WSU PROGRAM REVIEW SELF-STUDY

DEPARTMENT/PROGRAM: GENERAL STUDIES

SEMESTER SUBMITTED: FALL 2020

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BRIEF INTRODUCTORY STATEMENT

The General Studies program is among the largest in the University averaging about 2,000 majors and 1,300 graduates annually over the past five years. The number of majors and graduates has remained generally flat over the five-year period, which is consistent with the number of degree-seeking students. There is demand for the degree and growing regional demand for students with the Associate's degree, as reported by Phil Gardner (http://www.ceri.msu.edu/wp-content/uploads/2019/10/Recruiting-Trends-2019-20-Report.pdf).

There is no precedent for reviewing the General Studies program due to its unique design, organization, and administrative management. The outcomes of the General Studies program directly address the mission of the University and the dual-mission model it embraces. The self-study and program review will provide a preliminary accounting of whether students are achieving programmatic goals and next-step success and an opportunity for internal stakeholders (e.g., faculty, staff, administration) to contribute their perspectives on the program.

The scope of the self-study of the General Studies program includes the Associate of Science (AS)/Associate of Arts (AA) in General Studies degrees, as well as the Certificate of Completion in General Education (including matriculated and concurrent enrollment students). Some of the students earning the AS/AA in General Studies are Early College (EC) and Early College/NUAMES students. The data referred to in this report includes all of these students. The Student Success Center provides academic advisement for students earning these Associate degrees and the Certificate of Completion in General Education.

STANDARD A - MISSION STATEMENT

The General Studies program has no mission statement. The General Studies website (https://weber.edu/SSC/why-general-studies.html) advertises that, "*Weber State's major in general studies gives you a solid educational base from a broad variety of courses. You'll learn important life skills and can explore potential careers and other majors.*" The listed benefits of a General Studies Degree are "*Some jobs require an associate's degree to be hired or to earn a promotion. You can "lock in" general education coursework toward a WSU bachelor's degree. Talk with an academic advisor to see if this applies to your intended program of study. Some competitive college programs grant extra points towards admission to applicants who have earned an associate's degree. Other universities within the Utah State Higher Education System will accept a WSU general studies associate's degree to fulfill the general education requirements of their bachelor's degrees. Completion of a general studies associate's degree (minimum 60 credits) can often be accomplished in two years by taking 15 credits each semester. You may discover an interest in a more specific major.*"

The majority (~2/3) of the 60 credits required for the AA/AS in General Studies are in General Education. The following is the mission of General Education:
"*The purpose of the Weber State University General Education program is to provide students with foundational knowledge and intellectual tools that enhance and transcend their academic program of study. The big questions posed by General Education courses address significant issues about the world. General Education courses help students apply their learning and develop personal and social responsibility, which is demonstrated through signature assignments.*"

The General Education program is the foundation of students' academic programs of study at the Associate's and Bachelor's level. Similarly, the stated goals of the General Studies program are to provide students with an "*educational base*" and "*life skills*". The General Education and General Studies programs are integral to the University's dual-mission to meet regional community college needs and to offer a wide-range of academic programs from the Associate's through graduate degrees. Finally, the General Studies program is central to the Weber State Mission Core themes of Access (i.e., addresses the needs of the community), Learning (i.e., seeks to provide excellent educational experiences and is committed to student success), and Community (i.e., actively contributes to the economic development of the region and supports the community through service and outreach efforts).

STANDARD B – CURRICULUM

B1 – TYPES OF DEGREES

The General Studies Program awards the Associate of Arts (AA) and Associate of Science (AS) degrees, as well as the Certificate of Completion of General Education. The AA/AS degree requires a minimum of 60 credits (at least 20 credits in residence) and completion of WSU General Education requirements with a 2.0 minimum GPA. The AA degree also includes Foreign Language or American Sign Language (ASL) requirement which can be met in a variety of ways. The Certificate of Completion is awarded when students complete all WSU General Education requirements with a minimum 2.0 GPA. Once awarded, it will appear on students' transcripts and is considered part of their official record. The certificate allows students to "lock in" their Gen Ed credits and is transferable between institutions in the Utah System of Higher Education.

The data on unique student counts in General Studies by academic year reveals a trend of declining counts since AY18 to a five-year low in AY20 (Note: counts may be slightly inflated because new students must pick a major and may pick Gen Studies instead of Non-Degree Seeking. Matriculated students cannot select Non-Degree Seeking because the category is reserved for concurrent and true Non-Degree Seeking students).
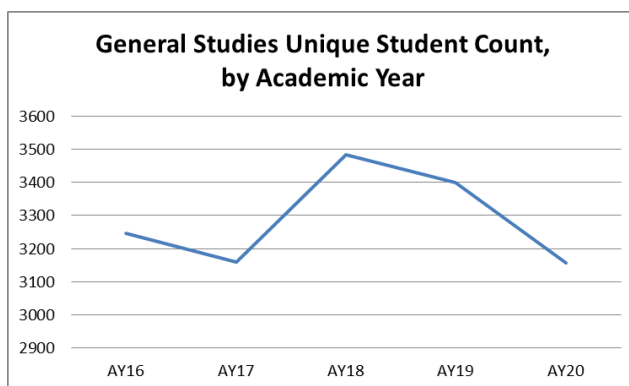
The number of General Studies degrees awarded annually over the past five academic years has held steady at around 1300 despite declining unique student counts since AY18.
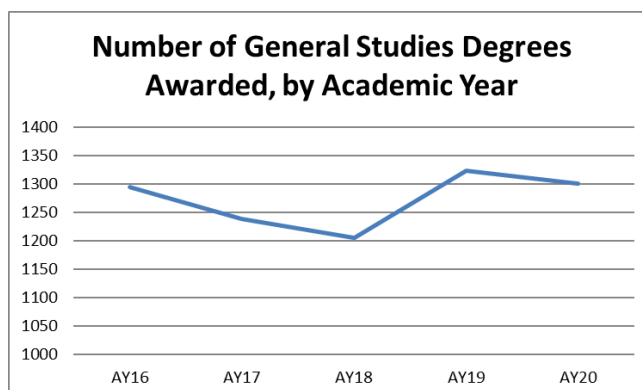
Of all University Associate's degrees, the percentage of General Studies Associate's degrees awarded annually has declined since AY16 but has been steady since AY17 at ~50%.

% of General Studies Degrees Awarded of All Associate's Degrees, by Academic Year
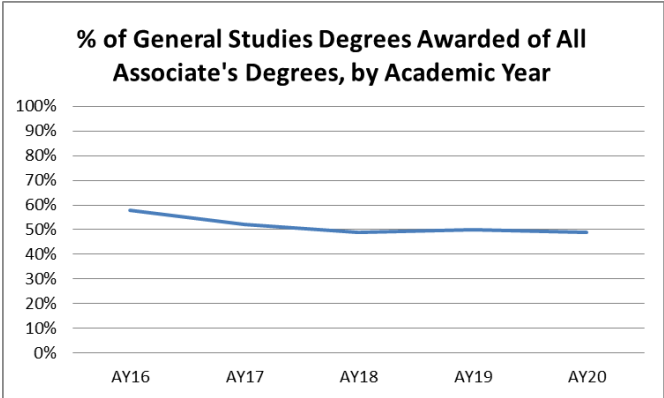
Over the past five years, there has been a growth in the number of Associate's degree programs on campus. The number of non-General Studies Associate's degrees has increased for each of the past five academic years. There are currently twenty-two (ten AA and twelve AS) Associate's degrees offered at Weber, not including the AA/AS in General Studies. In AY16, there were more Associate's degrees in General Studies awarded than other Associate's degrees. As of AY20, there are more other Associate's degrees awarded than General Studies Associate's degrees.

Number of Associate's Degrees Awarded, by Academic Year
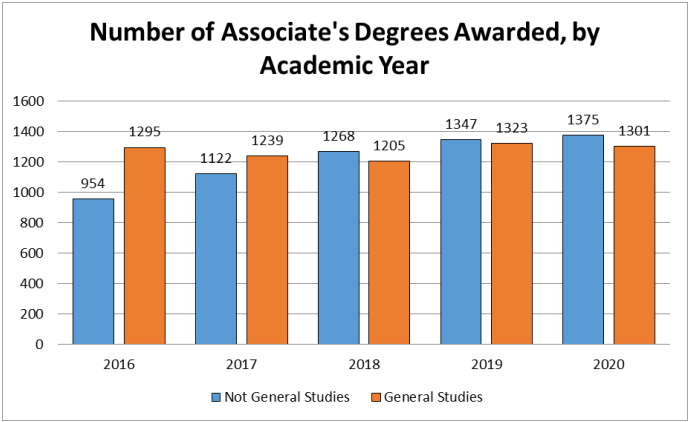
Of the Associate's degrees in General Studies awarded annually, the overwhelming majority (~91%) are Associate of Science (AS) degrees and less than 10% are Associate of Art (AA) degrees.

Number of AA/AS Degrees in General Studies Awarded, by Academic Year

Year	AA General Studies	AS General Studies
2016	113	1182
2017	103	1136
2018	106	1099
2019	116	1207
2020	107	1194
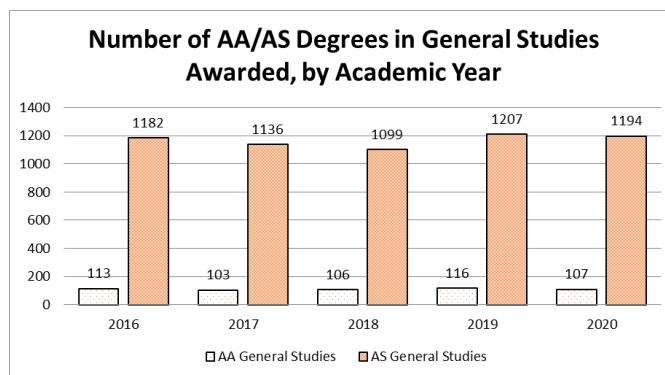
Currently, only two Certificates of Completion in General Education have been awarded in 2020. Due to the small numbers, no data on the Certificate of Completion will be included in this report.

B2 – CURRICULUM STRUCTURE AND COURSES

General Education is the core curriculum of the AA/AS degrees and the Certificate of Completion. Consistent with Utah System of Higher Education policy (USHE R470), General Education is comprised of Core and Breadth requirements. Core requirements must be passed with a grade of at least "C" and include Composition (3 credits), American Institutions (3-6 credits), Quantitative Literacy (3-5 credits), and Information Literacy (1 credit). Breadth requirements must be passed with a grade of at least "D-" and include Humanities and Creative Arts (9 credits with at least 3 from Humanities and 3 from Creative Arts), Social Sciences (6 credits), and Physical and Life Sciences (9 credits with at least 3 from Physical Sciences and 3 from Life Sciences). At least 3 credits of the breadth requirement must also carry Diversity (DV) attributes. Students are prohibited from duplicating departments in the Breadth areas. The General Education Core comprises 10-15 credits and the Breadth comprises 24 credits for a total of 34-39 credits, or 57%-65% of the 60 credits required for the AA/AS in General Studies. Thus, students must take an additional ~21-26 credits to complete the AA/AS degree in General Studies. Many General Studies students take ENGL 1010 (3 credits) and MATH 1010 (3 credits) prior to their Composition and Quantitative Literacy General Education requirements. In addition, students working on the AA degree in General Studies must complete a foreign language course 1020 (~6 credits). Students may complete the remaining credits for the AS/AS degrees in courses of their choice.

The General Education program generates a significant number of credit hours each academic year. The overall average total Gen Ed student credit hours is 167,615.43, with a range from 163,312.31 (AY20) to 169,658.10 (AY18). The overall average total full-time equivalents (FTEs) is 5,587.18, with a range from 5,443.74 (AY20) to 5,655.27 (AY18). As can be seen in the

following figures, average total Gen Ed student credit hours and full-time equivalents (FTEs) were fairly steady from AY16 to AY19, but dropped to a five-year low in AY20.

Total Gen Ed Student Credit Hours by Academic Year

	AY16	AY17	AY18	AY19	AY20

Total Full-Time Equivalent (FTE) by Academic Year

	AY16	AY17	AY18	AY19	AY20
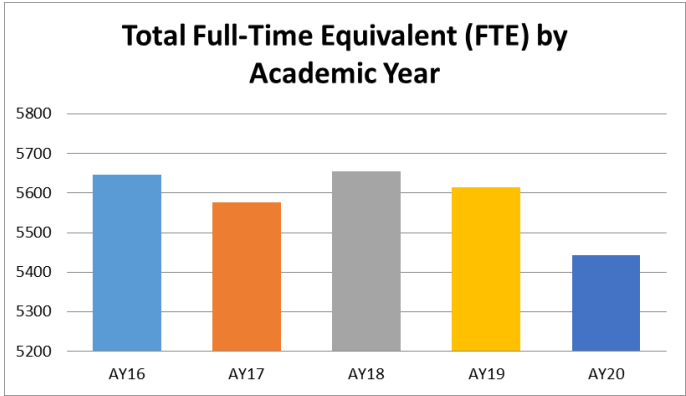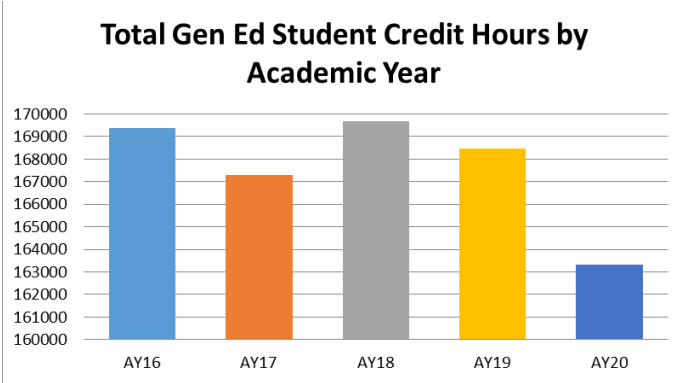
Since AY17, more students are taking concurrent enrollment (CE) courses. The unique count of students taking CE courses annually has increased every year since AY17, and has increased by 31% from AY 17 (13,298) to AY20 (17,418).

CE Unique Count of Students, by Academic Year
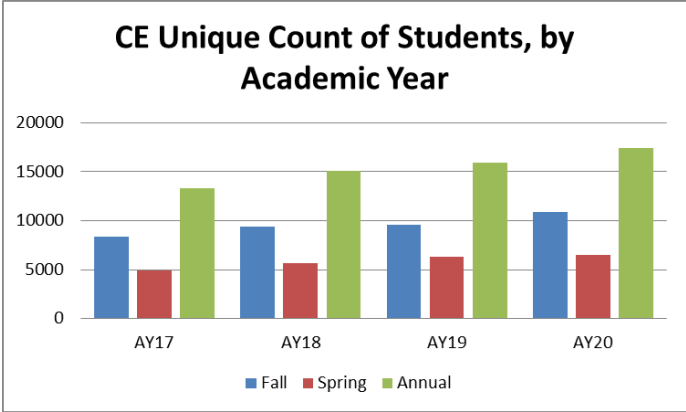
The trend of increasing enrollments in concurrent enrollment courses extends back over the past decade. The graph below shows the average percentage of concurrent enrollment (CE) credits per student for each academic year over the past decade. Of students earning an AA/AS in General Studies in 2009-10, on average 5.5% of their credit hours were from CE credits. By contrast, nearly

21% of General Studies graduates' credits hours were from CE credits in 2019-20. Over the past decade, the average percentage of CE credits per student graduating with an AA/AS in General Studies has nearly quadrupled.

Avg % Concurrent CR per Student
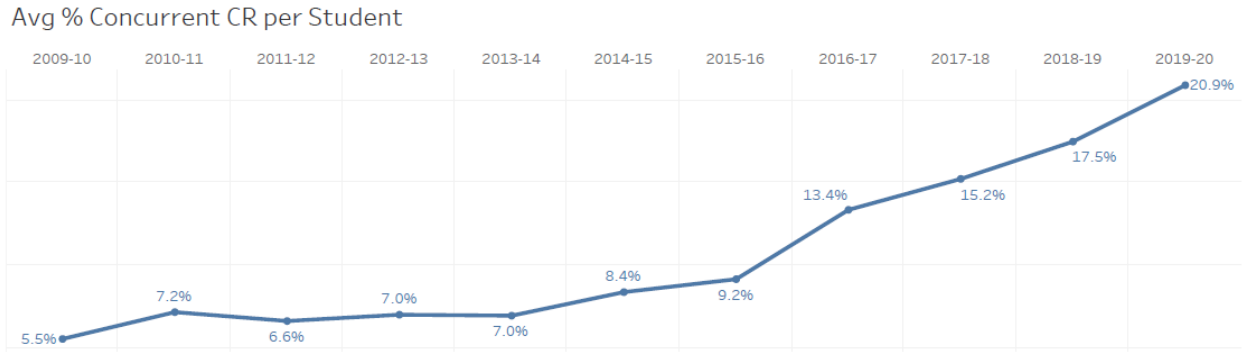
Furthermore, there have been significant changes in the number of CE credit hours students have at graduation with an AA/AS in General Studies. The number of General Studies graduates having 0 CE credits has significantly declined (722 in 2009-10 to 403 in 2019-20) whereas the number of General Studies graduates having 25 or more CE credits has significantly increased (7 in 2009-10 to 272 in 2019-20). In 2009-10, 68% of General Studies graduates had 0 CE credits and <1% had 25 or more CE credits. In 2019-20, 31% of General Studies graduates had 0 CE credits and 21% had 25 or more CE credits. Ten years ago, the majority of students graduating with a General Studies AA/AS had no CE credits. As of 2019-20, the majority have CE credits.

Summary Buckets - Distinct Students
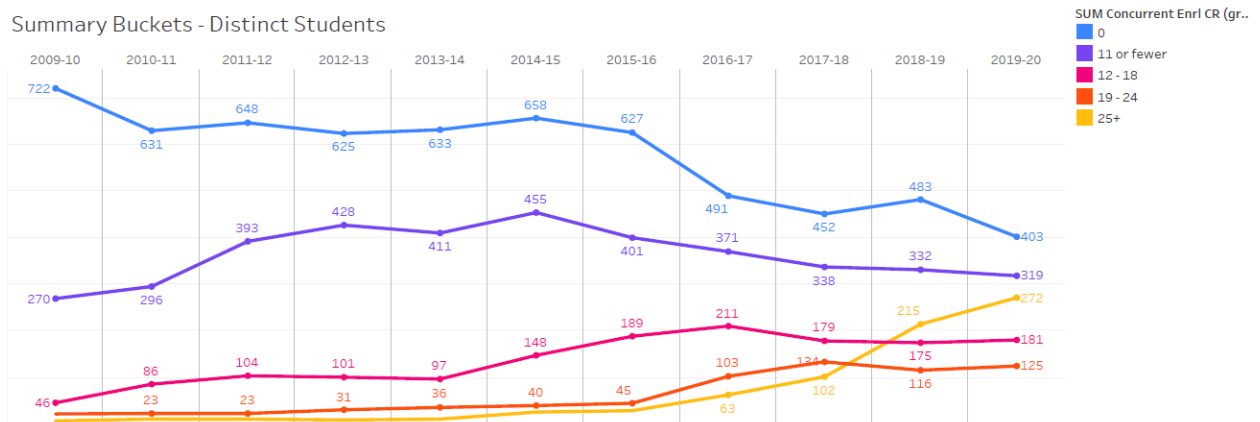
Comparisons of total General Education SCHs generated by CE and non-CE courses over time are informative. In AY14, 7% of the WSU Overall GE SCHs were from CE courses and 93% were from non-CE courses. In AY19, 20% of GE SCHs were from CE courses and 80% were from non-CE courses. Between AY14 and AY19, the percentage of the overall GE SCHs generated by

CE courses nearly tripled. The figure below depicts the percentage of total Gen Ed SCH generated by CE and non-CE courses for WSU overall and by college for AY14 and AY19.

Percentage of Total Gen Ed SCH Generated by CE and non-CE Courses
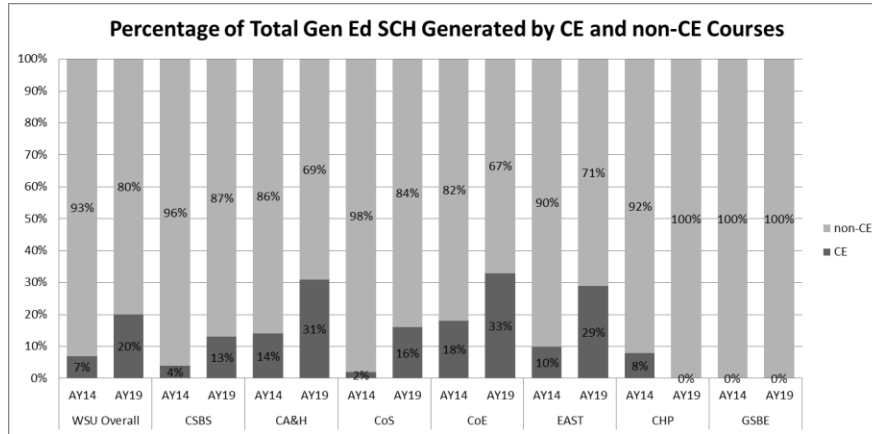
Nearly all of the most popular CE courses are General Education courses. With the exception of HTHS 1101 (Medical Terminology), the top ten CE course enrollments, by academic year, are General Education courses, including MATH 1050 (QL), ENGL 2010 (COMP), HIST 1700 (AI), COMM 2110 (HU), NUTR 1020 (LS), CHF 2400 (SS), MUSC 1010 (CA), PSY 1010 (SS), and ART 1030 (CA). The figure below shows the total course enrollments, by academic year, for the most popular (Top 10) CE courses. Most of these courses have increased their enrollments each year since AY17, with the exception of HTHS 1101, CHF 2400, and MUSC 1010 where enrollments have remained fairly consistent year-to-year. Some of the decline observed in General Education SCHs and FTEs may be related to the increase in CE enrollments during the same time period.

