

Review of the General Studies AA/AS Program February 26, March 3, 2021

I. Introduction

On February 26 and March 3, 2021, the Program Review Team evaluated the General Studies AA/AS program at Weber State University. All meetings were held virtually throughout both days. The full schedule is contained in Appendix B. This was the first time that a formal review has been conducted of the program's degrees (Associate of Arts in General Studies, Associate of Science in General Studies). All program review team members are internal to the university and consisted of the following individuals:

Dr. Doris Geide-Stevenson (chair), Professor, Department of Economics

Dr. Hal Crimmel, Professor, Department of English

Dr. Rick Ford, Professor, Department of Earth and Environmental Sciences

Dr. Jim Hutchins, Professor, Department of Health Sciences

Dr. Mary Beth Willard, Associate Professor, Department of Philosophy

The extensive self-study of the program was authored by Dr. Leigh Shaw, the Director of General Education. While there is substantial curricular overlap between the General Studies program and general education requirements, Dr. Shaw is not the program director or department chair of the General Studies program, the person who would usually be in charge of producing the self-study report. In the absence of a clearly defined program director/department chair, the task to author the report fell to her and the program review team would like to commend Dr. Shaw for producing a very thorough and informative self-study. The program review team was impressed with her work that illuminates the unusual structure of an organizationally amorphous program and addressed all standards of a more traditional program review. As the program review team met with various groups during the site visit, additional factual questions regarding the General Studies program were raised and prompted an additional fact-finding effort. Section I of this report discusses additional descriptions of the General Studies program as well as data gathered through the Office of Institutional Effectiveness before. Section II addresses the standards outlined in the self-study and discusses observations from the focus group meetings as well as strengths and weaknesses. Section IV addresses Concurrent Enrollment (ConEn) issues. Section IV lists recommendations.

I. The Structure of the General Studies Program

In a narrow administrative sense, the General Studies Program functions as a way to classify students as "degree-seeking" for the purpose of making them eligible for financial aid. The General Studies program provides students who are "undecided" with regards to a major with a needed avenue to declare a program of study. The curricular flexibility of the program provides

students with the desired ability to engage in major exploration (and possibly career exploration) while at the same time progressing toward an associate degree. This makes General Studies the largest academic program at Weber State University. While the graduate numbers were included in the self-study report we would like to highlight the size of the program by adding Table 1.

Table 1: Program Size AY16 - 20

Gen'l Studies	Majors (Fall 3rd week)	Grads
AY16	2028	1295
AY17	1940	1239
AY18	2182	1205
AY19	2064	1323
AY20	1982	1301

In Fall 2020, 3490 students had General Studies as their primary major (1725) or along with another (bachelor degree) major (1765). No other major has that many declared students. A General Studies associate degree (AA/AS) is also the most-awarded degree each year.

The stated goal of the program is to ‘hand off’ students to specific departments.

i) Organizational structure of the Program

While Dr. Leigh Shaw served as the de-facto chair of General Studies for the purpose of this program review, the General Studies program does not have a traditional department or program chair and is not housed in one of the academic colleges or in its own academic college. Instead, the program is managed through the Student Success Center and the Dean’s response – for the purposes of this program review - will be from the Associate Provost for Enrollment Management, Dr. Bruce Bowen, who is the supervisor of the Executive Director of the Student Success Center. In terms of the current organizational structure of the Academic Affairs division, the General Studies program is explicitly named under Enrollment Services with the Executive Director of the Student Success Center in charge of General Studies Advising.

A substantial part of the site visit was devoted to issues surrounding Concurrent Enrollment (ConEn) because of its curricular importance for the General Studies program. Organizationally ConEn is housed within Academic Affairs, but is not explicitly mentioned in the Academic Affairs organizational chart (but likely falling under Online & Continuing Education).

ii) Who are the students in the program?

Given the large size of the General Studies program, the review team found that students enrolled in the program are a very heterogeneous group and students take very individualized paths through the program. Some of the students in the program are very well served by the program, especially the students who participated in the program review focus group. Those students have been successfully connected to appropriate advising resources and see the General Studies major as a welcoming opportunity to engage in major exploration, while at the same time

planning deliberately for a future four-year degree option. The students we spoke with seemed aware of specific general education requirements for their respective bachelor’s programs and were able to plan their general education courses to ensure that completing their associate degree helped them achieve a bachelor’s degree. This is particularly important for students who plan to move to a bachelor’s program that requires a specific general education course sequence (e.g. a specific MATH course or science course sequence). Some faculty shared their experience with students who discover belatedly that the courses they completed for their AA/AS did not count toward a planned BA/BS degree.

Without solid advising and deliberate planning on the student’s part, being enrolled in the General Studies program might create the illusion that earning an AA/AS degree before a bachelor’s degree puts the student on a 2+2 schedule, when in reality it may take longer to ultimately obtain a BA/BS degree.

