regarding Gen Ed program changes. When the new statewide policies are known, we will work to help Weber State adapt to the new policies in the way most aligned with our mission.

The “No duplication” policy was discussed and no change was deemed necessary at this time, but we will continue to monitor the issue of “no duplication” and whether it needs to be clarified, and will revisit the issue next year. Regarding minimum grade requirements, the subcommittee did suggest further consideration of a minimum GPA for Gen Ed rather than (or in addition to) minimum grades for core and breadth areas, and this will be revisited when the state of Gen Ed in Utah is clarified.

New language has been added to the WSU MOU to specify that all course stakeholders, including departments and faculty, must be consulted – and will preferably provide letters of support -- before a WSU course will be approved as a departmental course. Similarly, after discussion with UCC Chair, Cade Mansfield, UCC will likely add a checkbox to the New Course Proposal form in Curriculog with language along the lines of, “Relevant faculty stakeholders have been contacted about this course proposal (e.g., a WSU Course teaching partner, a WSU Course partner's department, cross listed course or area instructors or departments, or departments with significant content overlap) and letters of support from key partners and impacted departments are attached.”

Charge 7. GEIAC and the GE Director will investigate and implement ways to improve Gen Ed assessment in Concurrent Enrollment (CE) courses (work with the Executive Director of Dual Enrollment and Academic Director of High School Dual Enrollment, sponsoring departments, and other stakeholders) (New)

Miranda (GEIAC Chair) and Leigh (Director of Gen Ed) met several times with Colton Simons (Executive Director for High School Dual Enrollment) and Hal Crimmel (Academic Director for High School Dual Enrollment) regarding the assessment of general education concurrent enrollment courses and general changes in the CE program. One of the current initiatives will require that, starting in the fall, CE classes that do not include any non-CE students must use a Weber State instance of the Canvas course for their students. Since all of the gen ed CE courses are “CE only,” this should enable OIE to cull signature assignments for assessment of the GELOs. We will continue to monitor this, and plan to pull signature assignments from some CE classes for GELO assessment in January 2024.

Charge 8. Ensure that the language of new or updated documents is inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI Committee for guidance. (*Ongoing*)

A subcommittee committed to reviewing the language on Gen Ed web pages and documents for inclusivity and made recommendations for improvement to Leigh Shaw, the website manager who will implement them during summer 2023. They are also reviewing the site with an eye to accessibility. These efforts are ongoing.

Committee Meetings & Attendance, Subcommittees, and Other Accomplishments

Meetings & Attendance

GEIAC met virtually 12 times between September 14, 2022 and March 29, 2023:

- Meetings were generally well attended, while Committee members who could not attend typically reached out ahead of time and sent proxies as needed. Complete attendance data is available for [Fall](#) and [Spring](#) semesters.
- Ex Officio members, student representatives, Gen Ed Council members, administration, and others were frequently in attendance as well, while Eric Amsel and Leigh Shaw (Director of General Education) represented Weber State at Board of Regents' General Education Task Force meetings.
- Miranda Kispert regularly represented GEIAC at Curriculum Committee meetings as an ex officio member.
- Leigh Shaw attended Executive Committee and Faculty Senate as needed to present reports from GEIAC.
- While all members generally attended meetings regularly, several stand out as being particularly involved:
 - Luke Fernandez sat on three subcommittees and was very vocal in discussions
 - Michelle Paustenbaugh sat on one subcommittee, the ALO Assessment Process Improvement Group, and participated in the Signature Assignment Assessment Group and was very vocal in discussions
 - Becky Marchant sat on the Gen Ed Policy subcommittee, participated in the Signature Assignment Assessment Group, and contributed her wealth of GEIAC knowledge to discussions
 - Rieneke Holman participated with the ALO Assessment Process Improvement Group and generously supported the incoming chair by contributing her expertise as needed
 - Matt Crook sat on the DV-EDI Transition subcommittee and was vocal in discussions
 - Cora Neal sat on the Inclusive Language subcommittee and was vocal in discussions
 - Matt Gnagey participated with the ALO Assessment Process Improvement Group and was vocal in discussions
 - Andrew Barratt Lewis on the Inclusive Language subcommittee and did an excellent job as Area Committee Chair for Creative Arts
 - Paul Neiman participated in the Signature Assignment Assessment Workshop

Subcommittees and Other Accomplishments

DV-EDI Transition Subcommittee – Luke Fernandez, Matt Crook, Leslie Park, Casey Bullock, Eric Amsel, and Leigh Shaw (FA22)

This subcommittee worked to establish guidelines for the transition from DV to EDI and hold students harmless. They concluded, and GEIAC agreed, that EDI should begin next catalog year ('23-'24) but there will be a one-year EDI or DV extension to count in the catalog, and advisors will be empowered to make exceptions for students to earn EDI credit if they took CE courses that earned DV credit. Functionally, for the coming catalog an “or” statement will be programmed so that DV and EDI equally fulfill the requirement, programming will also be added so that the catalogs for the last six years will accept EDI as fulfilling the requirement, and advisors will be able to change DV to EDI for students who require exceptions.