Top 10 CE Course Enrollments, by Academic Year
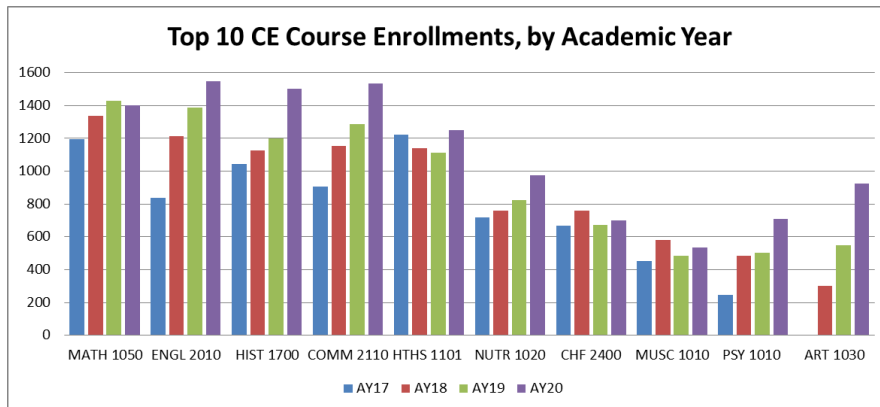
General Education courses are taught by 37 programs across campus. Programs vary in the number of Gen Ed courses they teach, ranging from one (e.g., Criminal Justice, Dance) to seventeen (i.e., Honors), with an average of 4.1 courses.

Number of Gen Ed Courses, by Program
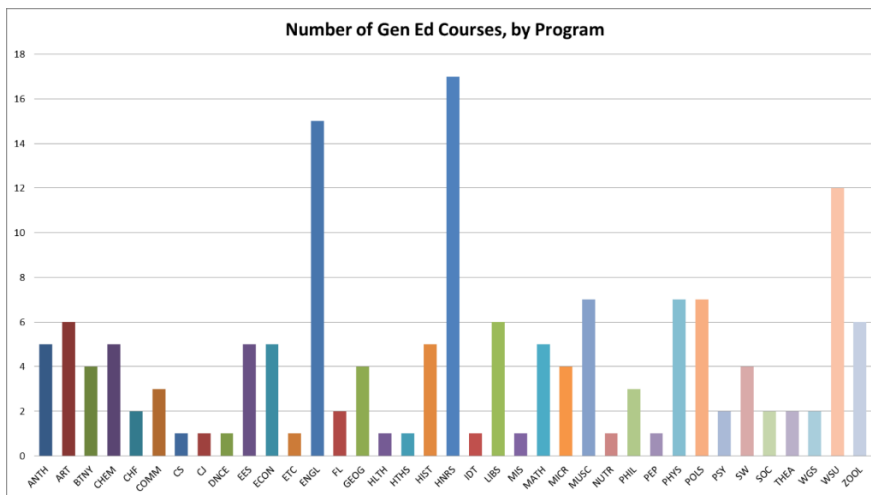
Programs vary widely in the percentage of their total student credit hours (SCH) represented by their Gen Ed student credit hours (Gen Ed SCH). Because the WSU Program is comprised solely of interdisciplinary Gen Ed courses, 100% of its SCHs come from Gen Ed SCHs. The figure below shows the average percentage of program SCH generated by Gen Ed SCHs.

Average Percentage of Program SCH Generated by Gen Ed SCH (AY16-20)
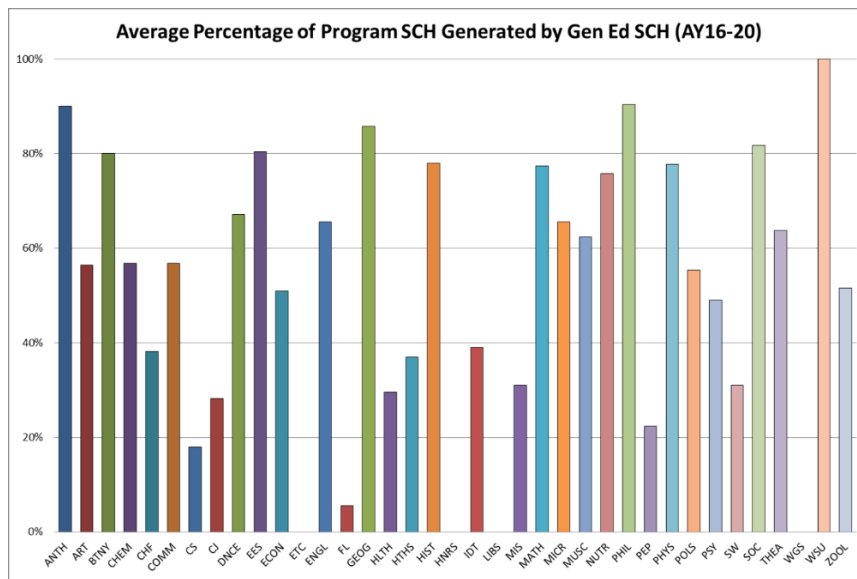
The above figure reveals that 38% of programs (i.e., *Anthropology, Botany, Dance, Earth and Environmental Sciences, English, Geography, History, Math, Microbiology, Nutrition, Philosophy, Physics, Sociology, WSU*) get the majority (≥65%) of their total SCHs from Gen Ed SCHs. By contrast, 19% of programs (i.e., *Computer Science, Criminal Justice, Foreign Language, Health Education, Management Info. Systems, Phys. Ed. Professional, Social Work*) get a minority (≤35%) of their total SCHs from Gen Ed SCHs. Thus, 43% of programs get 36-64% of their total SCHs from Gen Ed SCHs. Across all 37

programs with Gen Ed courses from AY16-20, on average the majority (58%) of programs' SCHs are generated by Gen Ed SCHs.

Gen Ed courses are offered in a variety of formats. The figure below shows that the percentage of Gen Ed courses taught online has increased 38% over the past five years from AY16 (22.9%) to AY20 (31.6%). The percentage of Gen Ed courses taught by adjunct faculty (34%) has remained steady from AY16 to AY20. The percentage of online Gen Ed courses taught by adjunct faculty has increased 20% from AY16 (34.1%) to AY20 (40.8%).
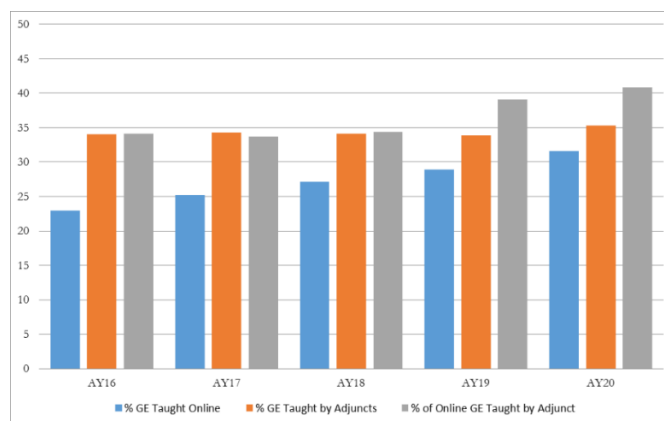
Students may earn credit for General Education requirements through Advanced Placement (AP) and other tests for credit (CLEP, IB, DSST exams). Data reveals that <1% of the ~1200 General Studies graduates annually have AP or CLEP credit. This data suggests that students with many AP or CLEP credits pursue degrees other than Associate's degrees in General Studies at Weber State.

Students have the opportunity to earn credit for two General Education areas by taking one WSU course. WSU courses are interdisciplinary, variable credit (3-5), team-taught, and limited enrollment courses that satisfy requirements in two General Education areas (core or breadth). Students must earn a passing grade. Students may take as many WSU courses as they wish, but only the non-overlapping General Education attributes from subsequent WSU courses will count toward General Education requirements. The WSU program proposal was approved unanimously by Faculty Senate in Spring 2015 for a 5-year experiment to evaluate the program's impact on the General Education curriculum and to assess whether multiple General Education attributes can be taught in a single course. During the 5-year experiment, 11 unique WSU courses were developed, approved, and taught that reflect most Gen Ed attribute areas, including 7 with SS attributes, 7 with HU attributes. 3 with LS attributes, 2 with CA attributes, 2 with QL attributes, and 1 with PS attributes. The 11 WSU courses have been taught 32 times in the past 4.5 years with a total

enrollment of 1215 students. Presently (2020-21), Faculty Senate Executive charged the General Education Improvement and Assessment Committee (GEIAC) to develop a proposal for the permanency of the WSU program of courses going forward.

WSU course enrollments are increasing, which suggests greater student interest. That said, the WSU program has a small footprint with 1,097 students and 4,047 SCHs over the past four years. WSU course enrollments account for 0.6% of the 732,087 SCHs generated by General Education courses over the last four years (excluding CE). The figure below shows the total SCH production for WSU Courses (number of courses offered), by academic year.
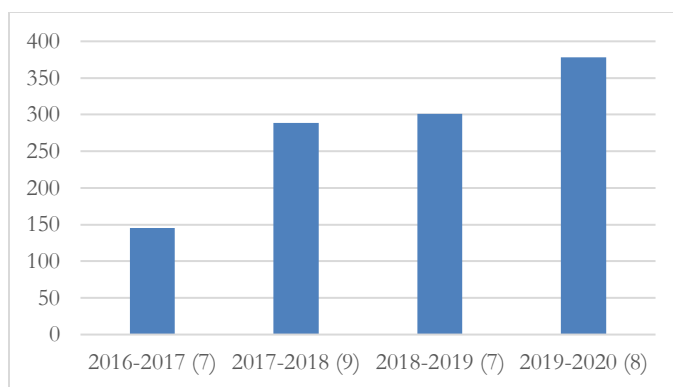
The WSU Program was designed to be small with ~6-8 WSU course sections per academic year. This represents 0.3%-0.4% of the ~2000 sections of Gen Ed courses in a given year (excluding CE). The program costs ~$45,000/year, which funds two faculty members to teach course. Faculty are about evenly split between in-load and overload teaching for the WSU Program. The WSU Program makes innovative, interdisciplinary courses available to all students. Offering these sorts of Gen Ed courses to ALL students is a matter of fairness and equity.

Effective AY20, courses can remove Gen Ed attributes via a Curriculog form (General Education Attribute Deletion) and approval through appropriate channels, including GEIAC and Curriculum. In spring 2020, Gen Ed attributes were removed from FL 2851 (Study Abroad), THEA 1053 (Introduction to Technical Production), and THEA 3323 (History and Literature of Contemporary Theater). The ability of departments to remove Gen Ed attributes from their courses enables the Gen Ed program to stay relevant and to maintain quality.

B3 – GENERAL EDUCATION PROGRAM LEARNING OUTCOMES

In AY16, a GEIAC subcommittee was formed in response to a Faculty Senate Executive Committee charge to explore the feasibility of program learning outcomes and General Education reform and revitalization. By spring 2017, the subcommittee and GEIAC modified LEAP (Liberal Education and America's Promise) Essential Learning Outcomes and developed a revised mission statement for the General Education program. Faculty Senate approved the General Education Learning Outcomes (GELOs) in spring 2017 and initiated a two-year General Education Revitalization process. The goal of the revised mission and shared program learning outcomes was to foster the coherence of the General Education program for students. The mission statement was presented above in Standard A; the four program learning outcomes (GELOs) follow:

GELO 1: Content Knowledge

This outcome addresses students' understanding of the worlds in which they live and disciplinary approaches for analyzing those worlds. The knowledge is well defined in R470 and further refined by Core and Breadth area committees.

GELO 2: Intellectual Tools

This outcome focuses on students' use of and facility with skills necessary for them to construct knowledge, evaluate claims, solve problems, and communicate effectively. [Students will provide evidence of their ability to construct knowledge, evaluate claims, solve problems, and/or communicate effectively.]

GELO 3: Responsibility to Self and Others

This outcome highlights students' relationship with, obligations to, and sustainable stewardship of themselves, others, and the world to promote diversity, social justice, or personal and community well-being. [Students will provide evidence of their ability to relate course content to issues of responsibility in the context of a signature assignment requiring them to bring to bear course content to broader issues connected to the Big Question.]

GELO 4: Connected & Applied Learning

This outcome emphasizes how students' learning in general education classes can be connected and applied in meaningful ways to new settings and complex problems. [Students will demonstrate the integration and application of course content via a signature assignment that promotes meaningful use of the course content.]

All Gen Ed courses are framed around a big question (BQ) which is explored through a signature assignment (SA). GELOs are demonstrated and assessed through signature assignments. The Office of Institutional Effectiveness and the Director of General Education with support from the Associate Provost for Academic Programs and Assessment manage the assessment of SAs to examine the proficiency and growth in students' SA performance over their General Education courses. Information on the assessment process and data is presented below in Standard C.

B4 – GENERAL EDUCATION CORE AND BREADTH AREA LEARNING OUTCOMES

Informed by USHE R470 outlining the core and breadth areas requirements and learning outcomes of General Education, Area Committees have developed and revised area learning outcomes (ALOs). Area Committees are comprised of representatives from departments with courses in particular General Education core and breadth areas (e.g., Humanities, Physical Science). Area Committees also review course proposals for courses seeking General Education attributes, and work with GEIAC to review assessment data on ALOs and provide formative feedback to departments. The ALOs by each Core and Breadth Area of General Education are presented in Appendix A. ALOs are demonstrated and assessed through course assessments. Information on the assessment process and data is presented below in Standard C.

The majority of credits required for the AA/AS degrees in General Studies are in General Education and have a shared mission, and program and area learning outcomes. Students may take ~21-26 elective credits to complete the minimum of 60 credits for the AA/AS degrees in General Studies. Consequently, those credits/courses have learning outcomes associated with their respective programs/departments.

B5 - CURRICULUM MAP

There is a curriculum map for the General Education requirements of the AA/AS degrees in General Studies, but not for the elective credits students choose to complete their degrees. All General Education courses meet both program (GELO) and area (ALO) learning outcomes. As can be seen in the table below, there are 144 unique General Education courses offered by 37 unique departments/programs from all six academic colleges at Weber. The Social Science breadth area has the largest number of course offerings (38) and programs (17) represented.

Area	Number of Courses	Number of Programs
Core	17	6
Breadth: Humanities	28	8
Breadth: Creative Arts	24	8
Breadth: Social Science	38	17
Breadth: Life Science	17	7
Breadth: Physical Science	20	5

The complete listing of all General Education courses by core and breadth area from the 2020-21 catalog entry is in Appendix B.

There are 11 unique WSU interdisciplinary General Education courses that have been developed and that reflect most Gen Ed areas, including Social Science (7), Humanities (7), Life Science (3), Creative Arts (2), Quantitative Literacy (2), and Physical Science (1). The WSU course number, Gen Ed attributes, and descriptions for the WSU program is in Appendix C.

STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT

Student achievement of General Education learning outcomes (program and area) is assessed as a metric of institutional mission fulfillment. Because achieving general education learning outcomes (program and area) is associated with students' personal, professional, and academic success (see Hanstedt, 2012), it is aligned with the mission and core themes of Weber State. The assessment protocol included two phases outlined below.

C1 – CORE AND BREADTH AREA LEARNING OUTCOME ASSESSMENT

In 2014, when the mission fulfillment metrics were set, the WSU General Education learning outcomes were defined by the competencies associated with various General Education areas defined in the statewide document governing General Education (see USHE Policy R470). The policy identifies breadth areas as including *Social Science, Physical Science, Life Science, Humanities,* and *Creative Arts,* and core areas as *Quantitative Literacy, Composition,* and *American Institutions*. Over the years, Weber State added a breadth *Diversity* and core *Information Literacy* requirement to the state-required General Education areas.

Although R470 defines the General Education core and breadth areas, the learning outcomes for each area are proposed by members of the university area committees (see Appendix A). University Curriculum Committee and Faculty Senate must approve proposed General Education Area Learning Outcomes (ALOs).

Based on this background, the following were defined as the institutional mission fulfillment Indicator and Threshold for student achievement of the General Education ALOs:

- **Indicator**: Results of general education learning outcome assessment
- **Threshold**: Data aggregated at the core and breadth levels indicate that 80% of students taking general education courses are achieving outcomes at a level of 70% or higher

This threshold was new and aspirational when proposed in 2014. The threshold reflects the institutional goal that students who complete general education courses achieve outcomes that correspond to earning a grade of C- or higher.

To analyze this indicator, we examined course data submitted for General Education renewal. The renewal policy was passed in 2014 and requires that each General Education core and breadth course be evaluated every seven years for evidence of student learning outcomes. Starting in fall 2016 and continuing over the subsequent two years, departments teaching General Education courses were asked to demonstrate to the satisfaction of the University Curriculum Committee that each class was assessed for student achievement of ALOs. Departments were required to provide two semesters worth of assessment data and provide an analysis of the results, including a plan for improving student achievement of area goals if warranted. Departments not submitting or lacking sufficient data for renewal were placed on probation and asked for a plan for when those data would be submitted.

In the General Education renewal process, as for all course and program assessments, departments define and set thresholds for student learning outcomes. As a result, the threshold of this indicator (80% of the students achieving a score of 70% or higher) requires aggregating across a range of departmental assessment procedures, thresholds, and reporting styles. The Mission Fulfillment threshold itself was set, recognizing the lack of uniformity in the assessment. For example, the 70% standard represents a compromise across the General Education program. Core courses have a passing grade of C (73%) and generally require a higher standard than breadth courses, which has a passing grade of D- (60%)

Similarly, the designation of 80% as the proportion of students achieving the standard of 70% also represents a compromise across areas and disciplines. Departments were free to set their thresholds and may have been influenced by the perceived academic challenge of the course for the students enrolled in the course. Core Gen Ed courses tend to be taken by first-time freshmen, many of whom are challenged by the demands of college and so may have lower expectations of achievement rates than some Breadth courses. Despite variation in the proportion of students achieving the standard used for thresholds, student performance typically exceeded that level.

A further complication resulting from the freedom that departments have in setting SLO thresholds in General Education courses was in determining how to systematically compute a Mission Fulfillment metric despite variation in how the assessment was performed. In averaging over various forms, standards, and reporting of assessment data, we computed an *achievement rate*[1] for

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[1] The analysis required averaging over student performance for each measure used to assess each outcome for each General Education course. Often times this meant averaging over data presented as a percentage of students achieving a

each General Education class, then averaged over General Education area and from that, computed an overall average.

Gen Ed Achievement Rates by Area and Overall

Area	Rate
Core	73.9%
HU	86.3%
CA	85.7%
SS	79.2%
LS	81.0%
PS	82.4%
DV	81.0%
OVERALL	81.3%
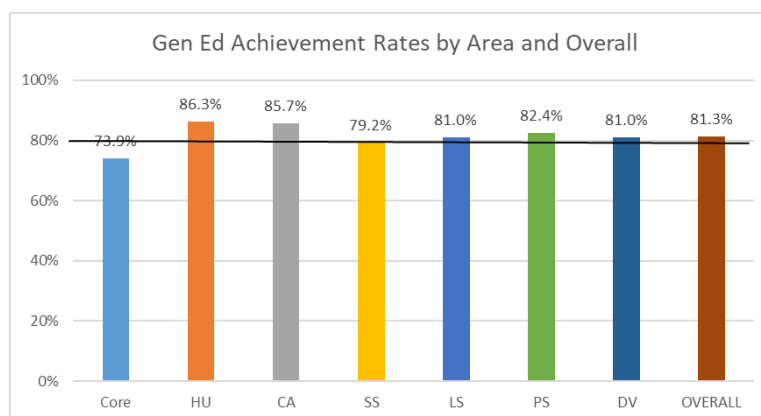
The average achievement rate for the renewed Breadth and Core courses was 81.3%. Because the achievement rate was higher than 80%, we consider the threshold having been **met, pending future data**. Future analysis will include courses that did not present assessment data at their scheduled time or placed on probation.