In an attempt to create non-overlapping categories of students within the General Studies program, the program review team found it useful to think about four categories of students described in Table 2:

1	High school students who complete on-campus Weber State courses (Early College) as part of their high school experience and who may earn an AA/AS in General Studies upon high-school graduation (NUAMES).
2	Current high school students who are enrolled in Concurrent Enrollment classes and who would like to earn an AA/AS degree upon high-school graduation.
3	Students who, post-high school, are admitted to WSU and declare their major as General Studies to pursue major and career exploration, and who are part of a special program at WSU such as: Honors, Athletes, Wildcat Scholars, First-Year Experience Students.
4	Students who, post-high school, are admitted to WSU and declare their major as General Studies to pursue major and career exploration and who are NOT part of a special program.

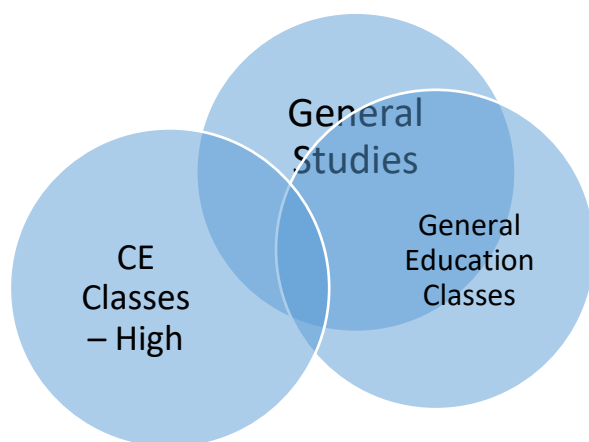
Of those four categories, the program review team thought it very likely that students in categories 1 and 3 are consistently connected to advising resources and are intentional in planning towards their General Studies degree and next step success. Category-1 students are required to have several advising meetings when they take WSU courses as a high school student. Category-3 students tend to be connected to their special programs at Weber State and are guided towards advising and other resources through those programs – that was the take away from the program review meetings with the student focus group. Category-2 and 4 students are not as easily connected to campus resources and may be largely self-advising, and thus less intentional about using the General Studies degree as an appropriate stepping stone towards a bachelor’s degree. This raised the question whether students pursuing a General Studies degree

may take more time to complete a four-year degree than students who do not first get an AA/AS degree. This question is addressed in the additional data provided in section iv) below.

iii) What does the Curriculum look like?

Since many General Studies majors are still high school students when they first declare the major, about 20% of the course work in General Studies is completed as Concurrent Enrollment (ConEn) – college courses taught within a high school, by high school teachers that are connected and supervised by departmental WSU faculty. As part of the General Studies major students are required to complete all of WSU’s general education requirements (34 credits) and a minimum of 60 total credits for the degree, including credits earned from other WSU courses and/or AP/CLEP/Special Examination types of credit. A visual representation shows this overlap of ConEn, general education and other course work.

Figure 1: General Studies Curriculum



Because of this curricular overlap, this report will contain observations and recommendations centering around the Concurrent Enrollment program at WSU.

It is also worth noting that discussions with the faculty focus group revealed that general education and general studies students are synonymous in the mind of most faculty. Clarifying the delineation between general education and the General Studies major might be one way to help departments/programs think about specific outreach or recruiting efforts targeted at “undecided” General Studies majors and provide a way to facilitate the “hand off” from General Studies to a department or bachelor’s program.

iv) How effective is the General Studies program in helping students obtain a BA/BS degree?

In order to explore the question whether obtaining a General Studies AA/AS degree helps or hinders students with respect to next-step success in the form of another institutional credential

(BA/BS or Non-General Studies AA/AS), the program review team requested additional data from Institutional Research.

Figure 2 (in data Appendix A) presents the percentage of WSU associate-degree recipients who continued their studies in the next academic year. The data compares AA/AS degree recipients in General Studies versus non-General Studies. For the last ten years, General Studies degree recipients continued their studies at a higher or equal rate to non-General Studies degree recipients for all but the most recent year (2020). Because WSU has added many non-General Studies AA/AS degree options during the most recent years, it is important to keep monitoring these data to determine whether the composition of students within the General Studies major is shifting and which category of students (described above) is most impacted.

For those AA/AS recipients who continued their studies to graduate with a bachelor's degree, Figure 3 compares the median time to degree between AA/AS and BA/BS for various groups of students. The data shows that the median years to degree are substantially shorter for non-General Studies AA/AS recipients since 2016. However, students with a non-General Studies AA/AS consistently graduated with a higher number of median undergraduate credits. This comparison is shown in Figure 4. It is likely that non-General Studies AA/AS recipients avail themselves of the many new associate-degree options, other than General Studies, as they progress towards a BA/BS. In 2010, with fewer AA/AS options available, the median years between AA/AS and BA/BS were almost identical. It is only in the more recent years (with additional degree options) that there is a substantially lower number of median years between AA/AS and BA/BS for the non-General Studies associate-degree recipients.