Inclusive Language Subcommittee (Charge 8) – Luke Fernandez, Barbara Wachocki, Cora Neal, and Andrew Barratt Lewis (SP23)

This subcommittee worked to review Gen Ed web pages and documents for inclusive language and accessibility and made recommendations for improvement to Leigh Shaw, site manager for the Gen Ed web pages.

Gen Ed Policy Subcommittee (Charge 6) – Michelle Paustenbaugh, Becky Marchant, Ashley Woodrey, Barb Wachocki, and Luke Fernandez (FA22)

This subcommittee met to discuss the need, appropriateness, and logistics of certain Gen Ed policies. Much of the work, including minimum credit hours and minimum grades, was tabled to allow for the state-level Gen Ed policies to be worked out. Before it was tabled, the subcommittee did suggest that a proposal should be developed to evaluate whether a minimum GPA for the Gen Ed Program (as opposed to core or breadth areas) would be appropriate. They likewise suggested that rather than limit the number of Gen Ed courses a given program may offer, GEIAC and the Director of Gen Ed should try to increase assessment of Gen Ed courses that aren't regularly assessed and/or remove courses from the Gen Ed Program that no longer serve department or student needs.

Area Committees – See membership list above for area chair assignments.

When course proposals needed to be reviewed for area learning outcomes or other questions arose, Area Committee Chairs reached out to relevant departments for information or feedback. Several GEIAC members collected feedback this year, and every GEIAC member who was assigned to collect and report data on courses fulfilled their responsibilities well.

Signature Assignment Assessment Workshop

Leigh Shaw organized and ran the Signature Assignment Assessment Workshop in collaboration with Gail Niklason and Courtnee Goodwin (OIE) and Eric Amsel in January 2023 to assess

Signature Assignments from spring/summer/fall 2022 for evidence of student achievement of GELOs. Three members of GEIAC participated in the workshop (Becky Marchant, Paul Neiman, Michelle Paustenbaugh). Leigh wrote letters to all instructors and their chairs with feedback, including kudos and suggestions for improvement. Leigh and Miranda will publish a report on the Gen Ed website and report to Faculty Senate in the fall.

ALO Assessment Process Improvement Group

Miranda Kispert, Michelle Paustenbaugh, Gail Niklason, Eric Amsel, Barb Wachocki, Leigh Shaw, Rieneke Holman, and Matt Gnagey (SP23-SU23): This group is working to improve the process for collecting and reporting data regarding the assessment of Area Learning Outcomes. Suggested improvements to date include revisions to the biennial report form, including instructions and rubrics; proposing and supporting the development “course lead” positions for Gen Ed courses to support regular assessment, reflection, and improvement of said courses; increased communication with instructors whose assessment data will be needed for biennial reports to encourage collecting and reflecting on data each semester instead of every two years; and providing and maintaining a mechanism for instructors and/or course leads (such as a Google Form) to facilitate regular collection of assessment data and its management. They will continue work through the summer and hope to have at least some improvements in place for the upcoming fall semester.

Charges: Ongoing, Revisions, & Suggestions for New Directions

The following revisions are suggested to Charges 1, 2, 3, and 4:

Current Charge 1:

- GEIAC will oversee the collection and analysis of assessment data of GE and WSU courses and make recommendations for the improvement of said courses. Biennial reports based on assessment data collected in 2021-22 are due in November 2022 to the Office of Institutional Effectiveness (OIE). OIE will provide the GE assessment data to GEIAC, who will review it and provide a summary report to Faculty Senate sometime during the academic year 2022-2023.

Proposed Revised Charge 1:

- GEIAC will analyze Area Learning Outcomes assessment data of Gen Ed and WSU courses and make recommendations for the improvement of said courses and/or assessments. The Office of Institutional Effectiveness will collect Gen Ed assessment data from Biennial reports submitted in November of each year and provide it to GEIAC, who will review it, give feedback to OIE for the report contributors, and provide a summary report to Faculty Senate sometime during the following academic year. (Ongoing)

***Justification for revision:** GEIAC does not control the collection of assessment data within departments and therefore cannot reasonably oversee such data collection. The additional of the phrase “Area Learning Outcomes” is for clarity and to differentiate the purposes of Charge 1 and Charge 2, which have been found to be confusing for committee members and others. Feedback GEIAC provides based on Gen Ed assessment data from biennial reports may be course-specific but is more likely to refer to the instructors’ or department’s assessment of area learning outcomes, including methods, measures, analysis, or plan to address problems or maintain progress. Other revisions are for concision, clarity, or to mitigate the necessity of updating the charge annually to reflect the correct calendar year.*

Current Charge 2:

- GEIAC will approve GE and WSU courses and make recommendations for the improvement of said courses. Biennial reports based on assessment data collected in 2021-22 are due November 2022 to the Office of Institutional Effectiveness (OIE). OIE will provide the GE assessment data to GEIAC, who will review it and provide a summary report to Faculty Senate sometime during the academic year 2022-2023.