We note that the Core Courses were notably below the 80% achievement standard. A deeper dive into the Core Gen Ed course achievement rates shows American Institutions (AI) and Composition (COMP) have lower achievement rates than Quantitative Literacy (QL) and Information Literacy (IL) courses. The COMP (ENG 2010) and AI (the most popular of which is HIST 1700) courses are among the most highly enrolled by first-time freshmen and the only General Education classes (in addition to PSY 1010) among the most enrolled classes. Others include developmental English and math classes, FYE class, and ENG 1010 (which is a prerequisite to ENG 2010). Not only were achievement rates below standard in these courses, but the first-time freshmen in these courses also had a 13% (ENG) to 19% (HIST) lower completion rate than other students in the course, further reflecting the challenges experienced by students in these courses.

threshold (e.g., 82% of students achieved the threshold of 70%) and the overall student performance expressed as a percentage (e.g., student average on a test was 80%). It is worth noting that that an 80% average on a measure is consistent with 80% of the students having a score above 70%, assuming a normal distribution and a *sd* of about 12 (one-tail z = .84 representing approximately 80% of scores). Because of the procedure of averaging over the ways of reporting student performance, we designate the resulting statistic as the **achievement rate**, which reflects an overall success rate in meeting the threshold. Consistent with the goal of the analysis of General Education ALOs, we set 80% as the threshold for the achievement rate. That is, the overall achievement rate means students averaged at or above 80% on assessments or that at least 80% of them were above the threshold for the class. In either case, such outcomes are at or above the threshold of 80% students achieving 70% of the outcomes.

American Instituions				Quantitative Literacy*				Composition				Information literacy			
Subject	Course Number	Overall avg.		Subject	Course Number	Overall avg.		Subject	Course Number	Overall avg.		Subject	Course Number	Overall avg.	
ECON	1740	64.87%		MATH	1030	79.40%		ENGL	2010	71%		LIBS 1704	1704	80.13%	
HIST	1700	58.98%			1040	83.60%						LIBS	2504		probation
HIST	2700	70.00% Median Score			1050	76.40%						LIBS	2804	76.15%	
HIST	2710	70.00% Median Score			1080	80.04%						LIBS/BSAD	2704	76.50%	
POLS	1100	not in curriculog			2020		9/7/2019					LIBS/EDUC	2604	79.81%	
												LIBS/HTHS	2904	83.93%	
	Average	65.96%			Average	79.86%				71%			Average	79.30%	
				*QL included pass rate as SLO which we did not include in the means											
						OVERALL	73.91%								

As an open-enrollment institution with many first-generation students, we expect many first-time freshmen to enter the institution having challenges. The Core General Education courses, mainly COMP and AI, bear the brunt of helping students understand the expectations of college, perhaps reflecting these students' completion and achievement rates in these courses. Concurrent Enrollment (CE) has made the situation more acute, as enrollment in these classes by high school students has increased dramatically. Each course enrolled ~1500 students in AY20, leaving students who could not or did not know to enroll in these courses as high school students enrolled in them as matriculated and degree-seeking Weber State students. The students tend to have different demographics than those who enrolled in CE classes. Students enrolling in CE courses tend then have fewer ethnic minorities (e.g., 9% Hispanic or Latinx) than first-time freshmen enrolling at the university (e.g., 14% Hispanic or Latinx).

There are several university initiatives designed to support the success of first-time freshmen in all their courses, including AI and COMP courses. These initiatives include extensive use of Starfish as an early warning alert system, inclusive excellence training for faculty to ensure they appreciate the assets of their students, and programs designed to provide different levels of holistic support for first-time freshmen, depending on their needs (e.g., Wildcat Scholars, FAST Start).

C2 – GENERAL EDUCATION LEARNING OUTCOME (GELO) ASSESSMENT VIA SIGNATURE ASSIGNMENTS

The formative renewal process was necessary to assess General Education ALOs when those outcomes were tied to specific Core and Breadth areas. In spring 2017, the Faculty Senate approved an updated mission for General Education that addressed shared learning outcomes across General Education core and breadth areas that are aligned to AAC&U LEAP Essential Learning Outcomes. These outcomes are also part of the USHE Policy R470 but only became the

focus of the program as part of the institution's Gen Ed Revitalization process, which began in 2016 (https://www.weber.edu/GenEd/faculty_info.html). The approved current mission follows:

> The purpose of the Weber State University General Education program is to provide students with foundational knowledge and intellectual tools that enhance and transcend their academic program of study. The big questions posed by General Education courses address significant issues about the world. General Education courses help students apply their learning and develop personal and social responsibility, which is demonstrated through signature assignments.

The General Education program learning outcomes (GELOs) derived from the updated mission and reflect both the specific disciplinary-outcomes of core and breadth areas (GELO 1) and general skills, attitudes, and beliefs related to LEAP essential learning outcomes (see Appendix A).

- GELO 1: Content Knowledge
  - Defined in R470 and further refined by core and breadth area committees
- GELO 2: Intellectual Tools
  - Focuses on critical thinking, problem-solving, and related skills
- GELO 3: Responsibility to Self and Others
  - Highlights personal, professional, or social issues to which course content may be applied.
- GELO 4: Connected & Applied Learning
  - Emphasizes students' deep and meaningful learning of the course content within each core and breadth area, and cross-disciplinary goals common to all General Education courses.

GELO 1 continues to be assessed as a review of course achievement of ALOs but no longer requires a formal summative renewal process. The General Education Assessment and Improvement Committee (GEIAC) will continue to perform a formative review and evaluation of biennial assessment reports from departments for their General Education courses. Such a process has been ongoing over the past several years, although the new process is designed to ensure "closing of the loop" by having repeated reporting of the same courses every two years (see https://www.weber.edu/GenEd/default.html).

GELOs 2-4 are now assessed through signature assignments (SA), which are required in all General Education courses effective fall 2019. The percentage of courses using SA, by attribute is shown below. Note there is a margin of error in these data due to several factors, including that instructors may not have identified the assignment in Canvas as a "Signature Assignment" or the SA may not have been administered through Canvas. The Director of General Education reached out to department chairs of General Education courses to encourage further adoption of SA during AY21. In the future, instructors of CE General Education courses will be asked to develop and use SA.

Attribute	Overall Adoption Rate
COMP	61.98%
QL	79.01%
AI	43.62%
IL	66.67%
HU	36.17%
CA	32.09%
SS	51.71%
LS	67.33%
PS	57.66%

SAs ensure the exercise of GELOs 2-4 by requiring students to integrate and apply course content knowledge to a significant issue bearing on self or others by using select intellectual tools. After each semester, a team of faculty assesses a sampling of SAs for evidence of students' achievement of the GELO 2-4. Working with the Office of Institutional Effectiveness, multiple faculty pairs are trained to code the student artifacts using VALUE and related rubrics (for more details of the coding, see Grading and Assessing of Signature Assignments). This SA assessment occurred after spring and fall semesters in 2018 and 2019 and now includes 1,237 students enrolled in more than 127 Gen Ed courses from each core and breadth area.

The multiple faculty pairs reviewed the SAs of ~7-10 students in each of 30 classes sampled in a given assessment. The robust average interrater reliability (.87) across faculty pairs for all GELOs affirms that reviewers are consistent in coding SAs for GELOs. The calibration of the coding teams was also assessed by having 11 different faculty pairs evaluate the same SAs. They agreed, on average, 64% of the time across the three GELOs.

Overall, GELO scores were positively correlated with students' final grade in their General Education course ($r = .19$, $p < .001$), and their overall WSU GPAs ($r = .23$, $p < .001$), independently of their status (freshman, sophomore, junior, senior) and the number of prior General Education credits. The analyses suggest that students who better learn the content knowledge, as reflected by

their grades in their General Education and other courses, also tend to demonstrate underlying learning skills, independent of their background and experience.

The results of the assessment suggest that measures are related to student learning and achievement. The assessments also show differences in GELO assessment scores depending on the number of General Education courses students have completed. We grouped students according to the number of General Education credits they had completed in previous semesters:

- Students **beginning** Gen Ed coursework, who had earned nine or fewer Gen Ed credits (N=521, 65% freshmen)

- Students in the **middle** of their Gen Ed coursework, who had earned 10-29 Gen Ed credits (N=539, 72% freshman and sophomores)

- Students **completing** Gen Ed, who had earned 30 or more Gen Ed credits (N=177, 60% juniors, and seniors)

The figure below shows the percentage of students demonstrating each GELO by Gen Ed credit-level group, and students' overall average assessment score (computed as the sum of GELO scores for each student). More students achieved GELO 3 (M = 71%) than GELO 2 (M = 66%) and GELO 4 (M = 66%). The differences between the Gen Ed credit-level groups on overall GELO achievement are statistically significant but moderate, with *Beginning* students scoring significantly lower than *Completing* students. As further evidence of the performance differences between groups, a significantly higher percentage of students Beginning than Completing Gen Ed were coded as achieving no GELOs (Beginning = 19% vs. Completing = 10%), and a lower percentage were coded as achieving all three GELOs (Beginning = 41% vs. Completing = 50%).
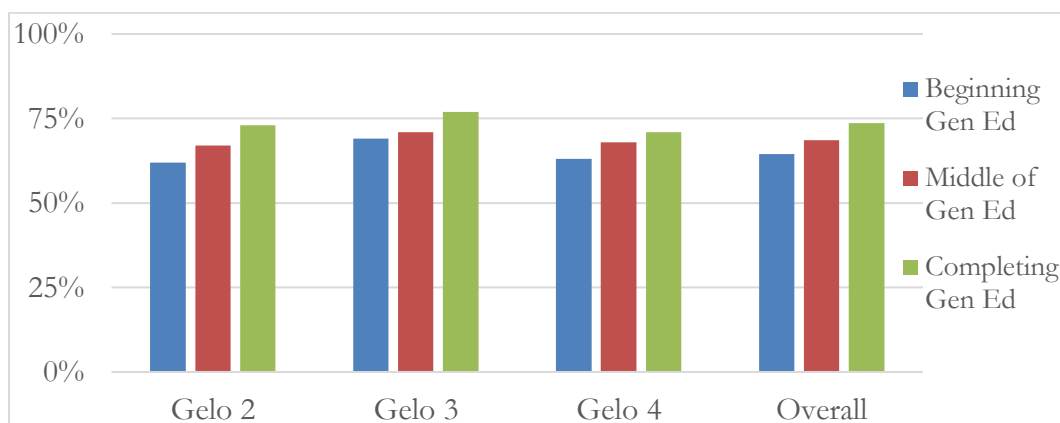
It is important to note that these results reflect data with only one semester implementing the requirement that students complete SAs in all their General Education courses. We expect to

see improved and more dramatic differences in performance between Gen Ed credit-level groups as students regularly complete SAs in each of their General Education courses. We further expect that the Completing Gen Ed group will achieve the program goal of 75% performance on each GELO and overall across all GELOs.

For purposes of this report, an additional analysis explored the SA performance of 31 students who completed an Associate's Degree in General Studies in spring 2020. Most of these students were sophomores and were selected because of their focus on the General Studies degree. Students also were selected based on having completed at least one other SA in a General Education course in another semester. Faculty teams reviewed and coded students' performance. A total of 65% were Caucasian, and 58% were females. The students' overall GPA was 3.3, with a .56 standard deviation, reflecting the variability of academic performance. The data presented addresses the performance of these students on the SA in the final Gen Ed course before their spring 2020 graduation. The SAs came from 14 different courses with more than half of the students completing Core Gen Ed courses (i.e., 8 completing QL, 5 completing IL, 3 completing AI, and 2 completing COMP). There was at least one course from each of the five Breadth Areas.

The performance of the General Studies graduates was consistent with the 75% threshold for each GELO (71% - 77%) and overall (74%), with none of the values significantly different than 75%. Students' means were comparable to those of *Completing* students in the previous analysis. Also, 57% of the General Studies graduates were coded as demonstrating all three GELOs, and 10% demonstrated none, which is comparable to the performance of

Completing students. The data provides more direct evidence that students completing Gen Ed are achieving GELOs.
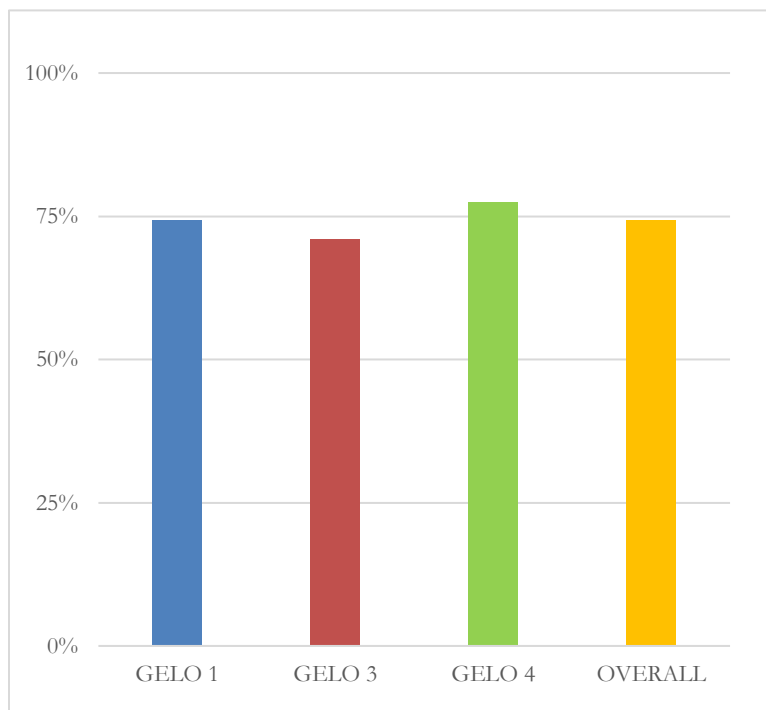
As noted, these students were selected because there was a record of at least one earlier SA assessment. The average number of semesters between SA assessments was 1.8, with 45% having a single semester, and an additional 36% having two semesters between assessments. Although most of these students may fall within the same Gen Ed completion category (described above), the graduating General Studies students showed a slight improvement in their overall GELO achievement from 72% to 74% from earlier and later assessed performance. The improvement was not significant, and both rates are no different than the 75% threshold. Most students (14/31 or 45%) scored no differently on the two assessments, which is higher than expected by chance alone (25%), suggesting a stable assessment protocol. Another 10 improved and 7 scored lower, perhaps suggesting a slight growth bias. Additional prospective longitudinal studies will be important to assess the impact of the revitalization effort.

C3 – WSU COURSE ASSESSMENT DATA

In the first 3.5 years of the program, OIE identified 934 students who had completed a WSU course and earned a grade. Results revealed an average course grade (GPA=3.06). The majority of students (92%) completed WSU courses with a grade of D- or higher. A D- or higher is required to pass all the Breadth courses, whereas Core courses require a grade of C or higher. The non-completion rate of 8% in WSU courses is well-below the average non-completion rate of 24% in the 22 most enrolled Gen Ed courses. Students' persistence to the subsequent semester after completing a WSU course was 67%, with another 18% graduating in the subsequent semester. Together that means 15% of students did not persist to the subsequent semester, which is lower than the WSU average of 18.5%. This overall persistence rate was based on data from the term-to-term persistence tab on the Student Persistence & Success dashboard that shows an overall successful transition of 81.5% (83% fall-to-spring and 80% spring-to-fall) from 2016-2019.

How effective are WSU courses in achieving area learning outcomes (ALOs)? For each WSU course, the area learning outcomes (ALO) were evaluated following the protocol described above, which involved computing an **achievement rate**. The achievement rate was calculated by averaging over the forms of assessment and the ways they were reported within and across courses. The WSU courses averaged an *achievement rate* of 84.20% (*sd* = 8.47%) which is above mission fulfillment threshold used for accreditation (80%).

Students' ALO achievement rate was averaged over classes in each Gen Ed attribute. As can be seen below, the achievement rate was above 80% for each attribute except for PS (the value associated with each attribute is the number of courses contributing to the average). The PS attribute was assessed in one course and the data reported in the form of the percentage of students achieving an 80% threshold, which is a more rigorous threshold than used in other classes. It was the first time the course was taught and the faculty offered a thoughtful action plan to improve student performance.
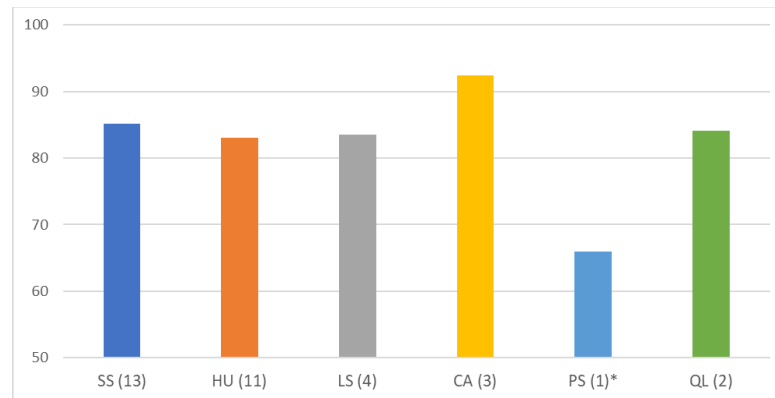
C4 – WSU COURSE ENROLLMENT AND EVALUATION DATA

As can be seen below, WSU course enrollments are increasing, which suggests greater student interest. The figure shows the SCH production for WSU courses by year (the value associated with each year is the number of courses). The enrollments were due to more students enrolling in individual classes, and offering more WSU classes. That said the WSU Program continues to have a small footprint with 1097 students generating 4,047 SCHs over the past 4 years. Although seeming large, the ~4,000 SCHs is only 0.6% of the 732,092 SCHs generated by Gen Ed over the last four years (excluding CE).
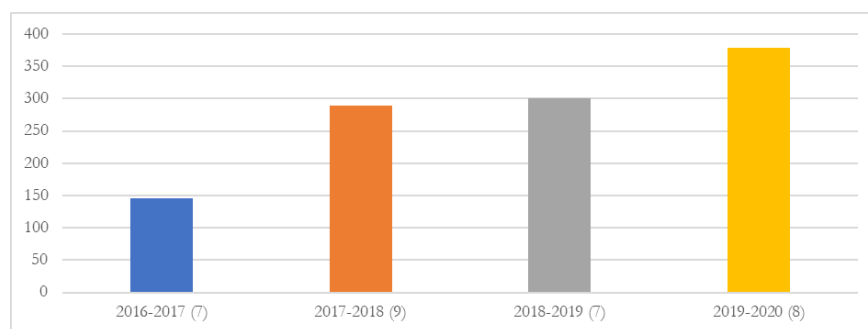
While there is no course evaluation shared by all General Education courses, there is a course evaluation shared by all WSU interdisciplinary General Education courses. Each semester,

each WSU course is evaluated by students with a WSU course assessment. WSU course evaluation averages (5=very effective to 1=very ineffective) across courses show that students value the courses. In addition, focus groups with students in WSU courses highlighted the value of their interaction with the instructors, multiple perspectives in the classroom, and the depth of coverage.
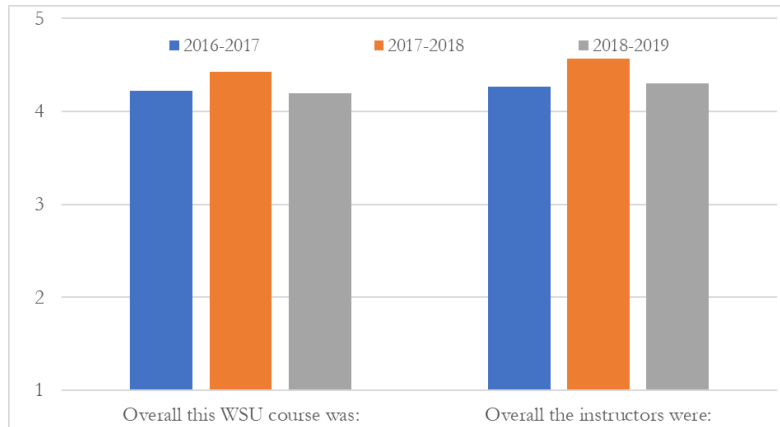
STANDARD D – ADVISING

D1 – OVERVIEW OF THE STUDENT SUCCESS CENTER AS A PROGRAM/SERVICE

The Student Success Center (SSC) provides academic advisement for students earning an AA/AS degree in General Studies and the Certificate of Completion in General Education. Academic advisors assist General Studies majors with academic planning and referrals to program advisors and other campus support services. As can be seen below, the SSC has helped to increase fall-to-fall retention for General Studies students for each of the last three years. I will highlight the interventions and programs the SSC has implemented to increase retention.

General Studies & BIS Fall-to-Fall Retention by Department
You many need to use the right-hand side scroll bar

Choose Reporting Units   1x ▼
General ▼

Academic Unit	Choose Display	Initial First-Time Students	Not Retained	Retained in Major	Retained in College	Retained Out of College	Total Retained		
General	Fall 2014	393	194	159	6	34	199		50.6%
	Fall 2015	417	214	158	0	45	203		48.7%
	Fall 2016	397	198	141	3	55	199		50.1%
	Fall 2017	648	315	219	15	99	333		51.4%
	Fall 2018	592	281	225	10	76	311		52.5%

0%   20%   40%   60%   80%   100%

D2 - PROGRAM GOALS

The SSC outlines student and advisor responsibilities in the advising process in the General Studies Advising Syllabus. The syllabus also outlines student learning outcomes for academic advisement within the program of study. As a result of the advising experience, students will 1) understand the importance of obtaining academic advisement, 2) understand the information provided in the SSC AA/AS General Studies Syllabus, 3) understand the requirements for the AA/AS degree in General Studies, 4) understand the overall goals of general education and how these courses contributed to their university experience, 5) be aware of the resources and services available on campus to assist in achieving academic, personal, and career goals, and 6) earn the AA or AS in General Studies in a timely manner based on the students educational plan. The syllabus provides students with an Advising Checklist that includes helpful semester reminders and contact information for frequently used services for college success.