We do not have the data to compare the total time to degree for BA/BS for the various groups in Figure 3. However, Figure 4 shows that the group of students who earn an AA/AS degree in General Studies consistently graduate with the lowest number of median undergraduate credits, even compared to students who do not earn any AA/AS degree before graduating with a BA/BS degree.

While this is encouraging, Bullock (2017, 91) found, however, that WSU students who earn a General Studies AA/AS degree are *less efficient* in completing their bachelor's degree than those who did not earn an associate degree. Efficiency is a proxy for time-to-degree that includes not just courses completed, but those that are failed, withdrawn, and repeated. In the same study, administrators theorized that those who earn an associate degree in General Studies are less efficient due to poor use of elective credits and because WSU's performance funding is tied to successful completion of associate degrees:

“They are concerned that transferring an associate's degree has a negative effect on the GEI.[time-to-degree metric]” They have postulated that the possible cause for the negative affect [sic] of earning an associate's degree has to do with poor use of free electives and the performance-funding model based on awarding institutions for the number of associate's degrees earned.

Therefore, the administrators propose a solution to address the problem they have structured. Their solutions focus on the utilization of guided pathways between state institutions and establishing a business practice for reverse transfer. Furthermore, they suggest to the state legislatures to adjust the performance-funding model to award transferring in lieu of earning an associate's degree." (120-121.)

The data available to us, therefore, supports no clear conclusion, but suggests that further study is needed. It seems reasonable to suppose that more structure (as in non General Studies AA/AS degrees) would increase efficiency.

v) Which BA/BS degrees do General Studies students pursue?

In order to get an idea regarding next-step success of students with a General Studies AA/AS, Institutional Research provided the review team with a table that lists the most popular colleges/majors for General Studies degree recipients. Figures 5 and 6 list the most popular majors for General Studies and Non-General Studies AA/AS degree recipients.

This type of data is of interest to all colleges and departments within the university. Widely distributing these data may result in more intentional student recruiting and advising strategies on the department and/or college levels and again help with the "hand off" of students. This may be particularly helpful to the group of students who are not enrolled in a special program with built-in advising.

vi) General Studies across the Utah System of Higher Education

In order to provide context for WSU's General Studies program, similar USHE programs are summarized below. This information was acquired from official university websites and online catalogs in April 2021.

Dixie State University, Salt Lake Community College, USU Eastern (Price, UT), and Utah Valley University all offer AA and AS degrees in general studies, with a curriculum and learning goals similar to those at WSU. All of these degrees are promoted as a way for students to explore potential careers and baccalaureate majors, with an emphasis on the degree's transferability.

Of note, UVU calls its program University Studies and offers parallel baccalaureate-level degrees (BA/BS) in University Studies. Unlike the situation at the other institutions, and WSU, the University Studies degrees at UVU are offered by an academic department (Student Leadership and Success Studies), which, in turn, is administered by the Dean of University College. In addition to offering the University Studies degrees, University College is the home to UVU's developmental math and English programs, writing center, tutoring services, academic advising, student association, and internship office. This is an interesting model that brings together a number of student-success initiatives/programs under a more formal academic structure.

Snow College does not have any majors tied to its AA/AS degrees; students simply earn an Associate of Arts or Associate of Science. The college does have academic programs that advise students on the credits beyond the general education requirements, to facilitate the transfer to a baccalaureate program.

Utah State University (main campus) and Southern Utah University both offer a limited number of associate degrees, which do not include general studies. The University of Utah does not award associate degrees of any kind.

II. Evaluation of the Program Review Standards

1. Standard A – Mission Statement

While there is no mission statement of the General Studies program, the review committee notes that the program advertises exploration of “potential careers”. The program review team did not meet with any career services staff to explicitly discuss how career exploration for General Studies majors might work (may be embedded into FYE classes). While major navigation seems to be supported by the Student Success Center (e.g. through MBTI), it is not clear how career exploration is supported. Also, under Standard G, Career Services is mentioned as an external stakeholder of the program, but it is not clear how Career Services interacts with the General Studies program in order to help with career exploration.

Strengths: Commensurate with the description of the General Studies program on its website, students valued the program as a place for major exploration.

Areas for Improvement: Contrary to the description of the General Studies program on its website, the program review team did not see strong evidence that career exploration was part of the General Studies program.

2. Standard B – Curriculum

The curriculum section of the self-study report highlights the importance of general education courses and Concurrent Enrollment courses for the General Studies program. It is particularly noteworthy that Concurrent Enrollment credits comprise on average 20% of all coursework completed by General Studies recipients.

WSU faculty seem to largely confound the general education program with the General Studies degree. Therefore faculty comments centered around assessment of general education classes that require a Big Question/Signature Assignment format. The faculty focus group did not think that the BQ/SA structure fits all general education courses and questioned the practicability of the general education assessment data. Faculty and Chairs alike felt the annual GEAIC course-level assessment feedback provided little useful information and is not beneficial—it does not help faculty “close the loop”. While this program review team does not have specific recommendations for the General Education program, we want the General Education director and the GEAIC chair to be aware of the

highly critical views that faculty expressed with regards to general education assessment and the BQ/SA structure of general education.

