GENERAL EDUCATION IMPROVEMENT & ASSESSMENT (GEIAC)

PPM 1-13, Article 5, Section 4.7: Committee on General Education Improvement and Assessment
The General Education (GE) shall articulate the mission and goals for the General Education program and University core requirements and review these on a regular basis. The General Education Committee shall define the standards for the General Education program and oversee the assessment of the General Education program and University core requirements.

1. GEIAC will oversee the collection and analysis of assessment data of GE courses and make recommendations for the improvement of GE courses. GEIAC will monitor departments as they report on Area Learning Outcomes. Biennial reports based on assessment data collected in 2019-20 are due November 2020, 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 some time during the academic year 2020-2021. (Ongoing)

2. GEIAC, in collaboration with the Director of General Education (DGE), will assist GEIAC in the collection, reporting, and assessment of data. If requested, GEIAC, DGE and/or OIE will provide training to faculty teaching GE courses in the collection and reporting of assessment data. GEIAC will provide clarification about the intent of the GE Area Learning Outcomes to faculty. (Ongoing)

3. GEIAC will provide a summary report to Faculty Senate (some time during the academic year 2020-2021) on the assessment data for WSU program courses taught in 2019-2020. (Ongoing)

4. GEIAC and University Curriculum will review for acceptance WSU course proposals as well as courses seeking general education designation to be taught in catalog year 2021-22. (Ongoing)

5. GEIAC will write a proposal for a permanent WSU Program and report back to Faculty Senate some time during the academic year 2020-2021. (New)

6. GEIAC will review the management, mission, and Area Learning Outcomes (ALOs) of the present Diversity requirement with representatives from relevant constituencies (i.e. faculty, students, administration, and community) and approval bodies (i.e. Curriculum Committee, Faculty Senate Executive Committee, Faculty Senate), to assess the viability and role of GEIAC in a broader and more meaningful graduation Diversity Requirement. (New)

7. Study equality gaps (race, gender, 1st generation, or other structural inequalities) in GE courses (completion rates, DFW, etc) (New)

8. Ensure that the language of new or updated policies are inclusive. Review those policies to see how they may inadvertently impact particular communities in an adverse manner. Consult with DEI taskforce for guidance (Ongoing)