D3 – PROGRAM OUTREACH

New Student Orientation

The SSC tries to reach as many students as possible at the beginning of their studies through group advising in New Student Orientation (NSO). All new students are required to participate in NSO prior to a one-on-one meeting with an advisor. The SSC experienced a significant increase in student attendance at the General Studies Session embedded in the in-person NSO (339 students in AY20 vs. 128 students in AY19).

General Studies students were surveyed at the NSO about 1) the least beneficial part of the orientation, and 2) the likelihood they would become/remain a major in General Studies after attending the orientation. The SSC team used student feedback to revamp the orientation for AY21 to include the mechanics of the degree and registration.

The focus of the NSO is engagement, specifically tips and tricks for being successful at WSU, the mechanics of the degree, and how to register. Due to the University shutdown in March 2020, the General Studies session of NSO moved online in less than a week and is available to all new and continuing students. Presently, the General Studies team is working to create more intrusive communication plans with a modified case management model to ensure all incoming General Studies students feel supported. General Studies Advisors contact students after they complete NSO and offer students support and guidance via email. Advisors follow students from NSO through responding to Starfish flags. This consistent messaging from the same advisor has allowed for more relationship building between advisor and advisee.

Welcome Newsletter

Welcome newsletters were mailed to 1125 newly admitted General Studies majors in AY20. The letter encourages students to seek early advisement through New Student Orientation, take advantage of First Year Experience, and consider taking more credits to Fast Track their degree.

Graduation Mailing

To contribute to the goal of increasing WSU graduation numbers and the statewide goal of reaching 66% of Utah's population having a post-secondary credential by 2020, the SSC sent letters and emails to students who have earned over 75 credit hours and have completed or are currently completing their requirements for the AA/AS Degree in General Studies. The mailing encourages

students to apply to have their AA/AS Degree posted and outlines the steps to do so. The SSC sent letters and emails to 2085 students, of which ~9% (183) followed through by posting their degree.

First Year Experience Advising Unit

In addition to reaching out to General Studies students, SSC Advisors also present to First Year Experience (FYE) students on the importance of obtaining advisement in the form of the required Academic Advising Unit in "*Foundations of College Success*" (UNIV 1105). Advising-related topics covered include how and where to secure academic advisement, academic standards, program of study components, General Education requirements, Math and English placement, and CatTracks. Over 800 students were registered in UNIV 1105 in AY20 and were afforded this advising information (compared to ~875 students in AY19).

FYE students were surveyed in fall 2019 after completing the Academic Advising Unit and asked 1) What was the most meaningful part of the Advising Unit (144 responses), and 2) What did you like least about the Advising Unit (142 responses). FYE students especially appreciated information on advisors and resources/information, and most students did not comment on a specific weakness. As a result of this assessment, the presentation was edited to remove redundant information and to add in more engagement strategies. The SSC continues to assess the presentation and make changes to ensure it is delivering the most appropriate and useful information to students.

Academic Advising Referral Service

The Academic Advising Referral Service helps connect students with their appropriate academic advisors. The SSC reaches out to College Advisors twice a year to update this list. Information on how to declare a major and the best way to schedule an appointment was added to this app for each College Advisor.

Major Navigation

A six-member committee (3 from the SSC, 3 from Career Services) continues to refine the major exploration program "*Major Navigation: A Guide to Major and Career Exploration*". After the pilot in fall 2018, the committee refined the program to ease student access. The updated program moved from Canvas and is now web based.

The program secured a "to do" in Starfish, encouraging all faculty and staff to refer students to the program. To encourage advisors to make these referrals, the team offered a free assessment and interpretation to showcase the program benefits in a monthly UAAC meeting. In an effort to

build participation, the program partnered with the Non-Traditional Student Center and the Office of Multicultural Excellence to offer free assessments to students. The SSC provided scholarships to students who may not be able to participate due to the $10 assessment fee. The SSC served 82 students and offered 4 scholarships. The SSC received 39 referrals and 18 students completed the program as a result. Although this number may seem low, the SSC was able to attract these students to the program without any campus marketing. To address the program's marketing plan, two team members are now focused on marketing and communication. The following graph details the use of the to do's in Starfish, including how many students were referred, how many students are still active in the system and how many students were cleared after completing the program.
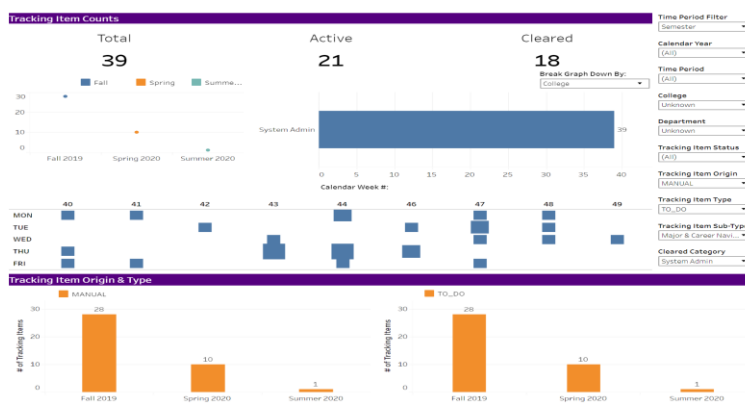
To support the Major Navigation program, the SSC has thirteen staff members certified in the STRONG and/or MBTI to meet the demands of major exploration within the Associate's Degree and FYE.

Registration Labs

To better meet student needs, especially during peak times, the SSC implemented registration labs to assist students in class selection and registration. The SSC served 61 students in 9 sessions in summer 2019 and 3 sessions in fall 2019. The SSC partnered with the Colleges of Education, Social and Behavioral Sciences, and Arts & Humanities for 3 sessions in the summer and offered joint lab hours. The number of students helped during these sessions is not accounted for in the General Studies numbers. The SSC was unable to continue these sessions through spring 2020 due to the campus shutdown. The SSC will explore these sessions in the future.

Instagram

The SSC launched an Instagram page in August 2019 which now has ~500 followers, including current and future students, alumni, and WSU fans/faculty/staff. On Mondays (Monday Matters), Wednesdays (Wildcat Wednesdays) and Fridays, the SSC posts information that is important for General Studies students. Highlighted topics include "How to love Cattracks", information on tutoring, placement information, stress management, and "Green Moments" that supports the SSC's efforts to achieve "Green" status on campus.

Convocation

After experiencing the largest ever General Studies Convocation in spring 2019, the SSC was unable to move forward and congratulate General Studies students with a meaningful in-person experience in spring 2020 due to the campus shutdown. The SSC instead sent each graduate (~500) a congratulatory card.

D4 - PROGRAM UTILIZATION
General Studies Appointments

General Studies advising appointments are tracked through an Argos report that pulls data from Cattracks notes. This report was used through the end of February 2020 and then the SSC relied on Starfish to provide student appointment data. After the campus shutdown in March 2020, all advising moved from face-to-face to virtual or phone appointments. Virtual office hours were introduced in May 2020.
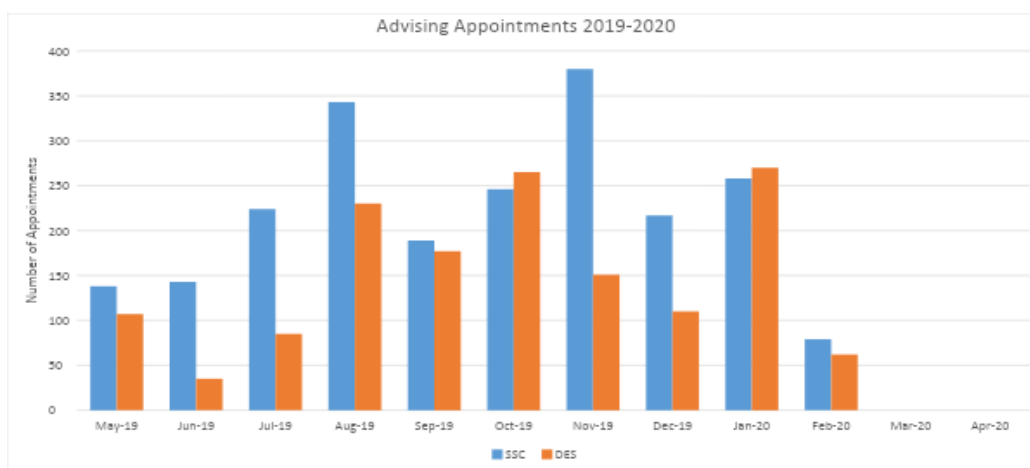
For half of 2019-2020, the SSC made all appointments through phone, email and in-person student traffic and used Google calendar to schedule all appointments. The SSC moved to making

all students' appointments through Starfish. During this transition, students were able to schedule appointments through Starfish by accessing the website. The SSC still made appointments via phone, email and in-person, however they were all scheduled through Starfish.

Through the increased use of Starfish, the SSC has been able to see the specific types of appointments students request each semester. This allows the SSC to better plan and delegate human resources to ensure our students are receiving what they need and when they need it. The overwhelming majority of appointments (85%) are for academic advising and registration support.

Appointment Type	SU 2019	FA 2019	SP 2020
Academic Advising	646	690	379
Bounce Back Hold	122	13	13
Financial Aid Suspension Appeal	31	34	23
Major/Minor Exploration	3	7	10
New Student Initial Appointment	21	6	10
Other	25	42	55
Registration/Class Schedule	218	284	124
Total (2,756)	**1,066**	**1,076**	**614**

Starfish Connect allows detail reporting on advising "Activities" through the usage of Speed Notes for each advising session. Below are the totals of activities in each appointment (multiple activities can occur in one advising appointment).

Academic Advising "Activities"	SU 2019	FA 2019	SP 2020
Completed degree audit	971 (32%)	906 (37%)	433 (24%)
General academic advising	473 (16%)	490 (20%)	418 (23%)
Discussion of academic goals	389 (13%)	240 (10%)	140 (8%)
English placement	278 (9%)	181 (7%)	115 (6%)
Major/Minor exploration or declaration	205 (7%)	218 (9%)	303 (17%)
Bounce Back hold	159 (5%)	28 (1%)	40 (2%)
Discussion of career goals	135 (4%)	99 (4%)	77 (4%)
Discussed study skills	72 (2%)	23 (1%)	14 (1%)
Academic standing concerns	67 (2%)	30 (1%)	19 (1%)
Financial aid process	60 (2%)	36 (1%)	40 (2%)
Graduation sign off	54 (2%)	65 (3%)	105 (6%)
Financial aid suspension appeal	37 (1%)	31 (1%)	60 (3%)
Math concerns	29 (1%)	0	0
Completed financial aid academic plan	25 (1%)	20 (1%)	19 (1%)
Balancing academic goals and life goals	21 (1%)	5 (0%)	22 (1%)
Addressed time management	18 (1%)	7 (0%)	4 (0%)
FYE Assignment	13 (0%)	55 (2%)	9 (0%)
Adjustment to college	4 (0%)	9 (0%)	7 (0%)

After working virtually for months after the campus shutdown, the SSC is exploring unconventional ways to connect with students outside of regular business hours. The team believes that meaningful advising appointments can occur and quick questions can be answered virtually for students without losing the "human touch" and sense of support and care. The SSC is working to ensure that students can receive advisement outside the SSC office and regular business hours.

Bounce Back

The General Studies advisors support and encourage students on academic warning, probation and suspension. These appointments can be complex, emotional and time consuming, but the advisors take this opportunity to focus on the student, their goals, and their future at WSU. Bounce Back appointments often require a financial aid plan and extensive collaboration with the Offices of Financial Aid and the Registrar. Even though students entering the Bounce Back program for the first time are not required to meet with an advisor, the SSC was able to clear 42% (133 of 317) of the holds for students on academic warning, probation or suspension. Students returning to the Bounce Back program (n=81) are required to have a one-on-one advising appointment. Advisors met with 61% of those students to clear their holds and assist with registration.

New and Returning Bounce Back Records Created				
	SU 19 (SP 19 Grades)	FA 19* (SU 19 Grades)	SP 20 (FA19 Grades)	AY Total 19-20
SSC/BIS				
New	160	19	138	317
Return	47	8	26	81
Total	207	27	164	398

New and Returning Bounce Back Records Closed				
	SU 19	FA 19	SP 20	AY Total 19-20
SSC/BIS				
New	70	27	36	133
Return	32	11	6	49
Total	102	38	42	182

Starfish

The following table provides the number of Starfish flags, Registration Lab To-do, Semester to Semester initiative and MELT managed by the SSC in AY20:

Cleared Tracking items for Related Curriculum

Semester	Academic Flags		Registration Lab		Sem to Sem		MELT	
Summer 2019	767 Raised	478 Cleared (62%)	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2019	1,126 Raised	583 Cleared (52%)	2,261 Raised	1,858 Cleared (78%)	575 Raised	460 Cleared (80%)	67 Raised	26 Cleared (39%)
Spring 2020	647 Raised	274 Cleared (38%)	N/A	N/A	1,014 Raised	601 Cleared (59%)	89 Raised	87 Cleared (98%)

Currently all front-line SSC advisors (6) actively connect with students in an effort to clear flags. Periodically, other SSC members help with these efforts. Additionally, one advisor is assigned to manage flags as the Starfish lead concentrates on larger Starfish initiatives. This change was imperative as the Progress Surveys for AY20 included all undergraduate courses and flags and the SSC experienced a sharp increase in the number of flags received.

D5 – ADVISING FOR CONCURRENT ENROLLMENT (CE) STUDENTS
<u>Overview</u>

The Concurrent Enrollment (CE) program gives high school students across the state of Utah access to college-level courses within their own high school. CE courses are taught by a high school teacher with the necessary credentials to teach a college-level course at a low cost to the student.

Towards the end of AY19, the Early College (EC) Advising Team of the Dual Enrollment (DE) Program was tasked to advise CE students attending Weber State University. This transition brought over 14,000 enrolled students from the Office of Admissions to the EC Advising Team. AY20 was the first full-year that CE students were advised strictly from this group; renamed as DE Advisors to more accurately encompass the two populations served (Concurrent Enrollment and Early College). DE advisors are assigned to the same schools they advise for the EC programs. Essentially a new advising best-practices and program was required and created from the ground up. Exact numbers and figures are outlined in the "Program Utilization" section below.

<u>Development and Implementation of Academic Advising for Concurrent Enrollment</u>

With the addition of so many students and the challenges imposed by this transition, the DE Team created a new system to support the inflow. Below are the means produced and utilized by this team from conception to implementation.

Creation of front-facing systems for students, their families, and all supporters to access

1. A new email address was established (ceadvising@weber.edu) and monitored by DE Staff. This email address was used exclusively for CE students and other stakeholders to ask pertinent questions and request advising appointments. CE Administration from the Continuing Education Department also monitored this address and any relevant questions not pertaining to advising would be directed to that staff.

2. A new CE advising website was also created in order to serve students, families, and high school counselors with resources and connections (https://weber.edu/SSC/concurrent-enrollment-advising.html).

3. A module specifically for CE admitted students was generated in conjunction with the New Student Orientation Team. This was a brief overview of CE, its specific uses for students, and considerations as students move forward in their academic journey at their high schools. This orientation module gave specific information to funnel students to the DE Team for advising and declaration of a WSU Credential.

Developing new advising materials

1. PDF and printout of the available AP and CE courses available in local districts (Davis, Weber, and Ogden) that meet General Education requirements.

2. A "Getting Started" instructional handout listing the steps for students to get advising (see below on these steps) from pre-admission to earning a WSU Credential.
    a. Important to note: most students were already enrolled in CE.

3. CE Advising specific business cards.

4. The new WSU CE Advising website and New Student Orientation online modules.

Record-keeping, tracking student progress, and processing CE students

In order to serve as many students as possible considering current staffing and resources, programming was developed to capture these students and set a precedent for advising this unique population. This was accomplished by utilizing software and ready-to-use systems to accommodate such a potential influx in advising student traffic and ultimately an increase in students earning a WSU Credential in future semesters.

Without a sufficient tracking system based on the student type admitted into Banner Systems, ARGOS Reporting was adapted to pull reports filtering for enrolled CE students only. Google Sheets was used to track students that had met with DE Advisors across all school districts; not including NUAMES Davis and NUAMES North High Schools since the majority of those students

participate in EC (not CE) programming. At this time, CE Students must meet the necessary steps in order to meet with a DE Advisor:

1. Watch the entire CE New Student Orientation Module.

2. Meet with their high school counselor and submit a counselor agreement form if they wish to earn a WSU Credential using CE and AP options.

3. Reach out to the email address ceadvising@weber.edu and provide their W# to request an appointment with their assigned DE Advisor.

Once students meet these expectations and meet with an advisor, they are tracked and monitored as such:

High School Seniors: Urged to complete the Status Switch so they may officially declare a WSU Credential to be earned if necessary. These students also completed a Program of Study Declaration of either the Certificate of Completion or AA/AS in General Studies. Then, advisors urged students to complete a graduation application for either spring or summer semester (depending on any pending AP scores). Advisors then tracked students by entering student information in a shared Google Sheet. Notes are submitted to a student's Cattracks.

High School Juniors & Sophomores: This group was urged to return to their advisors once per semester. At the very least, this group was urged to return their senior year in order to properly meet the Status Switch and graduation application expectations. They were given a handout reminding them of these essential steps before graduating high school. Advisors also tracked these students by adding their information to the shared Google Sheet.

Because the DE program took over the advising of CE students in fall 2019, there have not yet been any surveys for this group of students assessing their perceptions of their advising experience. During AY21, the DE advising team is working with the SSC Assessment team to develop a meaningful assessment protocol.

Challenges & considerations

Academic advising of CE students presents unique challenges and considerations.

1. Oftentimes students would come to advisors with multiple CE and AP courses already completed. Many such students were unaware of how close they were to earning a WSU credential.

2. Balancing high school graduation requirements, WSU Gen Ed requirements, and extra-curricular activities can pose logistical challenges and be difficult to understand for parents

and students. Additional expertise is required to communicate expectations accurately and clearly.

3. CE students are denoted in WSU Banner Systems as "non-degree seeking" and require additional steps for students to declare and graduate in their chosen and earned credential.

4. Students are encouraged to reach out to specific departments if they are interested in a particular undergraduate degree after high school graduation.

5. Clarifying and explaining that students earning a credential should do so with an eventual major in mind is particularly challenging. Educating these students who have a chosen field to pursue as well as high school graduation requirements to consider increases complications in advising students in the best way.

6. Students must be aware of high school requirements and WSU policies in adherence to CE.

7. CE course offerings are not limited only to WSU sections. High schools in the districts primarily served by WSU have options for CE courses from other Utah State Higher Education (USHE) institutions, including Utah State University, Utah Valley University, and Salt Lake Community College, which can increase the complexity of a student seeking a WSU credential to meet Residency Requirements and to officially transfer credits.

8. Conversely, WSU provides some CE options to other school districts outside of the Northern Utah region. These students are rarely seen by WSU Advisors.

Concurrent Enrollment Utilization

   The figures below represent the CE Program in its entirety and divided by district and graduation date. These data were generated as students registered for, at least, one CE course at their high school for fall 2019 semester (note: some CE courses are a full academic year). There were 14,874 students in CE programs across the following districts.

Key Abbreviations: Davis School District (DSD); Weber School District (WSD); Ogden School District (OSD); Morgan & Box Elder School Districts (MSD & BESD); Northern Utah Academy for Math, Engineering & Science (Davis WSU Campus) (NUAMES); Northern Utah Academy for Math, Engineering & Science North Campus (Ogden WSU Campus) (NUAMES North); Other School Districts in the State of Utah in which Weber State University is not the primary institution servicing that high school (Other SD).