However, the program review team recognizes the tremendous effort that has gone into shaping general education courses into more of a coherent program by formulating and assessing general learning outcomes for all general education courses.

Students expressed that they would have liked a broader array of choices within the general education curriculum. Students favorably mentioned courses that support “learning how to learn” possibly as a substitute/extra support for advising.

Strength:

- Increased coherence and assessment of general education courses through multi-year institutional efforts to create a general education program rather than a random collection of courses that students take.
- General Studies majors consistently have the lowest average number of total undergraduate credits earned at the time of graduation with a bachelor’s degree.

3. Standard C – Student Learning Outcomes

Assessed student learning outcomes were exclusively general education learning outcomes. Since those learning outcomes are not under the purview of the General Studies program, the program review committee has no specific observations.

4. Standard D – Advising

The advising structure under the Student Success Center (SSC), and the multiple initiatives outlined under program outreach and program utilization, demonstrate a very active and innovative approach to revamping the overall advising culture at Weber State. Existing advising initiatives seem well utilized and try to connect with students through multiple means. The student focus group felt well supported by advisors and all students were intentional about their next steps and had planned their curriculum accordingly.

However, given the heterogeneous nature of the students within the General Studies program, and the lack of mandatory advising, it is clear that not all students are reached by advising. Of particular concern are General Studies students who are not connected to a special program (including FYE). It looks as if roughly 40% of General Studies majors are enrolled in FYE courses in AY20 (800/1982) and other students may get advising through ConEn advisors, but this may still leave up to 50% of students without advising. The data provided in the self-study report focused on the utilization of the advising resources, but did not provide data on the proportion of General Studies students who did not have a record of accessing advising resources.

Strength: Innovative, multi-pronged advising that seeks to reach the maximum number of students in the General Studies program. Strong advising for students in special programs and in early college programs.

Areas for Improvement: Since there is no requirement for mandatory advising (attendance of an event or meeting with an advisor), a large proportion of General Studies majors relies on printed/online material to self-advise.

Given the large number of high school students in the program requires good coordination between concurrent advisors located at local high schools and staff at Weber State. We simply highlight this as a challenge facing the Student Success Center.

5. Standards E - Faculty

The self-study focuses on faculty who are teaching general education courses. Regular faculty teach 37.1% of all general education courses, adjunct faculty teach 36%, and about 24% of general education courses are taught by concurrent enrollment (ConEn) faculty.

Areas for Improvement: Uneven approach to supervising and mentoring ConEn faculty through their respective home departments and uneven financial support for supervising and mentoring. Department chairs, for example, often mentioned that their deans do not let the full amount of funds generated by the ConEn courses taught and distributed by ConEn flow through to their departments, preferring to keep those funds for other purposes. For optimal supervising and mentoring of ConEn faculty, deans should release 100% of those ConEn funds to allow departments to build robust oversight and training programs with faculty reassigned time. Some chairs stated that the flow-through process from dean to department was not at all transparent and was in fact, unfair. See Area III below, for specifics.

6. Standard F – Program Support

Apart from the advising function, responsibilities for the General Studies program are not well articulated. The program review team would like to encourage thinking about the organizational structure of the program with more detail provided in the recommendation section.

Areas for Improvement: The program administration does not clearly fall under the purview of a specific office or person and is confounded by its overlap with other programs that are similarly amorphous (specifically Concurrent Enrollment).

III. Concurrent Enrollment Issues

Over the past five years Concurrent Enrollment has grown at a 20% annualized rate, providing families of high school students access to university courses at a fraction of the on-campus cost. This growth has created a number of challenges, outlined below, but also opportunities for

recruiting students to WSU, including making a targeted effort to recruit underrepresented students, ensuring well-defined pathways for ConEn students, and tweaking an already strong HS advisement process to better transition students into WSU. There are opportunities to build out certificates of completion. Our findings suggest that WSU needs to better foreground the scope and importance of ConEn to the future of the institution, and create a comprehensive, campus-wide strategy to deal with the influx of Concurrent Enrollment.

Strengths: Many departments have successful, if not outstanding, ConEn programs with strong relationships with high school teachers, administrators, and ConEn Site Reps -- and a vision for the future. WSU's program may indeed already be a national model. Departments have committed, skilled ConEn Coordinators who supervise curriculum and instruction and an experienced team in Continuing Education that provides support and guidance. There is strong dual enrollment academic advising.