Proposed Revised Charge 2:

- GEIAC will support the analysis of General Education Learning Outcomes assessment information from GE and WSU courses. The Office of Institutional Effectiveness will collect Gen Ed assessments from Signature Assignments in Canvas and provide them to the Director of Gen Ed, who will organize them for the Signature Assignment Assessment Workshop, give feedback to Gen Ed instructors, and post a summary report

on the Gen Ed website. This report will also be embedded in GEIAC's ALO assessment report to Faculty Senate during the following academic year. (Ongoing)

Justification for revision: *GEIAC's approval and assessment of Gen Ed and WSU courses are separate responsibilities, and should be represented by separate charges (see Charges 3 and 4, below). In practice, assessment data for the GELOs is not collected from biennial reports, but rather created through the assessment of student artifacts (Signature Assignments from Canvas). The Director of Gen Ed, not GEIAC, organizes the Signature Assignment Assessment Workshop. Likewise, the Director of Gen Ed, not OIE, is responsible for forwarding feedback to instructors whose courses are evaluated and reporting findings. The addition of the phrase "General Education Learning Outcomes" is for clarity and to differentiate the purposes of Charge 2 and Charge 1, which have been found to be confusing for committee members and others. Other revisions are for concision, clarity, or to mitigate the necessity of updating the charge annually to reflect the correct calendar year.*

Current Charges 3 and 4:

- GEIAC and University Curriculum will review for acceptance WSU course proposals as well as courses seeking general education designation to be taught in the catalog year 2023-24. (Ongoing)
- GEIAC will review course proposals seeking the EDI (Equity, Diversity, & Inclusion) designation. (New)

Proposed Revised Charge 3:

- GEIAC and University Curriculum Committee will review for approval, and make recommendations for the improvement of, new WSU course proposals as well as courses seeking general education (GE) designation, including EDI (Equity, Diversity, & Inclusion) designation, to be taught in the following catalog year. (Ongoing)

Justification for revision: *Charge 2 (above) refers to "approval" of Gen Ed and WSU courses, as well as making recommendations for course improvement, Charge 4 refers to "review" of EDI courses, and Charge 3 refers to UCC and "acceptance" of WSU courses and Gen Ed designation. This revision will combine these three slightly different responsibilities into a single charge. The phrase "review for approval" was selected from among the variations to reflect GEIAC's responsibility to thoroughly review, rather than merely approve, courses, as well as the function label in Curriculog; the phrasing "courses seeking Gen Ed designation" was selected in favor of "GE courses" to reflect the fact that new courses must go through the approval process without Gen Ed designation before they can come to GEIAC for inclusion in the Gen Ed Program; and EDI was added explicitly to remove the necessity for a separate charge. Other revisions are for concision, clarity, or to mitigate the necessity of updating the charge annually to reflect the correct calendar year.*

Current Charge 6:

- GEIAC will review and propose updates (as necessary) to catalog and related policies bearing on the fulfillment of Gen Ed requirements as related to student success and the integrity of the Gen Ed program. (New)

These include:

- Reviewing the “No duplication” policy regarding earning Gen Ed credit from multiple courses with the same prefix or overlapping content areas, and setting a clear policy if it is not evident to students or faculty.
- Lowering the minimum credit hours in LS/PS and HU/CA areas from 9 to 8.
- Discussing a WSU MOU to address what happens when there are changes in a WSU course status
- Reviewing the minimum grades required in the core and breadth areas as opposed to minimum grades required for the major or as a prerequisite for other courses

Proposed Revised Charge 6:

- GEIAC will review and propose updates (as necessary) to the Gen Ed Program and related policies bearing on the fulfillment of Gen Ed requirements as related to student success, the integrity of the Gen Ed Program and other graduation requirements, and/or issues relating community, state, or accreditation needs.

Justification for revision: Several of the specific suggestions listed have been addressed, at least for the time being, while new challenges are on the horizon, including possible legislation bearing on General Education through the state. Removing the list and broadening the charge, while adding a focus on the Gen Ed Program, graduation requirements, and outside influences, allows GEIAC leeway to address issues that may arise as we navigate those challenges.

Provided the above revisions are approved, the following charges should be carried forward:

Charges 1, 2, 3, 6, 7, & 8.

New charges should include:

With the above revisions, no new additional charges are needed at this time.