Total Number of CE Students per School District for AY19-20

Count & % of Students in CE Programs for AY20, by District
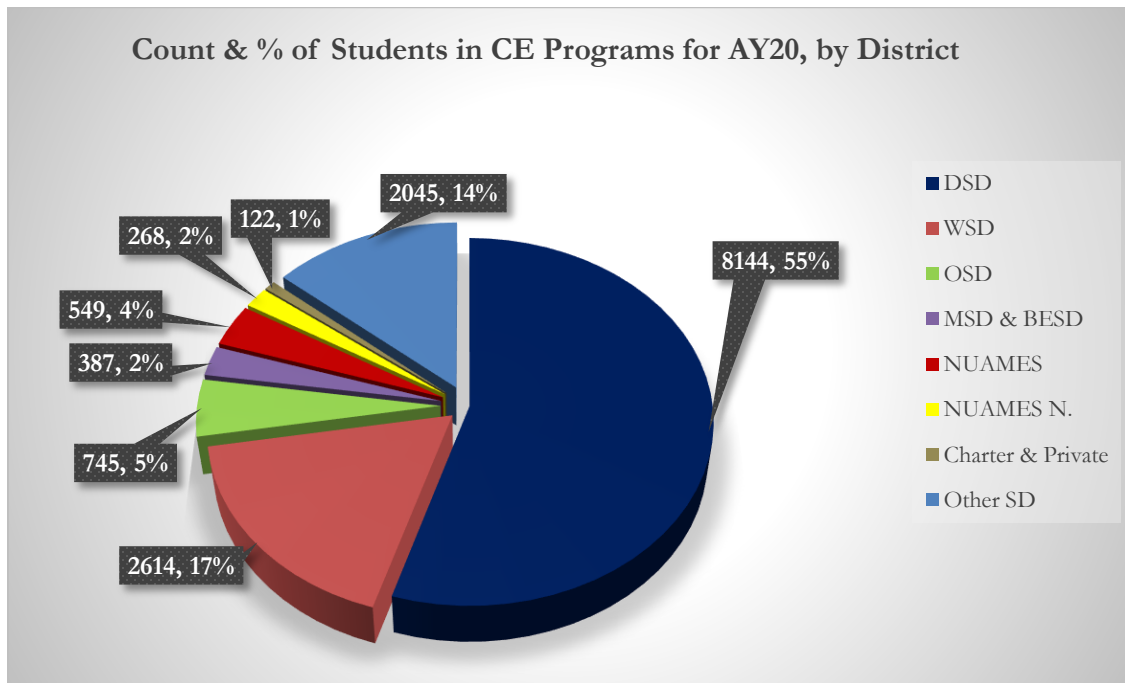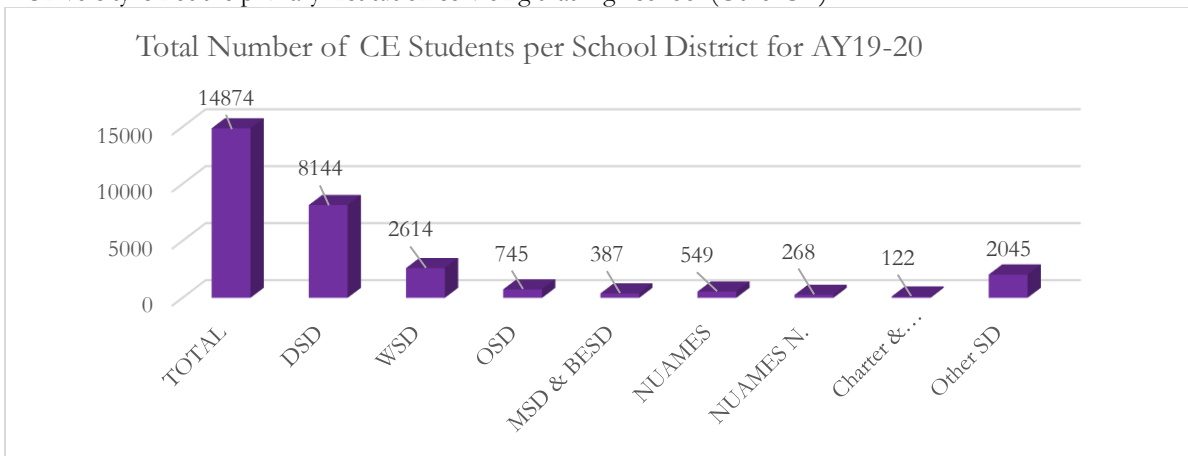
The following three figures show the number of high school students enrolled in CE courses for the top three enrolled districts (Davis, Weber, Ogden) and by high school graduation year. Note that students in these three districts represent 77% of the total CE enrollment.

Davis School District CE Students by High School Graduation Year

Category	Value
TOTAL	8144
2020 Grads	3874
2021 Grads	2810
2022 Grads	1451
2023 Grads	9

Weber School District CE Students by High School Graduation Year

Category	Value
TOTAL	2614
2020 Grads	1141
2021 Grads	965
2022 Grads	494
2023 Grads	13
2024 Grads	1

Ogden School District CE Students by High School Graduation Year

Category	Value
TOTAL	745
2020 Grads	413
2021 Grads	256
2022 Grads	74
2023 Grads	2

The SSC and DE team have the technology in place to know their number of graduates and to anticipate that number in the future. Below are the numbers of total graduates for 2020 via CE and AP coursework alone in addition to the potentiality of this program, which illustrates a need to increase the CE advising footprint. Graduating students for spring 2020 remained steady at this figure. It is the consensus of the DE staff that these figures are a rough, but fair representation of

potential 2020 graduating class if more students were reached. It is also agreed that these figures will only increase as Districts continue to add CE instruction.

The DE team met in-person with 48 students who were declared and had applied for graduation, pending spring 2020 grades (or successful AP examinations) via CE & AP coursework alone. The DE team anticipated 34 students would post their AA/AS in General Studies and 14 students would post their Certificate of Completion. However, many of these students did not successful reach this anticipated goal due to lower grades and/or AP scores.

The DE team is focused on providing quality advisement so that students understand their choices and academic pathway. The DE team also works, when applicable, to recruit these high school students to continue their college education at Weber State after their high school graduation. The DE team is working with IT for a technology solution to determine how many students are close to a credential in order to determine future workflow and resources. In the meantime, the DE team explored the enrolled CE students with a 2020 graduation date to anticipate what spring 2021 could potentially look like. The DE team found 1,776 students (not including NUAMES students) of which 87% (n=1,541) had a minimum of 10 completed WSU courses via CE and 13% (n=235) had a minimum of 20 completed WSU courses via CE. The DE team had not met with these students for advising. SSC advisers are currently maxed out and these numbers are worrisome inasmuch as they suggest an additional 200-1500 advising appointments over the academic year. The numbers all reveal that CE opportunities are growing across local school districts. In particular, the Davis School District, which already comprises 55% of CE enrollments, is pushing CE enrollment and credentialing hard and this will drive increasing demand for advising support from the WSU SSC and DE team.

Finally, the DE team has many goals to retain CE students at WSU. The DE team has been charged by the Provost and Associate Provost for Enrollment Services to do a comprehensive analysis on the enrollment and retention of CE students at Weber and to work to connect CE students early with their college of interest at Weber. The DE team plans to implement academic advising features within Canusia to help track current CE students and increase daily communication with high school counselors and CTE coordinators. The DE team plans to provide quality academic advising to all CE students by continuing to develop a functional work-flow and advising process, offering in-school advising days at high schools with robust CE course offerings, providing group presentations, tabling at events held at the high school to connect with parents and students, and increasing the number of CE advising appointments conducted. The DE team plans to hire at least

one FTE to assist with the significant increase in numbers of CE students who can potentially earn a college credential at their high school. Finally, the DE team seeks to increase access to CE classes in underserved communities. The DE team plans to increase student access to CE courses within Ogden school district by working with Access and Diversity to sponsor the addition of IVC labs at Ben Lomond and Ogden high schools.

D6 – ADVISING FOR WSU COURSES

Advisors have a unique perspective on the value of WSU courses and its value for students. Their recommendations of WSU classes to students is critical to and an indicator of the value of the program and benefits to students. Their concerns are also an indicator of costs or challenges with the program. To assess the value of WSU courses from the advisors' perspective, we asked College and SSC advisors open-ended questions regarding their experience advising WSU courses. Of the 43 advisors surveyed, 29 (67%) completed the survey. They were all familiar with the WSU classes and almost all (26/29 or 90%) were aware of the differences between them and other Gen Ed classes.

Most advisors see the value of WSU courses. Nearly half (48%) of the advisors reported advising all students to enroll in WSU courses whenever possible, 45% reported advising some students to enroll in WSU courses, and only 7% reported that they "seldom" or "never" advise students to enroll.

Reasons given for advising "all students" to enroll in WSU courses included that they reduce Gen Ed requirements and save students' time and money; they promote connected learning; and they are extremely interesting and taught by amazing faculty, which make WSU courses an effective retention tool for underclassmen. Reasons given for advising "some students" to enroll in WSU courses included the fact that some majors require specific Gen Ed courses for their programs; the WSU courses are not offered consistently or only once per academic year, and advisees have a narrow range of required courses that fulfill SS, LS, PS, and QL. Reasons given for "seldom" or "never" advising WSU courses included that they don't work for pre-med, pre-dental, and other similar students. Thus, almost all advisors promote WSU courses for some or all students they advise, but concede that WSU courses do not suit/are not necessary for everyone.

STANDARD E – FACULTY

E1 – FACULTY DEMOGRAPHIC INFORMATION AND QUALIFICATIONS

As of AY20, Weber State has 567 full-time faculty and 485 part-time faculty. The majority (80%) of faculty have terminal degrees. From AY16 to AY20, the majority (~66%) of General Education student credit hours (SCHs) are taught by full-time faculty in load (~49%) and overload (~17%). The percentage of Gen Ed SCHs taught by adjunct faculty (~34%) has also remained steady over the past five academic years (see also B2).
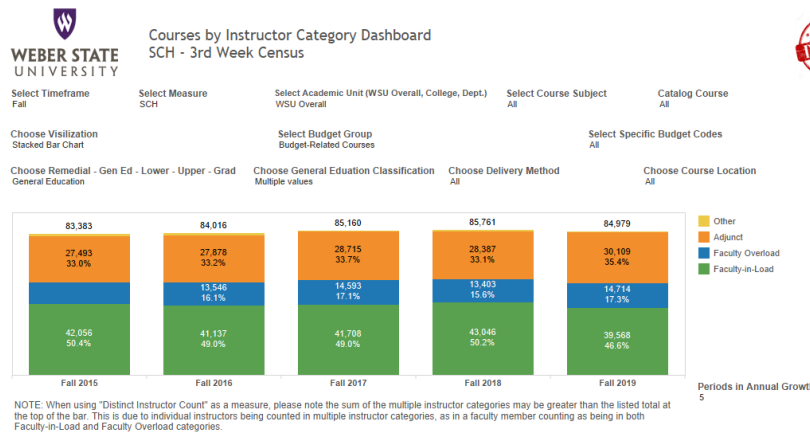
From AY16 to present, General Education courses are taught by a comparable percentage of regular faculty (37.1%) and adjunct faculty (36%). About 24% of General Education courses are taught by concurrent enrollment (CE) faculty.
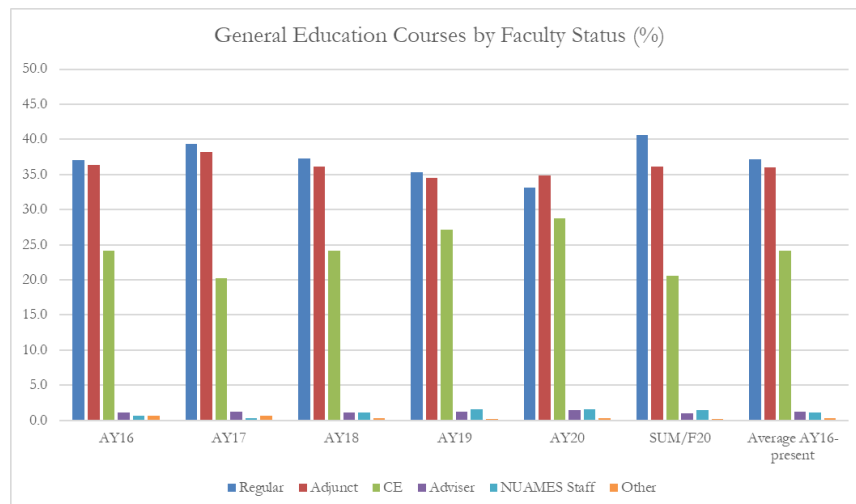
A closer look at this data in AY20 reveals differences in the status of faculty teaching GE courses by attribute. Courses with Humanities (38.6%), Social Science (52.6%), Physical Science (50%), and Diversity (40.2%) attributes are typically taught by regular faculty. Courses with

American Institutions (32.9%), Composition (49.1%), and Life Science (38.3%) attributes are typically taught by adjunct faculty. Courses with Quantitative Literacy (33.8%), Information Literacy (42.5%), and Creative Arts (44.3%) are typically taught by concurrent faculty.
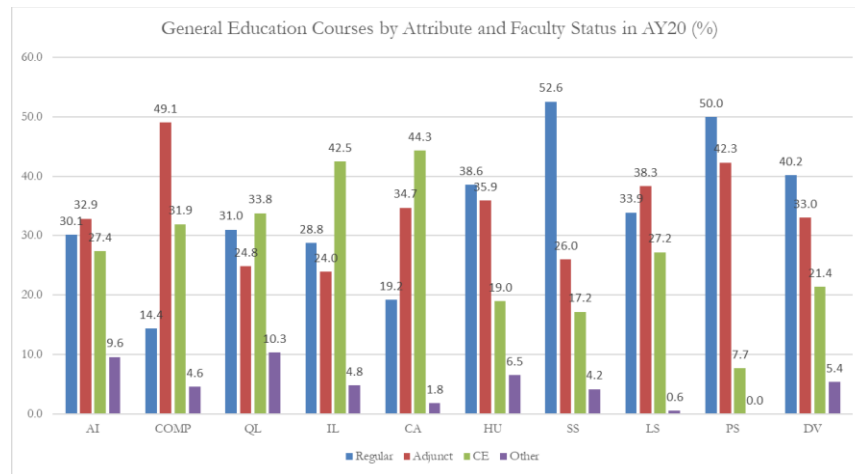
Thus, in AY20, the majority (67%) of faculty teaching core General Education courses (AI, COMP, QL, IL) are concurrent (33.9%) or adjunct (32.7%). By contrast, the majority (74%) of faculty teaching breadth General Education courses (CA, HU, SS, LS, PS, DV) are regular (39.1%) or adjunct (35.1%).
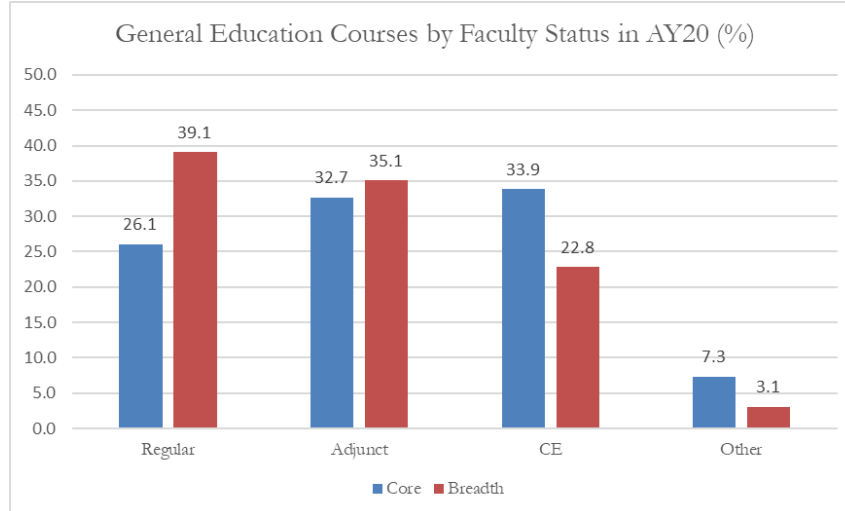
From AY16 to present, only a small proportion (3.4%) of the faculty teaching General Education courses identify as Hispanic or Latino. Most faculty identify as not Hispanic or Latino (51.8%) or unknown (44.8%). From AY16 to present, the faculty teaching General Education courses is composed of slightly more females (51.5%) than males (47.3%).

Faculty Teaching GE by Gender (%)

	AY16	AY17	AY18	AY19	AY20	SUM/F20	Average AY16-present
Female	50.5	51.4	51.9	52.8	52.8	49.7	51.5

Legend: ■ Female ■ Male ■ N/A
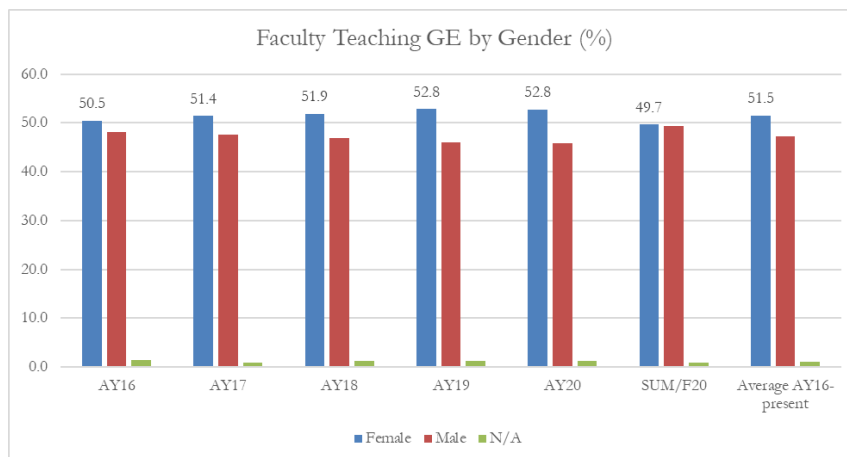
E2 – PROGRAMMATIC TEACHING STANDARDS

The General Studies program itself has no formal teaching standards. There are college (tenure teaching standards) and university (promotion teaching standards) teaching standards to which all Weber State faculty must conform.

To promote shared pedagogical values in the General Education program, students in all General Education courses (effective fall 2019) engage in a common activity: All General Education courses are framed around a Big Question (BQ), that taps into the heart of the discipline and helps students see what they can do with what they are learning, which is explored through a Signature Assignment (SA), which provides students the opportunity to acquire and strengthen their intellectual skills, apply their learning, and develop personal and social responsibility.

Faculty teaching courses in the FAST Start Program, specifically designed to engage and retain first-year students, are trained in active learning and peer-supported pedagogy through the Wildcat Scholar Retreat Program. The FAST Start Program is currently in year 1 (proof of concept) of a 5-year plan for developing a first-year experience (FYE) program at Weber State. Courses in the FAST Start Program entail 1) a smaller group setting to promote more manageable interactions between faculty and students and students with each other, 2) almost exclusively first-time students, 3) professors who are highly trained in ways of designing impactful courses and supporting first-time students, and 4) student mentors (learning assistants, LAs) who help students navigate the course and University resources. Three of the four FAST Start courses in fall 2020 (proof of concept phase) are popular General Education courses that have high fail rates for first-time students, so-called "gateway courses": HIST 1700 (American Civilization, AI), PSY 1010 (Introduction to Psychology, SS), and NUTR 1020 (Science and Application of Human Nutrition, LS). These courses are

representative "gateway" courses in that they are popular (high enrollments) and have high fail rates or low completion rates especially among first-time freshman (FTF). The FTF completion rates for HIST 1700, PSY 1010, and NUTR 1020 range between 60 and 65%. Over six meetings of 90-120 minutes, faculty were trained in course redesign and inclusive excellence, modeled off the successful Nevada State training. In addition, four LAs were hired and trained to provide social and cognitive supports inside and outside the classroom. Faculty and LAs worked together to determine how to optimally use LAs in their classes.

The pedagogy is designed to support students' attainment of outcomes bearing on valuing the purpose of higher education, becoming an intentional learner, developing connections and having a mindset of success, and learning to make responsible academic decisions. A cohort of pilot students completed a variety of measures that tapped these four outcomes (e.g., Academic Motivation Scale, Short Grit Scale, Belongingness Scale, Self-Planning Scale). Results revealed that most measures were correlated and formed a single factor. In a subset of 87 other students, the factor score predicted persistence and retention rates, independent of student academic (high school GPA, number of CE credits) and demographic (age, sex) variables. Assessment of students in the FAST Start Program is ongoing under the supervision of the FAST Start Council of the Transitions and Opportunities SSSC Committee. The plan is to expand the FAST Start Program to 8 courses for fall 2021 and a year 5 goal of 65 courses in fall and 20 courses in spring reaching a total of ~4200 students in their first year at Weber.

E3 – EVIDENCE OF EFFECTIVE INSTRUCTION

Students evaluate their courses for the AA/AS in General Studies, but there is no standard instrument or set of questions. Academic colleges provide the relevant course evaluation. There is no standard instrument or set of questions for course evaluations in General Education courses. Once the University moves to a common evaluation instrument, potentially by fall 2021, it will be possible to provide course evaluation data for General Education and other courses in the General Studies program.

To assess students' qualitative expression of the meaningfulness of their general education experiences, we evaluated two open-ended questions posed on the Graduating Students survey completed by graduates earning an associate's degree (AS, AA, AAS, and others). We coded student responses to the following questions: *What was your most meaningful experience at WSU* and *Two things you learned at WSU that you will use in the future.* We assessed the threshold that 70% of the graduating

Associate's degree students would refer to their Gen Ed experience in the open-ended questions. We specifically coded student responses according to whether any one referred to general education *classes* or *general education student learning outcomes* as distinct from other experiences associated with attending and graduating college with an associate degree. We coded responses as indicating meaningful learning in general education that were tied to to [LEAP Essential Learning Outcomes](#) which have been adopted by the Utah State as policy (see USHE Policy [R470](#)) and by Weber State in the form [General Education Learning Outcomes](#). Specifically, we coded as meaningful those responses emphasizing LEAP *Intellectual and Practical Skills*, *Personal and Social Responsibility,* and *Integrative and Applied Learning* outcomes, de-emphasizing specific content (Knowledge of Human Cultures and the Physical and Natural World) unless a specific Gen Ed course was identified as the source. We also included WICHE [Passport](#) outcomes as WSU offers the Passport to student completing their Gen Ed courses with no grade below a C. Finally, we coded "soft skills" (e.g., time management) as meaningful learning in Gen Ed as they are aligned with liberal education and embedded in LEAP and Passport outcomes.