Areas for Improvement:

1. There should be a standardized model for sharing ConEn funds with departments. Department chairs mentioned that not all deans let the full amount of funds generated by the ConEn courses taught and distributed by ConEn flow through to their departments. Some chairs stated that the flow-through process from dean to department was not at all transparent and was in fact, "unfair", forcing chairs to run programs on a shoestring budget. For optimal supervising and mentoring of ConEn faculty, deans should release 100% of those ConEn funds to allow departments to build exemplary oversight and training programs with faculty reassigned time.
2. Develop strategy to better serve first-generation and low-income students in existing ConEn Programs and get more ConEn into Ogden and Ben Lomond High Schools.
3. High school students take courses without any plan in place. They run into alignment issues with respect to degree requirements at WSU.
4. Need technology to enable WSU to connect the K-12 computer systems with the WSU Banner system.
5. Need resources to do "robust assessment" to ensure that ConEn courses are being taught to WSU standards. Focus group participants wanted a mechanism to provide more clarity on this issue.
6. Regularly analyze data to discover whether ConEn students are as successful in subsequent courses taken on campus compared to peers with similar ACT scores who took only on-campus courses. Math has done this but other programs should as well.
7. In a metrics-driven environment, departments do not get credit for ConEn SCHs nor consideration / recognition of the resources involved or needed, such as ConEn Program Coordinators, to run successful programs.
8. Accreditation reports and findings of ConEn do not seem to be widely shared with academic units. The upcoming ConEn re-accreditation in the current year presents an opportunity for broader dissemination and discussion.

9. Create a WSU-wide Best Practices document to share with departments to help ensure all ConEn programs are optimized.
10. More consistency in onboarding teachers and require professional development for underperforming ConEn teachers.
11. Improve support for increased student recruitment out of ConEn courses.
12. Ensure that ConEn curriculum and programs are part of annual Strategic Planning Reports (SPR) and 5-year Board of Regents program reviews at the department level.

IV. Recommendations

Short-term:

1. **Highlight the current structure and size of the General Studies program** across the university. Disseminate the program review report more widely than normal (e.g. include Dean's Council and Department Chairs' Council) with the goal to help connect more General Studies majors to an academic college which should help with retention, time to degree, and advising burden.
2. **Continue efforts to produce high-quality, easily accessible advising materials** that aid students in self-advising and that can be used for recruiting as well as advising.
3. **Launch a Concurrent Enrollment (ConEn) Taskforce** to highlight ConEn importance across campus and fold ConEn accreditation (the closest we have to a program review at the moment) more tightly into existing program review processes. This should include dissemination to the Executive Committee of the Faculty Senate.
4. **Collect more encompassing data** that explores next-step successes of the General Studies major. While the average number of undergraduate credits earned at time of BA/BS graduation is encouraging, the review team does not have information on time to graduation, for example. Also, a fuller picture needs to include students who stop out after obtaining a General Studies AA/AS. How are these students using their General Studies degree to enter the workforce or to transfer to another institution for a bachelor's degree?

Longer term:

5. Continue the work of the ConEn Taskforce, (see #2, above). Our findings suggest that WSU needs to better **foreground the scope and importance of ConEn** to the future of the institution, and create a campus-wide strategy to deal with the influx of Concurrent Enrollment.
6. **Rethink the current organizational structure of the General Studies major.** Various elements of the General Studies program are housed within the Provost's Office. Those elements are General Education assessment (as part of NW accreditation), General Studies advising, and Concurrent Enrollment. Those three elements fall under the responsibility of at least three different positions reporting to the Provost. It is not clear to the review team that this organizational structure is intentional and helps to effectively manage the program. Organizational rethinking may entail shifts in responsibilities

within the Provost's Office or the creation of a new academic unit (add a department chair or a dean?) while at the same time encouraging maximum involvement by the academic colleges. This is a key recommendation as the current organizational structure leaves it open as to who would implement most of the program review recommendations.

7. **Consider rolling 3-year joint faculty appointments between academic departments and General Studies/General Education.** Faculty would share load with their home department and General Studies and/or General Education, in order to better foreground the importance of the latter. Currently, teaching in these programs is viewed as an "add-on"--not core to the faculty members' teaching obligations. Providing some sort of title such as "General Studies Fellows" or "General Education Fellows" is a way to build a pedagogical brand around these essential teaching functions and recognize faculty contributions to these programs.
8. **Consider carving out a more distinctive identity for General Studies** (see #7, above) with perhaps a new name: University College or something more dynamic than "General Studies."
9. **Consider alternatives to the General Studies major as the default option for undecided students.** Options that are worthy of further studies are:
 - a. The choice of students declaring a **Certificate of Completion of General Education.** This may narrow some students in their ability to explore, but may be helpful in guiding students who are interested in quick progress towards a credential. The same advising caveats apply as to the current General Studies Major.
 - b. **Creation of Metamajors** - In this model, students would choose from so-called metamajors, associate degrees that are differentiated by their academic focus. Metamajors instantiate recent research into guided pathways, highly structured introductory sequences that help students navigate college successfully. Guided pathways contrast with what's been called the "cafeteria-style" model of general education (come in, take what looks good), and help students explore new fields while providing a structure which ensures that they enroll in the appropriate classes for their longer-term goals. The metamajors would be distinguished from each other by the prerequisites (typically math and science) required for success in the students' intended bachelor's program. Salt Lake Community College has adopted this model, which they call "Areas of Study". Students choose an area (e.g., Humanities, or Business), and then follow a suggested sequence of general education courses that facilitate their exploration of an eventual major.

One advantage of this proposal is that optimally it minimizes the need for *preventative* advising, or advising that keeps a student from erring when they choose courses, because completing the recommended courses will ensure that they make progress in their degree. Metamajors could also be housed within colleges, which would provide the academic structure that the General Studies program currently lacks, and would allow colleges to receive credit for the

associate-degree graduates that they supported with faculty time/expertise and other college resources.

One disadvantage of this proposal is that it forces students to decide on an area before they may be sufficiently informed about what they might like to study, especially given the number of students who are pursuing associate degrees while still in high school. There must be a balance struck between progressing toward a degree and permitting the intellectual exploration constitutive of a college education.

10. **Review Cycle** –the program review team recommends shortening the normal review cycle to less than 5 years. While many much smaller academic programs are clearly visible in the organizational chart of the university, the review team finds that the General Studies program presents an opportunity to address the needs of a large group of students and suggests prioritizing this program over other, much smaller “boutique” programs. The General Studies program along with Concurrent Enrollment courses have a scope that is unparalleled by any other program at WSU. Being thoughtful and intentional with General Studies promises a chance to scale in a way that is not currently happening.

Appendix A – Additional Data

Figure 2: WSU Associate Award Earners Continuing in Following Academic Year – By General Studies and non-General Studies Recipients by Proportions