For example, the following responses were coded as a meaningful learning experience in general education:

- *How to work in a team*
- *Anatomy* (a Gen Ed course)
- *Nutrition* (a Gen Ed course)
- *Critical approaches to literature*
- *How to professionally communicate with my superiors.*
- *Group projects*
- *Communication*
- *Researching techniques*
- *How much diversity there is in the world and even just in Utah*
- *learning problem-solving skills*
- *One of the most meaningful learning experiences was in COMM 2110. [My professor] helped the class see the world in a different perspective.*

These responses contrasted those that addressed outcomes not specifically related to general education classes or LEAP or PASSPORT outcomes. For example, the following were not coded as meaningful learning in general education. Of course, these are important outcomes for students and legitimate expressions of their education's meaningfulness and value. However, they are not specific to general education.

- *Learning to become proactive and asking for help*

- *Being confident*
- *Hard work*
- *To be cautious of the associations I have*
- *Always attend classes even if I'm sick*
- *Got better at not procrastinating.*
- *How to get involved*
- *My most meaningful experience was in the gym. I made a lot of friends in the gym.*
- *Making connections with people*

Overall, 477 Associate degree recipients completed the survey, of whom 39% (N=174) completed at least two of the three open-ended questions to allow for consistent coding. A student coder was trained on the first 40 student responses, and reliability was calculated on a subsample of 15 students at the end of the coding. The interrater reliability was acceptable at 94%, with disagreements resolved through discussions.

Overall, the majority (69%) of all Associate degree recipients referred to one or more General Education classes or outcomes in their open-ended responses to their meaningful experiences and things learned at WSU that they will use in the future. As the AAS degree students have limited exposure to General Education classes, a recalculation of the students' responses excluding the AAS degree students raised the average to 72% for the remaining 136 students, which is above the threshold.

Students evaluate WSU courses on a standard instrument composed of 13 quantitative (1=ineffective to 5=very effective) and 4 qualitative items unique to WSU courses. WSU course evaluation averages (n=30 sections) by academic year since AY17 when the first WSU courses were taught reveal that students value the courses and rate them pretty consistently and positively. In addition, focus groups with students in WSU courses highlighted the value of their interaction with the instructors, multiple perspectives in the classroom, and the depth of coverage.

Average WSU Course Evaluation by Academic Year

AY17	AY18	AY19	AY20	OVERALL
4.17	4.40	3.74	4.32	4.24
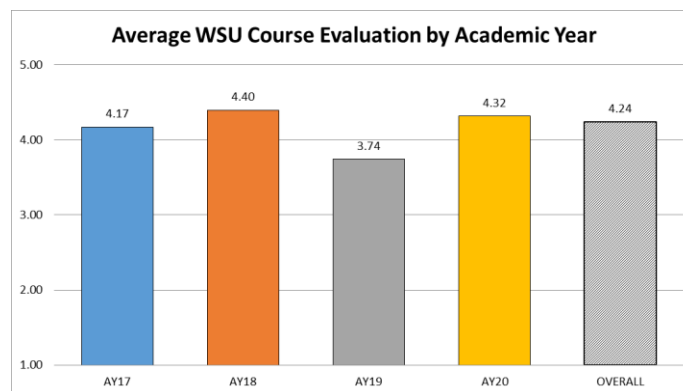
E4 - MENTORING ACTIVITIES

The General Studies program itself has no formal mentoring of faculty. Colleges and the Teaching and Learning Forum provide faculty with a variety of professional development opportunities relevant to their teaching of introductory-level courses.

Through the course of General Education Revitalization from fall 2016 through spring 2019, GEIAC and Faculty Senate held town halls, invited in guest speakers (Dr. Paul Hanstedt in September 2016 and February 2019; Dr. Adam Johnson and Dr. Erik Stern in *Forces at Play* in October 2017), and hosted workshops to engage faculty in the development of the General Education Learning Outcomes (GELOs) and the common activity (Big Questions and Signature Assignments) now incorporated in all General Education courses.

The Director of General Education provides departments and faculty with support in developing Big Questions (BQs) and Signature Assignments (SAs). In addition, the Director collaborates with the Associate Provost, Dr. Eric Amsel, and the Director of the Office of Institutional Effectiveness, Dr. Gail Niklason, to train volunteer faculty review teams to code students' SAs for their attainment of the GELOs biannually. After these faculty assessment workshops, the Director of General Education writes detailed letters to faculty detailing how their SA was coded and offering feedback on the SA itself and student performance.

STANDARD F – PROGRAM SUPPORT

F1 – ADEQUACY OF STAFF

The AA/AS degrees in General Studies are managed through the Student Success Center, without a traditional faculty chair. The newly appointed Director of General Education, Dr. Leigh Shaw, oversees the General Education program (including the WSU Program) and its administration and serves as the de-facto chair of General Studies for the purposes of this self-study and program review. The Dean's response will be from the Associate Provost for Enrollment Management, Dr Bruce Bowen, who is administratively responsible for the General Studies program. The General Studies program has no official staff support. The administrative associates in the Provost's Office provide some clerical support.

Students in the General Studies program are advised through the Student Success Center led by Executive Director, Leslie Park, M.Ed, and Director of General Studies Advisement, Jennifer Wright, M.S.. The Student Success Center in Ogden currently has six senior academic advisors, one academic advisor, one enrollment specialist, one program advisor, and one student worker. Davis Enrollment Services (DES) is led by Director of Dual Enrollment Advising and DES Samantha Burroughs, MPC. DES currently has three senior academic advisors, two academic advisors, one enrollment specialist, and two student workers.

F2 – ADEQUACY OF FACILITIES

The General Studies program has no dedicated facilities. Courses in the General Studies and General Education programs are offered in campus classrooms and buildings maintained by other administrative units. WSU Online and Canvas (online course management system) support students in online and hybrid format courses. Student support is provided by campus centers for testing, tutoring and supplemental instruction, writing, money management, counseling, child care (see [Student Affairs](#)).

Supplemental instruction (SI) is a free opportunity to current WSU students. SI offers study groups for specific courses (e.g., CHEM 1210, HIST 1700 ZOOL 1010) led by a student leader who has already successfully completed the course. SI "helps students in historically difficult classes master course content while they develop and integrate learning and study strategies." Of the 52 total SI sections in fall 2020, 13% are in Chemistry, 25% are in Health Science, 4% are in History,

12% are in Nutrition, 23% are in Math, 2% are in Neuroscience, and 21% are in Zoology. Just under half (44%) of the fall 2020 SI sections are for Gen Ed courses.

F3 – ADEQUACY OF LIBRARY RESOURCES

Weber State faculty, including those who teach courses in the General Studies program, make extensive use of the book, media, journal, and other library collections at the Stewart Library. Although book and media collections seem more adequate than journal collections, any inadequacies are rectified by the fast and effective interlibrary loan service.

Library and internet search skills are critical to college success. Information literacy is a general education requirement at Weber State. Students may complete this requirement by passing a competency exam (LIBS 1504) which is offered in any WSU Testing Center or one of five Library Science courses (LIBS 1704, 2604, 2704, 2804, 2904). The LIBS 1704 course covers research as an exploratory process, kinds of information, finding, critically evaluating, and using information ethically, and citing sources. The other LIBS courses have similar course content and are tailored toward students in education, business, social sciences, and the health sciences, respectively. Recently (AY20), a co-requisite ENGL 2010 and LIBS 1704 course has been developed and successfully taught wherein students complete both their Composition and Information Literacy Gen Ed requirements. Data from the Report Gallery (Student Persistence and Success, single factor drill through) shows that as of Fall 2018, 14.4% of General Studies students are completing IL in their first year. By comparison, 37.6% of Gen Studies students are completing COMP in their first year and 41.7% are completing QL in the first year. Increasing the number of students who are able to take LIBS 1704 concurrent with ENGL 2010, along with other advising and registration solutions, will help more General Studies students complete this core general education requirement in their first year of college.

STANDARD G – RELATIONSHIPS WITH THE EXTERNAL COMMUNITY

This section will review the internal offices that support the success of Gen Studies students in the community, including Career Services, CCEL, SPARC, and GEIAC.

G1 – CAREER SERVICES

Career Services supports students, including those in the General Studies program, in career exploration, learning how to showcase their skills to potential employers, developing interview skills, finding internships and jobs while in school, and finding careers after graduation. Students can engage in the WSU Major & Career Navigation program. Students complete the Strong Interest Inventory and Work Values Self-Assessment, schedule and attend a workshop to receive their assessment results and learn how to use them to choose a major and make career decisions, and then follow up with an academic advisor and/or career counselor. Students can use the Wildcat Handshake to schedule an appointment with employment advisors. Students can access online resources to provide them with job search advice, employment guides (e.g., resume, cover letter, and interview guides), sample resumes, and support finding an internship. Career Services also sponsors events like Job Fairs for students to introduce themselves to recruiters, get information about open positions, and to become acquainted with the recruitment process.

G2 – CENTER FOR COMMUNITY ENGAGED LEARNING (CCEL)

The Center for Community Engaged Learning (CCEL) has the mission "to engage students, faculty and staff members in direct service, civic engagement, and community research to promote civic participation, build community capacity, and enhance the educational process." The CCEL has three pillars: 1) direct service with community residents to meet an immediate need, 2) civic engagement experiences to raise awareness about issues of public concern, and 3) community research experiences with and for community organizations to solve a pressing community problem or create change.

Students can take CEL (Community Engaged Learning) designated courses. The CEL designation "indicates that students will be engaging in meaningful community engagement that is connected to their specific course's academic objectives." Courses with the CEL designation provide students with the opportunity to have a community engaged learning or research experience and

address the following learning outcomes: 1) civic knowledge, 2) civic skills, 3) civic values, and 4) civic action. In 2019-20, 226 courses were CEL designated. In fall 2020, 27% (42) of the 155 CEL designated classes are general education classes.

G3 – SUSTAINABILITY PRACTICES AND RESEARCH CENTER (SPARC)

The Sustainability Practices and Research Centers (SPARC) has the mission "to inform and educate WSU students, faculty, staff, and the local and statewide community in order to ensure the sustainability of our region and our world for future generations." Among many responsibilities, SPARC assists faculty in designating applicable courses for the sustainability attribute (SUS). Courses with the SUS designation involve sustainability concepts bearing on social, economic, and environmental components. "Defined in a pluralistic and inclusive way, sustainability encompasses human and ecological health, social justice, secure livelihoods, and a better world for all generations." SUS designated courses address topics including social equity, maintaining ecosystems, and social capacity. In fall 2020, 64% (53) of the 83 CEL designated classes are general education classes.

G4 – GENERAL EDUCATION IMPROVEMENT AND ASSESSMENT COMMITTEE (GEIAC)

General Education is a University-wide responsibility, for which there are three bodies providing oversight. The Provost's Office provides support generally, but specifically to the Director of General Education for managing the program, including the program assessment of General Education Learning Outcomes (GELOs). Faculty Senate oversees and approves any changes to the Area Learning Outcomes (ALOs) and GELOs. ALOs are University interpreted outcomes for the Core and Breadth areas that are outlined in Regent's Policy (R470). Much of the oversight work is initially performed by the standing Faculty Senate committee, General Education Improvement and Assessment Committee (GEIAC). The Director of General Education and the GEIAC Chair along with the Director of the Office for Institutional Effectiveness (OIE) and the Associate Provost form the General Education Council that ensures smooth coordination between the roles and responsibilities of the Director and GEIAC. Finally, department faculty are responsible for defining the student learning outcomes (SLOs) of the General Education course(s) they offer and aligning them to ALOs and GELOs.

GEIAC is charged by Faculty Senate to perform assessment of ALOs based on the data reported by departments in their biennial assessment reports. GEIAC reports a summary of this formative assessment of ALOs to Faculty Senate annually. GEIAC provides a summary of the assessment data for WSU courses to Faculty Senate annually. GEIAC reviews all course proposals for new or existing courses to have General Education attributes and all WSU course proposals for alignment with ALOs, GELOs, and the inclusion of Big Questions and Signature Assignments. The GEIAC Chair works in close collaboration with the Director of General Education through weekly meetings of the General Education Council. In addition, the Director of General Education serves as an ex officio member of GEIAC. GEIAC serves as the General Education policy-making body and reports to Faculty Senate. The Director of General Education promotes and supports General Education revitalization efforts, manages the WSU program of interdisciplinary courses, and collaborates with other entities (e.g., college advisers, Student Success Center, Board of Regents General Education Task Force, Provost's Office) to ensure the smooth operation of the General Education program.

STANDARD H - STUDENT STATISTICAL SUMMARIES

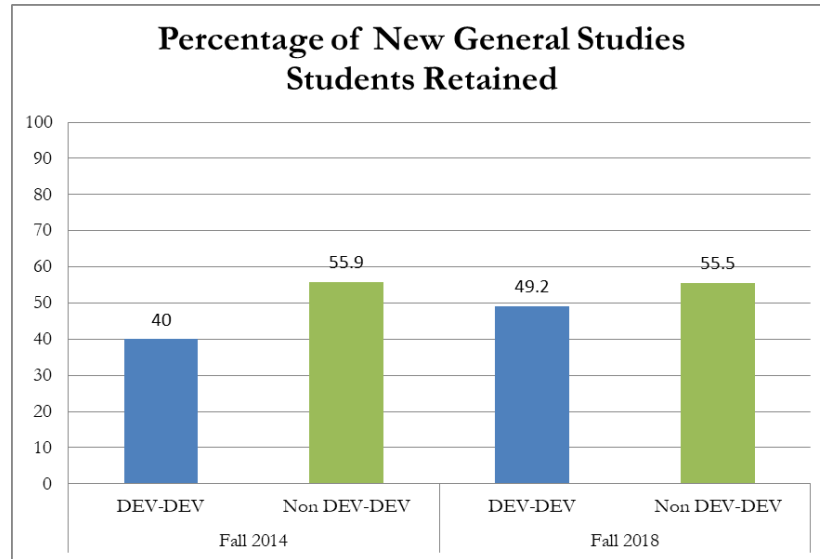## H1 – STUDENT DEMOGRAPHICS AND RETENTION

Weber State had a total enrollment in AY20 of 29,644, of which 36% (10,710) were concurrent enrollment, and 20% (6,026) were freshmen. Official fall third week gender counts over the past five years reveal that ~55% of students in the General Studies program are female and ~45% are male. These numbers have been consistent year-over-year and reflect the gender distribution of students at Weber State. Over the past five years, the majority of students in the General Studies program identify as White (75.6%), with a minority of students identifying as Latinx (10.6%), Unknown (6.4%), and Other (7.4%).

Data from the Report Gallery (Student Persistence and Success, single factor drill through) shows that as of fall 2019, 70% of General Studies students are retained to the second semester (initial cohort=564). This retention percentage has been pretty consistent since AY14 at ~69-71% (cohort range, 405-671). As of fall 2018, retention to the second year for General Studies students is 52% (initial cohort=599). This percentage is improved over AY15 when it was ~49% (cohort=424). Other data (summarized by Gail from the Majors over Time) reveals that retention (fall-to-fall) for new General Studies students has improved from 51% in fall 2014 to 54% in fall 2018. Retention of General Studies students varies by their ethnicity and status.

Student retention numbers to the second year for General Studies students who identify as ethnic minorities have dramatically improved by 27% from a low of 44% (fall 2016, cohort=91) to a high of 56% (fall 2018, cohort=148). Retention numbers to the second year for General Studies students who identify as White, Non-Hispanic reflect the overall trend of improvement from a low of 49% in fall 2015 (cohort=323) to 51% in fall 2018 (cohort=451). Thus, retention to the second year for General Studies students has improved, especially for ethnic minority students who are being retained at rates higher (56%) than the overall trend (52%).

Student retention numbers to the second year for General Studies students with developmental placements have also improved. The figure below shows the percentage of new General Studies students retained by their developmental status (Dev English and Dev Math placement=DEV DEV; no Dev placement=Non DEV-DEV) in fall 2014 (cohort=112) as compared to fall 2018 (cohort=132). The figure shows that there has been a 23% improvement (from 40 to 49%) in retention for DEV-DEV General Studies students in this time period, whereas retention for Non DEV-DEV General Studies students has been consistent at ~56%.

Percentage of New General Studies Students Retained

[Bar chart titled "Percentage of New General Studies Students Retained" with y-axis from 0 to 100. Fall 2014: DEV-DEV = 40, Non DEV-DEV = 55.9. Fall 2018: DEV-DEV = 49.2, Non DEV-DEV = 55.5]

The figure below shows the percentage of new General Studies students retained (fall-to-fall) by their ethnicity and developmental status (DEV-DEV; Non Dev-Dev; URM=Underrepresented Minority; non-URM=Non-Underrepresented Minority) in fall 2014 as compared to fall 2018. As can be seen in the figure, there has been a 64% improvement (36.7 to 57.4) in retention for DEV-DEV URM students in this time period. Similarly, there has been a 68% improvement (42.1 to 62.3) in retention for Non DEV-DEV URM students in this time period. Thus, regardless of developmental placement, retention for new General Studies students who are underrepresented minorities has dramatically improved from fall 2014 (40.6%, cohort=106) to fall 2018 (60%, cohort=95). Retention for new General Studies students who are not underrepresented minorities has held steady from fall 2014 (52%, cohort=305) to fall 2018 (53%, cohort=428).

Percentage of New General Studies Students Retained, by Status and Time

[Bar chart titled "Percentage of New General Studies Students Retained, by Status and Time" with y-axis from 0 to 100. Fall 2014 DEV-DEV: URM = 36.7, non-URM = 42.1; Non DEV-DEV: URM = 42.1, non-URM = 55. Fall 2018 DEV-DEV: URM = 57.4, non-URM = 44.8; Non DEV-DEV: URM = 62.3, non-URM = 55.1]
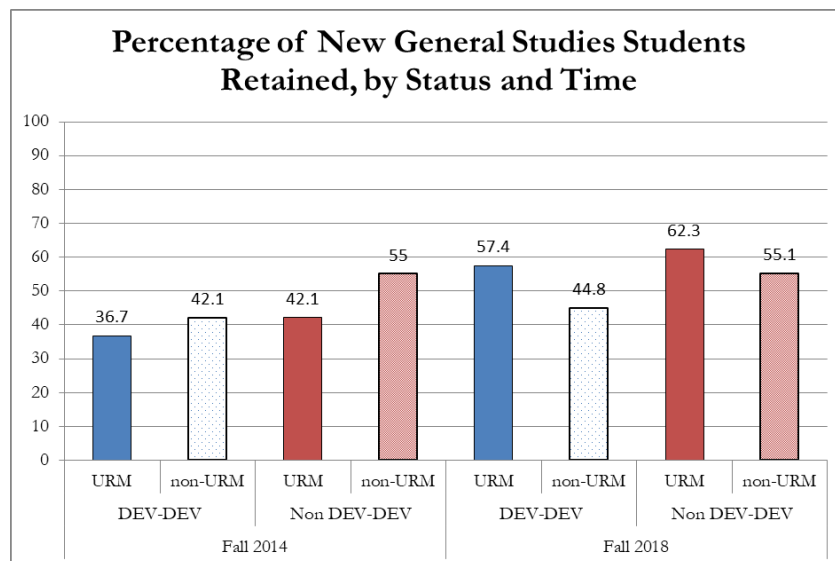
Retention for new General Studies students in the period from fall 2014 to fall 2018 also varies by when they start college. Retention for students who start college at least one year after high school graduation has improved 24% from 2014 (44.7%, cohort=159) to 2018 (55.6%, cohort=218), whereas retention for students who start college within one year of high school graduation has held steady from 2014 (54.8%, cohort=227) to 2018 (53.8%, cohort=360).

Percentage of New General Studies Students Retained by College Start and Time

	Fall 2014		Fall 2018	
	Start > 1 yr post HS Graduation	Start w/I 1 yr HS Grad	Start > 1 yr post HS Graduation	Start w/I 1 yr HS Grad
%	44.7	54.8	55.6	53.8
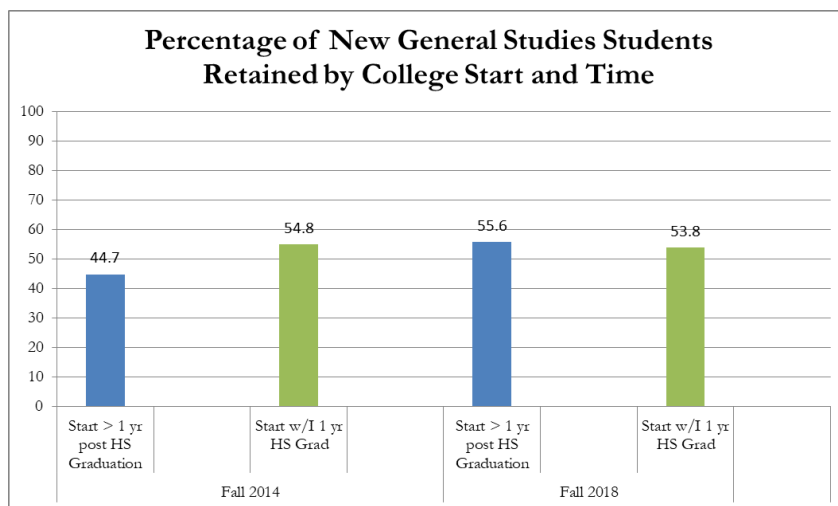
While we cannot say definitively what may be causing any improvements in student retention, they are likely the result of a combination of efforts including more focused advising, targeted programs (e.g., Wildcat Scholars), and other campus initiatives.

The majority of General Studies students and all first-term freshmen (overall majors) earn passing GPAs. The percentage of General Studies students who earn a fall term GPA of at least 2.2 has increased over the past five years from 63.5% (2015, cohort=400) to 70.2% (2019, cohort 540). This trend of an increasing percentage of students who earn a fall term GPA of at least 2.2 is similar for all first-term freshmen (overall majors) (64.1% in fall 2015 to 69.7% in fall 2019).

Percentage of Students Earning a GPA of 2.2 - 4.0
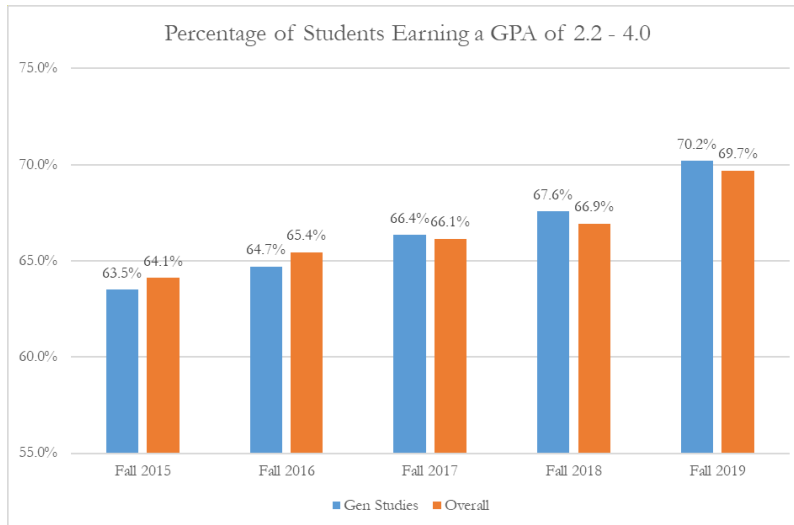
A minority of General Studies students earn a 0.0 GPA. The percentage of General Studies students who earn a fall term GPA of 0.0 has been fairly consistent from a high of 14.8% (2015, cohort=400) to a low of 12.6% (2016, cohort=459). The percentage of students overall who earn a fall term GPA of 0.0 has declined from 14.8% (2015) to 11.6% (2019).

Percentage of Students Earning a 0.0 GPA
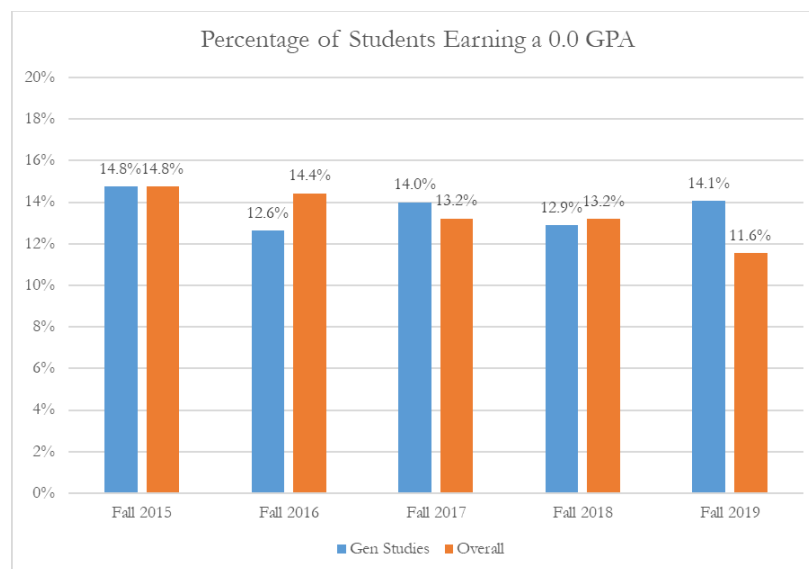
H2 – DEMOGRAPHICS OF STUDENTS IN WSU COURSES

Students enrolling in WSU courses reflect the overall WSU student body and show broad engagement and representation. Most students are underclassmen (29.5% freshmen; 44.5% sophomore) and few are more advanced students (16% juniors, 9% seniors, 1% other). Most students taking WSU courses are White/Caucasian (71%), which is slightly below the university rate (73%), but a minority of students is Hispanic/Latino (14%), which is slightly higher than the

University rate (11%). Student GPA when taking WSU courses was a "B" (M=3.1), with a sizable standard deviation (sd-0.78) and range (0-4). Next-semester persistence was 67%, with 18% graduating. The 15% non-persistence rate is lower than the WSU average of 19%. Students enroll in WSU courses proportionally from different colleges. As can be seen below, there is an over-representation of EAST students and an under-representation of Health students. The representation of students from each college also reflects broad engagement in the WSU program.

PERCENT OF WSU COURSE ENROLLMENT AND PERCENT OF TOTAL WSU ENROLLMENT BY COLLEGE
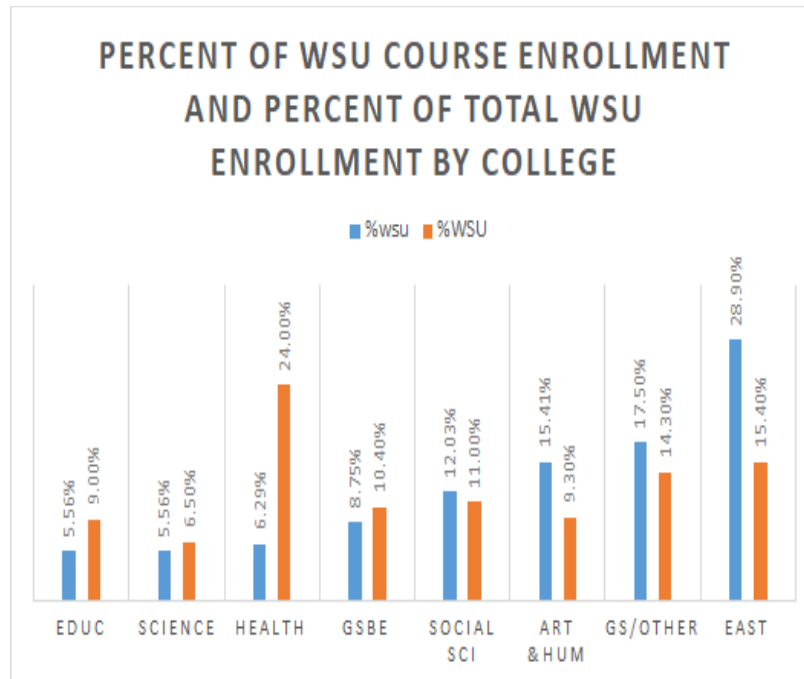
According to the Graduation Survey (student post-graduation plans) dashboard with AY 13-AY18 and General Studies & BIS checked, 67% of those who plan to be employed after graduation already were employed full-time or had full-time employment lined up. Only 18% planned to attend graduate school.

STANDARD I - INFORMATION OF REVIEW TEAM MEMBERS

The review team is composed of five senior Weber State faculty members. Dr. Doris Geide-Stevenson is a Professor of Economics and the Program Review Chair. Dr. Hal Crimmel is Chair and Professor of English and represents the College of Arts and Humanities. Dr. Rick Ford is Acting Associate Dean and Professor of Geosciences and represents the College of Science. Dr. Jim Hutchins is Professor of Health Sciences and represents the College of Health Professions. Dr. Mary Beth Willard is Program Coordinator and Associate Professor of Philosophy and represents the College of Social and Behavioral Sciences.

The Program Response will come from the self-study author, Dr. Leigh Shaw, Director of General Education, with input from relevant stakeholders. The Dean's Response will come from Dr. Bruce Bowen, Associate Provost for Enrollment Management, who is administratively responsible for and has the most knowledge of the General Studies program. The Dean's Response will address comments from the Program Review Team Members and the Program Response.

APPENDIX A: GENERAL EDUCATION AREA LEARNING OUTCOMES

Core: Composition

Upon completing Composition (ENGL 2010), students will:

- o Identify connections between and among texts and their ideas.
- o Compose writing assignments with a clear thesis or main idea.
- o Control such surface features as syntax, grammar, punctuation, and spelling.
- o Paraphrase, summarize, and use sources appropriately.
- o Use MLA and/or APA, citation method correctly.
- o Make and support an effective argument.

Core: American Institutions

Upon completing an AI course, student shall demonstrate a reasonable understanding of the:

- o significant political, economic, and social changes in American history.
- o major principles of American civilization, including the concepts of popular sovereignty, liberty, and equality.
- o institutions and practices of the government provided for in the United States Constitution.
- o basic workings and evolution of a market economy in the United States.

Core: Quantitative Literacy

A quantitatively literate person should be able to:

- o Interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.
- o Represent mathematical information symbolically, visually, numerically, and verbally.
- o Use arithmetical, algebraic, geometric, and statistical methods to solve problems.
- o Estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.
- o Recognize that mathematical and statistical methods have limits.

Core: Information Literacy

1. RESEARCH AS AN EXPLORATORY PROCESS: Using tools and techniques to address information needs while understanding that the research process is often iterative and nonlinear.

    - 1.1 - understand information needs and formulate research questions or thesis statements based on scope of the project
    - 1.2 - use and refine different search techniques appropriately, matching information needs and search strategies to appropriate search tools
    - 1.3 - understand that the research process is often iterative and non-linear

2. SCHOLARSHIP AS COMMUNICATION: Scholarly communication is a conversation between creators of information with a variety of backgrounds and perspectives.

    - 2.1 - identify and describe various resource types and formats, recognizing their value and contribution to scholarly communication
    - 2.2 - recognize that a given scholarly work may not represent the only or even the majority perspective on an issue
    - 2.3 - recognize the value of information literacy outside the academic setting

3. CRITICALLY EVALUATE INFORMATION: It is important to evaluate the quality of all information based on its context.

    - 3.1 - define different types of authority, such as subject expertise or special experience, and use research tools and indicators to evaluate the credibility of authors and sources
    - 3.2 - recognize that authoritative content may be packaged formally or informally and may include sources of all media types, and that information may be perceived differently based on the format in which it is packaged, but all sources should be critically evaluated

4. ETHICAL USE OF INFORMATION: Legal and ethical standards are important to the dissemination, retention, and study of information resources.

    - 4.1 - avoid plagiarism by identifying the different types and by giving credit to the original ideas of others through proper attribution and citation
    - 4.2 - articulate the purpose and characteristics of ethical and legal issues surrounding the use of information, such as copyright, fair use, open access, Creative Commons, and the public domain

Core: Diversity

Upon completing a Diversity course, students will:

- o describe his/her own perspective as one among many,
- o identify values and biases that inform the perspectives of oneself and others,
- o recognize and articulate the rights, perspectives, and experiences of others.

Breadth: Humanities

- o Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.
- o Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.
- o Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

Breadth: Creative Arts

- o Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.
- o Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.

Breadth: Social Sciences

Upon completing a social science course, students will demonstrate their understanding of the following three outcomes:

- o Interactions between individuals and society: Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.
- o Application of concepts, theories, and methods: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.

- o Diverse perspectives: Students will identify an argument about a social phenomenon and understand alternative explanations.

<u>Breadth: Life and Physical Sciences</u>

Shared Learning Outcomes

- o Nature of science. Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.
- o Integration of science. All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.
- o Science and society. The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.
- o Problem solving and data analysis. Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.

All life science courses will also meet the following life science objectives.

Students will demonstrate their understanding of the following characteristics of life:

- o Levels of organization: All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.
- o Metabolism and homeostasis: Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.
- o Genetics and evolution: Shared genetic processes and evolution by natural selection are universal features of all life.
- o Ecological interactions: All organisms, including humans, interact with their environment and other living organisms.

All physical science courses will also meet the following physical science objectives.

Students will demonstrate their understanding of the following features of the physical world:

- o Organization of systems: The universe is scientifically understandable in terms of interconnected systems. The systems evolve over time according to basic physical laws.

- o Matter: Matter comprises an important component of the universe, and has physical properties that can be described over a range of scales.

- o Energy: Interactions within the universe can be described in terms of energy exchange and conservation.

- o Forces: Equilibrium and change are determined by forces acting at all organizational levels.

APPENDIX B: GENERAL EDUCATION REQUIREMENTS BY AREA, 2020-21 CATALOG

CORE GENERAL EDUCATION REQUIREMENTS

The core requirements listed below apply to all Bachelor's degrees and AA/AS degrees. It is recommended that students complete these requirements within the first 60 credit hours. General education requirements for AAS degrees vary and are specified by each program.

COMPOSITION (EN) 3 CREDIT HOURS

Complete ENGL 2010 Intermediate College Writing (3) and earn a "C" grade or better.

Entrance into ENGL 2010 requires one of the following: Passing ENGL 1010 with a grade of "C" or better, passing the AP Language and Composition or Literature and Composition examination with a score of 3 or better, achieving an ACT English and Reading score of 29 or better, a CLEP with essay test with a score of 50 or better, or an articulated transfer credit from another regionally accredited college or university.

QUANTITATIVE LITERACY (QL) 3-5 CREDIT HOURS

QL may be met with one of the following options:

- MATH 1030 Contemporary Mathematics, OR MATH 1040 Introduction to Statistics (3), OR MATH 1050 College Algebra (4), OR MATH 1080 Pre-calculus (5), OR MATH 2020 Geometry for Elementary Teachers (3), OR any WSU Math course for which either MATH 1050 or MATH 1080 is a prerequisite. A "C" grade or better is required.
- A score of 65 or higher on the ALEKS math placement exam or a score of 70 or higher on the College Level Math portion of the Accuplacer exam.
- Credit recorded on a transcript of a score of 3 or higher on the AP Calculus or AP Statistics exam (Credit by Examination).
- A score of 50 or higher on the CLEP Calculus or College Algebra or Pre-Calculus exam (Credit by Examination).
- An ACT math score of 26 or higher.

  To enroll in MATH 1030, you must have either earned an ACT Math score of 21 or higher, completed MATH 0970 or 1010 with a "C" grade or better, or earned an appropriate math placement score. To enroll in MATH 1040, you must have either earned an ACT Math score of 21 or higher, completed MATH 1010 with a "C" grade or better, or earned an appropriate math score. To enroll in MATH 1050 or MATH 1080, you must have either earned an ACT Math score of 23 or higher, completed MATH 1010 with a "C" grade or better, or earned an appropriate math placement score. To enroll in MATH 2020, you must have completed MATH 2010 and 2015 with a "C" grade or better. If you earned a "C" grade or better in PHIL 2200 between Spring 2007 and Spring 2013 and you are declared in a catalog year between Spring 2007 and Spring 2013, your QL requirement is also met. Some departments may not accept PHIL 2200 toward program requirements.

AMERICAN INSTITUTIONS (AI) 3-6 CREDIT HOURS

Select one of the following options and earn a "C" or better:

- POLS 1100 American National Government (3) OR HIST 1700 American Civilization (3) OR ECON 1740 Economic History of the United States (3)
- HIST 2700 History of the United States to 1877 (3) AND HIST 2710 History of the United States since 1877 (3) (recommended for history majors)
- Present advanced placement credit in American History or American Government
- Present suitable transfer courses from other institutions

INFORMATION LITERACY (IL) 1.0 CREDIT

Successful completion can be met by receiving a credit grade on a proficiency exam or taking one of the courses with a "C" grade or better. Exams are credit/no credit, courses vary. Students should check with their Major Adviser to determine the best way to meet the information literacy requirement. More information is also available at: http://library.weber.edu/researchandteaching/information_literacy or by contacting the IL Administrator at 801-626-7068 or infolit@weber.edu.

- LIBS 1504 - Information Literacy Competency Exam OR LIBS 1704 - Information Navigator OR LIBS 2504 - Information Resources in History OR LIBS 2604 - Information Resources in Education OR EDUC 2604 - Information Resources in Education OR LIBS 2704 - Information Resources in the Business Disciplines OR BSAD 2704 - Information Resources in the Business Disciplines OR LIBS 2804 - Information Resources in the Social Sciences OR LIBS 2904 - Information Resources in the Health Professions OR HTHS 2904 - Information Resources in the Health Professions .
Note: Information Literacy (IL) transfer credit that does not automatically transfer from another college or university will be evaluated on an individual basis. Transfer credit must meet the current WSU IL requirements, have been taken within the last seven years, and passed with a grade of "C" or above.

DIVERSITY (DV)

Complete one of the following general education courses and earn a passing grade. Note: the following courses will meet both a breadth and diversity requirement (see courses marked with a "♦" in the Breadth requirements).

- ANTH 1000 SS/DV - Introduction to Anthropology **Credits: (3)**
- ANTH 1020 LS/DV - Biological Anthropology **Credits: (3)**
- ANTH 1040 HU/DV - Language and Culture **Credits: (3)**
- ANTH 2010 SS/DV - Peoples and Cultures of the World **Credits: (3)**
- CHF 1500 SS/DV - Human Development **Credits: (3)**
- CHF 2400 SS/DV - Family Relations **Credits: (3)**
- DANC 1010 CA/DV - Introduction to Dance **Credits: (3)**
- ENGL 2200 HU/DV - Introduction to Literature **Credits: (3)**
- ENGL 2220 HU/DV - Introduction to Fiction **Credits: (3)**
- ENGL 2230 HU/DV - Introduction to Drama **Credits: (3)**
- ENGL 2240 HU/DV - Introduction to Poetry **Credits: (3)**
- ENGL 2510 HU/DV - Masterpieces of Literature **Credits: (3)**
- ENGL 2710 HU/DV - Perspectives on Women's Literature **Credits: (3)**
- ENGL 3510 HU/DV - World Literature **Credits: (3)**
- ETC 2001 SS/DV - Engineering Culture **Credits: (3)**
- GEOG 1300 SS/DV - Places and Peoples of the World **Credits: (3)**
- GEOG 1520 SS/DV - Geography of the United States and Canada **Credits: (3)**
- HIST 1510 SS/DV - World History from 1500 C.E. to the Present **Credits: (3)**
- HNRS 2130 HU/SS/DV - Intellectual Traditions: Great Ideas of the East **Credits: (3)**
- MUSC 1040 CA/DV - Music of World Cultures **Credits: (3)**
- POLS 2500 SS/DV - Human Rights in the World **Credits: (3)** *
- SOC 1010 SS/DV - Introduction to Sociology **Credits: (3)**
- SOC 1020 SS/DV - Social Problems **Credits: (3)**
- SW 2200 SS/DV - Issues in Diversity **Credits: (3)**
- WGS 1500 SS/DV - Introduction to Women and Gender Studies **Credits: (3)**
- WGS 2500 SS/DV - Human Rights in the World **Credits: (3)** *
- * POLS SS/DV 2500 and WGS SS/DV 2500 are cross-listed courses and only one may be used to fulfill Social Science or Diversity.