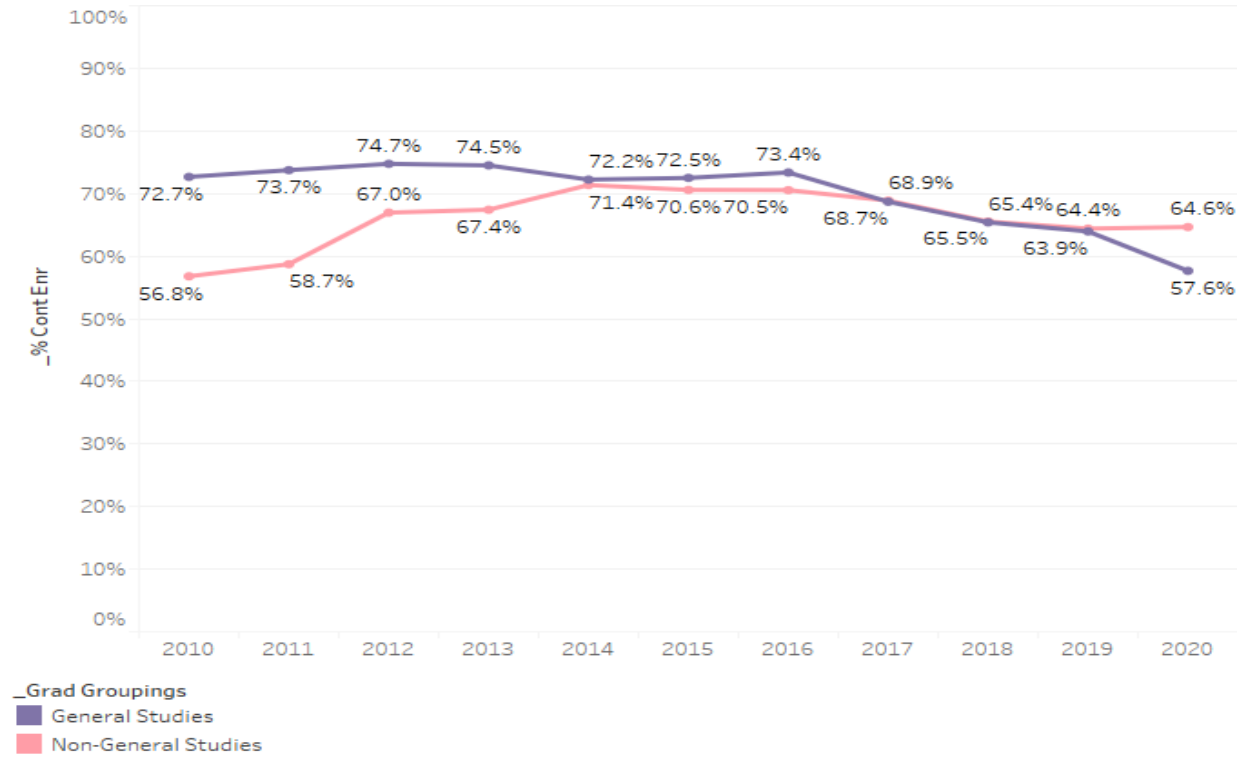


Figure 3: Median Years between AA/AS and BA/BS degree

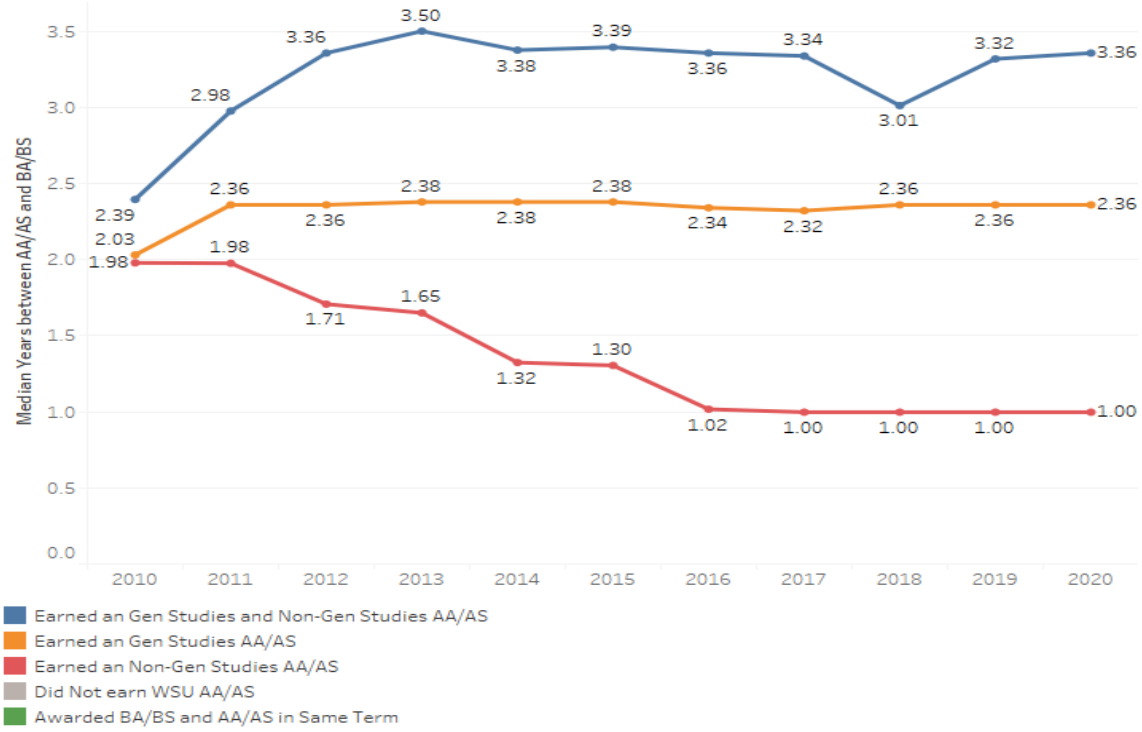


Figure 4: Median Undergraduate Credits earned at time of BA/BS graduation

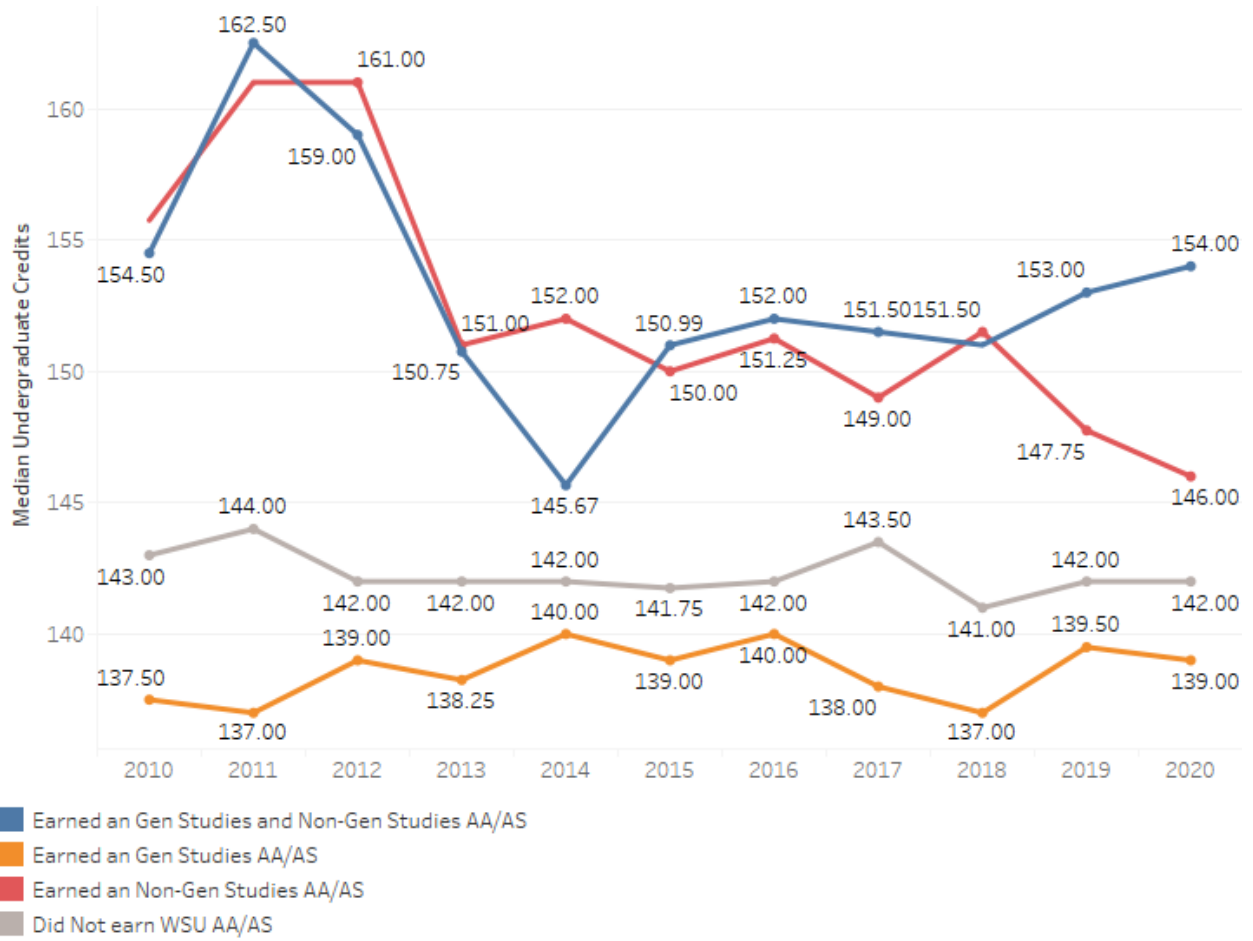


Figure 5: Most popular major departments for General Studies degree recipients

MAJOR_DEPT_DESC (group)	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Grand To..
Nursing	68	114	104	89	64	85	70	71	52	37	38	792
Business Administration	61	51	65	66	63	78	61	62	35	45	42	629
School of Computing	19	18	35	31	40	55	62	52	62	80	70	524
General	45	48	52	58	52	66	74	52	56	4	2	509
Health, Phys Educ, Recreation	34	21	44	34	38	43	56	48	45	25	15	403
Teacher Education	49	37	45	43	35	21	25	23	24	29	31	362
Accounting/Taxation	36	27	33	24	42	40	36	31	15	23	25	332
Psychological Science	21	19	29	29	29	28	30	25	34	51	27	322
Communication	18	22	25	22	29	33	31	31	18	26	41	296
Criminal Justice	17	27	35	24	38	24	25	16	17	28	14	265
English	27	26	21	17	23	20	23	26	26	32	17	258
Child and Family Studies	16	21	13	23	28	25	28	25	24	22	23	248
Health Administrative Services	14	12	18	21	27	32	26	27	27	16	27	247