BREADTH GENERAL EDUCATION REQUIREMENTS

DO NOT DUPLICATE DEPARTMENTS: *Courses selected to fulfill breadth requirements must each be from a different program, with the exception of Honors.*

HUMANITIES (HU) & CREATIVE ARTS (CA)

Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Fine Arts, or Bachelor of Integrated Studies: Select nine (9) credit hours - at least three (3) credit hours from Humanities and at least three (3) credit hours from Creative Arts and earn a passing grade.
Associate of Applied Science: Select three (3) credit hours from Humanities or Creative Arts and earn a passing grade

HUMANITIES (HU)
ANTHROPOLOGY
- ANTH 1040 HU/DV - Language and Culture **Credits: (3)** ♦
COMMUNICATION
- COMM 1020 HU - Principles of Public Speaking **Credits: (3)**
- COMM 2010 HU - Mass Media and Society **Credits: (3)**
- COMM 2110 HU CEL - Interpersonal and Small Group Communication **Credits: (3)**
ENGLISH
- ENGL 2200 HU/DV - Introduction to Literature **Credits: (3)** ♦
- ENGL 2220 HU/DV - Introduction to Fiction **Credits: (3)** ♦
- ENGL 2230 HU/DV - Introduction to Drama **Credits: (3)** ♦
- ENGL 2240 HU/DV - Introduction to Poetry **Credits: (3)** ♦
- ENGL 2510 HU/DV - Masterpieces of Literature **Credits: (3)** ♦
- ENGL 2710 HU/DV - Perspectives on Women's Literature **Credits: (3)** ♦
- ENGL 2750 HU - Topics and Ideas in the Humanities **Credits: (3)**
- ENGL 3500 HU - Introduction to Shakespeare **Credits: (3)**
- ENGL 3510 HU/DV - World Literature **Credits: (3)** ♦
- ENGL 3520 HU - Literature of the Natural World **Credits: (3)**
- ENGL 3750 HU - Topics and Ideas in Literature **Credits: (3)**
FOREIGN LANGUAGE
- ASL 2020 HU - Fourth Semester ASL **Credits: (3)**
- CHNS 2020 HU - Fourth Semester Chinese **Credits: (3)**
- FRCH 2020 HU - Fourth Semester French **Credits: (3)**
- GRMN 2020 HU - Fourth Semester German **Credits: (3)**
- ITLN 2020 HU - Fourth Semester Italian **Credits: (3)**
- JPNS 2020 HU - Fourth Semester Japanese **Credits: (3)**
- PTGS 2020 HU - Fourth Semester Portuguese **Credits: (3)**
- SPAN 2020 HU - Fourth Semester Spanish **Credits: (3)**
- FL 2600 HU - Introduction to Cultural and Literary Studies in Translation **Credits: (3)**
- FRCH 2600 HU - Introduction to Cultural and Literary Studies in Translation **Credits: (3)**
- GRMN 2600 HU - Introduction to Cultural and Literary Studies in Translation **Credits: (3)**
- SPAN 2600 HU - Introduction to Cultural and Literary Studies in Translation **Credits: (3)**
HONORS
- HNRS 1110 HU - Introduction to Honors: The Construction of Knowledge **Credits: (3)**
- HNRS 1540 HU - Perspectives in the Humanities **Credits: (3)**
- HNRS 2010 HU - Exploring Key Concepts in the Disciplines: Humanities **Credits: (3)**

- HNRS 2110 HU/SS - Intellectual Traditions: Great Ideas of the West in the Classical and Medieval Eras **Credits: (3)**
- HNRS 2120 HU/SS - Intellectual Traditions: Great Ideas of the West in the Modern Era **Credits: (3)**
- HNRS 2130 HU/SS/DV - Intellectual Traditions: Great Ideas of the East **Credits: (3)** ♦
  MUSIC
- MUSC 1043 HU - Music, the Arts & Civilizations **Credits: (3)**
  PHILOSOPHY
- PHIL 1000 HU - Introduction to Philosophy **Credits: (3)**
- PHIL 1120 HU - Contemporary Moral Problems **Credits: (3)**
- PHIL 1250 HU - Critical Thinking **Credits: (3)**
  THEATRE
- THEA 2821 HU - Period Styles in Design **Credits: (3)**

CREATIVE ARTS (CA)
ART
 Only one course from either ART or ARTH may be used to fulfill Creative Arts.
- ART 1010 CA - Introduction to the Visual Arts **Credits: (3)**
- ART 1030 CA - Studio Art for the Non-Art Major **Credits: (3)**
- ART 1110 CA - Drawing I **Credits: (3)**
- ART 2450 CA - Foundations of Photography: Color/Digital **Credits: (3)**
- ARTH 1090 CA - Art and Architecture of the World: Paleolithic-AD 1000 **Credits: (4)**
- ARTH 1100 CA - Art and Architecture of the World: AD 1000-Present **Credits: (4)**
  COMPUTER SCIENCE
- CS 1010 CA - Introduction to Interactive Entertainment **Credits: (3)**
  DANCE
- DANC 1010 CA/DV - Introduction to Dance **Credits: (3)** ♦
  ENGLISH
- ENGL 2250 CA - CW: Introduction to Creative Writing **Credits: (3)**
- ENGL 2260 CA - CW: Introduction to Writing Short Fiction **Credits: (3)**
- ENGL 2270 CA - CW: Introduction to Writing Poetry **Credits: (3)**
  HONORS
- HNRS 1530 CA - Perspectives in the Creative Arts **Credits: (3)**
- HNRS 2020 CA - Exploring Key Concepts in the Disciplines: Creative Arts **Credits: (3-6)**
  INTERIOR DESIGN
- IDT 1010 CA - Introduction to Interior Design **Credits: (3)**
  MUSIC
- MUSC 1010 CA - Introduction to Music **Credits: (3)**
- MUSC 1030 CA - Introduction to Jazz **Credits: (3)**
- MUSC 1033 CA - Introduction to American Music **Credits: (3)**
- MUSC 1035 CA - History of Rock and Roll **Credits: (3)**
- MUSC 1040 CA/DV - Music of World Cultures **Credits: (3)** ♦
- MUSC 1063 CA - Music in Religion **Credits: (3)**
  THEATRE
- THEA 1013 CA - Introduction to Theatre **Credits: (3)**
- THEA 1023 CA - Introduction to Film **Credits: (3)**
- THEA 1033 CA - Introduction to Acting **Credits: (3)**
- THEA 1043 CA - Introduction to American Musical Theatre **Credits: (3)**

SOCIAL SCIENCES

Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Fine Arts, or Bachelor of Integrated Studies: Select six (6) credit hours in addition to the American Institutions requirement and earn a passing grade.

Associate of Applied Science: Select three (3) credit hours and earn a passing grade.

ANTHROPOLOGY

- ANTH 1000 SS/DV - Introduction to Anthropology **Credits: (3)** ♦
- ANTH 2010 SS/DV - Peoples and Cultures of the World **Credits: (3)** ♦
- ANTH 2030 SS - Principles of Archaeology **Credits: (3)**

CHILD AND FAMILY STUDIES

- CHF 1500 SS/DV - Human Development **Credits: (3)** ♦
- CHF 2400 SS/DV - Family Relations **Credits: (3)** ♦

CRIMINAL JUSTICE

- CJ 1010 SS - Introduction to Criminal Justice **Credits: (3)**

ECONOMICS

- ECON 1010 SS - Economics as a Social Science **Credits: (3)**
- ECON 1100 SS - Environmental Issues and Economic Policy **Credits: (3)**
- ECON 2010 SS - Principles of Microeconomics **Credits: (3)**
- ECON 2020 SS - Principles of Macroeconomics **Credits: (3)**

ENGINEERING TECHNOLOGY AND CULTURE

- ETC 2001 SS/DV - Engineering Culture **Credits: (3)**

GEOGRAPHY, ENVIRONMENT AND SUSTAINABILITY

- GEOG 1300 SS/DV - Places and Peoples of the World **Credits: (3)** ♦
- GEOG 1520 SS/DV - Geography of the United States and Canada **Credits: (3)** ♦

GERONTOLOGY

- GERT 1010 SS - Introduction to Gerontology **Credits: (3)**

HEALTH EDUCATION

- HLTH 1030 SS - Healthy Lifestyles **Credits: (3)**

HISTORY

- HIST 1500 SS - World History to 1500 C.E. **Credits: (3)**
- HIST 1510 SS/DV - World History from 1500 C.E. to the Present **Credits: (3)** ♦

HONORS

- HNRS 1520 SS - Perspectives in the Social Sciences **Credits: (3)**
- HNRS 2050 SS - Exploring Key Concepts in the Disciplines: Social Science **Credits: (3)**
- HNRS 2110 HU/SS - Intellectual Traditions: Great Ideas of the West in the Classical and Medieval Eras **Credits: (3)**
- HNRS 2120 HU/SS - Intellectual Traditions: Great Ideas of the West in the Modern Era **Credits: (3)**
- HNRS 2130 HU/SS/DV - Intellectual Traditions: Great Ideas of the East **Credits: (3)** ♦

MANAGEMENT INFORMATION SYSTEMS

- MIS 1100 SS - The Digital Society **Credits: (3)**

PHYSICAL EDUCATION PROFESSIONAL

- PEP 2700 SS - Sociohistorical Aspects of Sport **Credits: (3)**

POLITICAL SCIENCE

- POLS 1520 SS - Leadership and Political Life **Credits: (3)**
- POLS 2100 SS - Introduction to International Politics **Credits: (3)**
- POLS 2200 SS - Introduction to Comparative Politics **Credits: (3)**
- POLS 2300 SS - Introduction to Political Theory **Credits: (3)**
- POLS 2400 SS - Introduction to Law and Courts **Credits: (3)**

- [POLS 2500 SS/DV - Human Rights in the World](#) **Credits: (3)** ♦ *
  PSYCHOLOGICAL SCIENCE
- [PSY 1010 SS - Introductory Psychology](#) **Credits: (3)**
- [PSY 2000 SS - The Psychology of Human Relationships](#) **Credits: (3)**
  SOCIAL WORK
- [SW 1010 SS CEL - Introduction to Generalist Social Work](#) **Credits: (3)**
- [SW 2100 SS - Human Behavior and the Social Environment I](#) **Credits: (3)**
- [SW 2200 SS/DV - Issues in Diversity](#) **Credits: (3)** ♦
  SOCIOLOGY
- [SOC 1010 SS/DV - Introduction to Sociology](#) **Credits: (3)** ♦
- [SOC 1020 SS/DV - Social Problems](#) **Credits: (3)** ♦
  WOMEN & GENDER STUDIES
- [WGS 1500 SS/DV - Introduction to Women and Gender Studies](#) **Credits: (3)** ♦
- [WGS 2500 SS/DV - Human Rights in the World](#) **Credits: (3)** ♦ *
- * POLS SS/DV 2500 and WGS SS/DV 2500 are cross-listed courses and only one may be used to fulfill Social Science or Diversity.

PHYSICAL SCIENCES (PS) & LIFE SCIENCES (LS)
Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Fine Arts, or Bachelor of Integrated Studies: Select nine (9) credit hours - at least three (3) credit hours from Physical Sciences and at least three (3) credit hours from Life Sciences and earn a passing grade.
Associate of Applied Science: Select three (3) credit hours from Physical or Life Sciences and earn a passing grade

PHYSICAL SCIENCES (PS)
CHEMISTRY
- [CHEM 1010 PS - Introductory Chemistry](#) **Credits: (3)**
- [CHEM 1050 PS - Introduction to General, Organic & Biochemistry](#) **Credits: (5)**
- [CHEM 1110 PS - Elementary Chemistry](#) **Credits: (5)**
- [CHEM 1210 PS - Principles of Chemistry I](#) **Credits: (5)**
- [CHEM 1360 PS - Principles of Physical Science](#) **Credits: (3)** *
  GEOGRAPHY, ENVIRONMENT AND SUSTAINABILITY***
- [GEOG 1000 PS - Natural Environments of the Earth](#) **Credits: (3)**
- [GEOG 1500 PS - The Science of Global Warming: Myths, Realities and Solutions](#) **Credits: (3)**
  EARTH AND ENVIRONMENTAL SCIENCES***
- [GEO 1030 PS - Earthquakes and Volcanoes](#) **Credits: (3)**
- [GEO 1060 PS - Environmental Geosciences](#) **Credits: (3)**
- [GEO 1110 PS - Dynamic Earth: Physical Geology](#) **Credits: (3)**
- [GEO 1130 PS - Introduction to Meteorology](#) **Credits: (3)**
- [GEO 1350 PS - Principles of Earth Science](#) **Credits: (3)**
  HONORS
- [HNRS 1500 PS - Perspectives in the Physical Sciences](#) **Credits: (3)**
- [HNRS 2030 PS - Exploring Key Concepts in the Disciplines: Physical Sciences](#) **Credits: (3)**
  PHYSICS
- [PHYS 1010 PS - Elementary Physics](#) **Credits: (3)**
- [PHYS 1040 PS - Elementary Astronomy](#) **Credits: (3)** *(cross listed with [ASTR 1040](#))* **
- [PHYS 1360 PS - Principles of Physical Science](#) **Credits: (3)** *
- [PHYS 2010 PS - College Physics I](#) **Credits: (5)**

- PHYS 2040 PS - Principles of Observational Astronomy **Credits: (3)** *(cross listed with ASTR 2040)* **
- PHYS 2090 PS SUS - Energy and the Environment **Credits: (3)**
- PHYS 2210 PS - Physics for Scientists and Engineers I **Credits: (5)**
- * Only one Principles of Physical Science (CHEM/PHYS 1360) may be used to fulfill Physical Sciences.
  ** Only one course from either PHYS or ASTR may be used to fulfill Physical Sciences.
  *** Only one course from either GEOG or GEO may be used to fulfill Physical Sciences.

LIFE SCIENCES (LS)
ANTHROPOLOGY
- ANTH 1020 LS/DV - Biological Anthropology **Credits: (3)** ♦
  BOTANY
- BTNY 1203 LS - Plant Biology **Credits: (3)**
- BTNY 1303 LS - Plants in Human Affairs **Credits: (3)**
- BTNY 1370 LS - Principles of Life Science **Credits: (3)** *
- BTNY 1403 LS SUS - Principles of Environmental Science **Credits: (3-4)**
  HEALTH SCIENCES
- HTHS 1110 LS - Integrated Human Anatomy and Physiology I **Credits: (4)**
  HONORS
- HNRS 1510 LS - Perspectives in the Life Sciences **Credits: (3)**
- HNRS 2040 LS - Exploring Key Concepts in the Disciplines: Life Sciences **Credits: (3)**
  MICROBIOLOGY
- MICR 1113 LS - Introductory Microbiology **Credits: (3)**
- MICR 1153 LS - Public Health: Sex, Travel, Food, & Drugs **Credits: (3)**
- MICR 1370 LS - Principles of Life Science **Credits: (3)** *
- MICR 2054 LS - Principles of Microbiology **Credits: (4)**
  NUTRITION
- NUTR 1020 LS SUS - Science and Application of Human Nutrition **Credits: (3)**
  ZOOLOGY
- ZOOL 1010 LS - Animal Biology **Credits: (3)**
- ZOOL 1020 LS - Human Biology **Credits: (3)**
- ZOOL 1030 LS - The Nature of Sex **Credits: (3)**
- ZOOL 1110 LS - Principles of Zoology **Credits: (4)**
- ZOOL 1370 LS - Principles of Life Science **Credits: (3)** *
- ZOOL 2200 LS - Human Physiology **Credits: (4)**
- * Only one Principles of Life Science (BTNY/MICR/ZOOL 1370) may be used to fulfill Life Sciences.

WSU COURSES
WSU courses are interdisciplinary, variable credit (3-5), team-taught and limited enrollment courses that satisfy requirements in two General Education areas (Core or Breadth). Student must earn a passing grade.
*Students may take as many WSU courses as they wish, but only the non-overlapping GE attributes from subsequent WSU courses will count toward GE requirements.
- WSU 1450 CA/HU - Perspectives in Creative Arts and Humanities **Credits: (3-5)**
- WSU 1460 SS/CA - Perspectives in Social Science and Creative Arts **Credits: (3-5)**
- WSU 1470 PS/CA - Perspectives in Physical Sciences and Creative Arts **Credits: (3-5)**
- WSU 1480 CA/LS - Perspectives in Creative Arts and Life Sciences **Credits: (3-5)**
- WSU 1560 SS/HU - Perspectives in Social Science and Humanities **Credits: (3-5)**
- WSU 1570 PS/HU - Perspectives in Physical Sciences and Humanities **Credits: (3-5)**
- WSU 1580 HU/LS - Perspectives in Humanities and Life Sciences **Credits: (3-5)**
- WSU 1670 SS/PS - Perspectives in Social Science and Physical Science **Credits: (3-5)**

- [WSU 1680 SS/LS - Perspectives in Social Science and Life Science](#) **Credits: (3-5)**
- [WSU 1780 PS/LS - Perspectives in Physical Sciences and Life Sciences](#) **Credits: (3-5)**
- [WSU 2120 EN/AI - Perspectives in Composition and American Institutions](#) **Credits: (3-5)**
- [WSU 2130 EN/QL - Perspectives in Composition and Quantitative Literacy](#) **Credits: (3-5)**
- [WSU 2140 EN/CA - Perspectives in Composition and Creative Arts](#) **Credits: (3-5)**
- [WSU 2150 EN/HU - Perspectives in Composition and Humanities](#) **Credits: (3-5)**
- [WSU 2160 EN/SS - Perspectives in Composition and Social Sciences](#) **Credits: (3-5)**
- [WSU 2170 EN/PS - Perspectives in Composition and Physical Sciences](#) **Credits: (3-5)**
- [WSU 2180 EN/LS - Perspectives in Composition and Life Sciences](#) **Credits: (3-5)**
- [WSU 2230 AI/QL - Perspectives in American Institutions and Quantitative Literacy](#) **Credits: (3-5)**
- [WSU 2240 AI/CA - Perspectives in American Institutions and Creative Arts](#) **Credits: (3-5)**
- [WSU 2250 AI/HU - Perspectives in American Institutions and Humanities](#) **Credits: (3-5)**
- [WSU 2260 AI/SS - Perspectives in American Institutions and Social Science](#) **Credits: (3-5)**
- [WSU 2270 AI/PS - Perspectives in American Institutions and Physical Sciences](#) **Credits: (3-5)**
- [WSU 2280 AI/LS - Perspectives in American Institutions and Life Sciences](#) **Credits: (3-5)**
- [WSU 2340 QL/CA - Perspectives in Quantitative Literacy and Creative Arts](#) **Credits: (3-5)**
- [WSU 2350 QL/HU - Perspectives in Quantitative Literacy and Humanities](#) **Credits: (3-5)**
- [WSU 2360 QL/LS - Perspectives in Quantitative Literacy and Life Sciences](#) **Credits: (3-5)**
- [WSU 2370 QL/PS - Perspectives in Quantitative Literacy and Physical Sciences](#) **Credits: (3-5)**
- [WSU 2380 QL/SS - Perspectives in Quantitative Literacy and Social Science](#) **Credits: (3-5)**
- [WSU 2420 PS/SS - Perspectives in Social Science and Physical Sciences](#) **Credits: (3-5)**

APPENDIX C: WSU COURSE DESCRIPTIONS

Course Number & Attributes	Course Title	Course Description
WSU 1450 (CA/HU)	Intersections of Art & Communication	The course will introduce students to and enrich their understanding of the nature of art and communication through studying the basic principles and elements of each and how they intersect in works of art and communication contexts. Emphasis is on message construction and relationships as evidenced in the intersections of art and communication. Through application of foundational elements to real life situations and experiences, it is hoped that the student will become a more informed communicator and critical viewer of art.
WSU 1560 (SS/HU)	The Story & The Brain: Neuroscience & Literature	The Story and The Brain is an interdisciplinary, team-taught course which will teach students about neuroscience and the workings of the brain and apply neuroscientific concepts and theories to literary works. This course will also explore the neuroscientific processes that occur when students read, write, and interpret literature. In other words, in this course students will read literature about the brain to illustrate the workings of the brain on literature.
WSU 1560 (SS/HU)	Identity in the Digital Age	Who am I? How do I present myself to others? What, in other words, is my identity? While identity questions are perennial, the answers often are influenced by culture. In today's world, digital technology plays an increasingly prominent role in defining culture and, by extension, in defining identity. In this course we examine digital technology --and digital culture -- and how this culture shapes identity.
WSU 1560 (SS/HU)	Sustainability in Thought & Practice	This introductory course offers an integrative, multidisciplinary approach to sustainability. The course encourages students to make connections between their own lives and the social, economic, and political spheres. It connects disciplines and ideas ranging from the sciences to the humanities, and provides a broad background in sustainability concepts, theory and practice. The course focuses on the topics of ecology basics, climate change science, environmental thought, environmental economic policy, current/contemporary environmental issues, land use and the built environment (sustainable planning, energy conservation, renewables, green technology) among others.
WSU 1560 (SS/HU)	Research, Creativity, and Exploration Among Disciplines	The course is an interdisciplinary, team-taught course which will teach students about scholarship processes in the social sciences, arts and humanities, and the sciences. Students will have opportunities to make connections between the various disciplines, and understand how research, exploration, and creative processes are intertwined.
WSU 1580 (LS/HU)	The Story and the Cell: Microbes and Metaphors	In this course, students will explore how microbiology and disease are used in literature to comment on the human condition. Early science, including disease, was often based especially on metaphorical and spiritual explanations rather than evidence because true causes could not be observed with the current technology. This course will investigate the different epistemologies of science and the humanities. How does literature represent the scientific world? Why does science sometimes rely on metaphors? How does literature help disseminate the impact that disease can have on society?

WSU 1680 (SS/LS)	Microbes Rule: Impact of Disease on History	While biologists have long understood the power of disease to shape events in world history, the depth of that power has rarely emerged in history books. This course seeks to redress that imbalance through historical anecdote and scientific explanation as it investigates the ways in which diseases have affected dramatically the course of history across several topics, including religion, war, and migration. Students will experience video lectures and vignettes with accompanying essays and learning exercises that will introduce them to the startling influence of microbes in the course of human events.
WSU 1680 (SS/LS)	The Sciences of Human Variation: From Sex to Gender and Race to Ethnicity	Race and sex are categories which are studies from the perspective of the biological sciences. In contrast, ethnicity and gender are social categories which are the topic of study in the social sciences. This class explores issues of race/ethnicity and sex/gender through an interdisciplinary lens to understand the biological and social basis of these categories. Students will learn key ideas in the Life and Social Sciences as they learn to understand human variation and their own ethnic and gender identities and its social significance.
WSU 2340 (CA/QL)	Pattern Play: Movement/Math	Pattern Play, Movement and Mathematics is an interdisciplinary, team taught general education course that satisfies Creative Arts and Quantitative Literacy requirements. In this writing intensive, non-lecture-based course, pattern is studied and experienced through the lenses of mathematics and dance. All levels of dance ability are welcome, but improvement is expected. Through course activities, readings, and assignments, students learn about algebra, geometry, probability and statistics, and functions, as well as the history, social relevance, technique and meanings of dance. Students are expected to attend dance concerts outside regularly scheduled class time.
WSU 2350 (HU/QL)	Writing with Numbers	Topics from mathematics that convey the beauty and utility of mathematics and illustrate its application to modern society. The course also develops language to speak accurately about mathematical concepts in a way a layperson would understand and practice in writing about these concepts.
WSU 2420 (SS/PS)	Evil Chemicals, Drug Scares, and Big Business	The use and abuse of drugs is an important issue that affects people. This course will consider the main understandings, issues, and debates regarding legal and illegal drugs, drug use, and its control and punishment. We will focus on the experience of drug use, how drugs become defined as pleasurable, harmful, and illegal, the differing effects of drug use and control on people, especially concerning opioid use and abuse.