Social Work/Gerontology	19	14	15	14	17	30	26	27	29	34	20	245
Manufacturing and Systems Engi	18	24	20	31	24	26	12	19	15	18	11	218
Health Sciences	4	5	5	4	3	13	12	36	28	57	47	214
Professional Sales	26	9	23	21	18	28	22	11	11	14	17	200
Zoology	7	12	15	16	10	17	25	15	15	21	23	176
School of Radiological Sci	14	13	21	17	17	18	21	13	13	13	11	171
Visual Arts	17	12	14	13	17	19	13	11	16	16	15	163
Microbiology	4	4	10	13	17	15	27	19	13	16	13	151
Respiratory Therapy	13	7	22	14	13	16	17	15	17	8	6	148
BIS	10	9	12	11	13	14	16	6	7	11	11	120
History	12	14	11	13	9	13	11	10	4	12	9	118
Dental Hygiene	16	16	12	17	11	11	10	10	5	5	4	117
Electrical & Computer Engineer		1	1	6	10	10	10	6	11	19	22	96
Sociology/Anthropology	15	8	6	4	7	6	9	8	10	8	7	88
Medical Laboratory Sciences		7	8	12	12	12	9	4	4	9	3	80
Supply Chain & Mgmt Info Sys	3	3	4	7	2	9	6	8	10	10	16	78
Foreign Language	6	8	7	8	8	8	5	6	3	7	11	77
Chemistry and Biochemistry	4	3	6	6	8	6	9	7	13	4	7	73
No Department Listed	0	0	1	0	1	1	3	1	3	33	28	71
Exercise & Nutrition Sciences						1	7	8	16	19	20	71
Performing Arts	3	4	3	11	10	2	3	3	11	6	7	63
Geog, Environment & Sustain	6	4	7	4	6	3	6	6	2	5	6	55
Earth and Environmental Sci	2	2	3	8	4	1	5	8	5	4	11	53
Mathematics	4	4	4	3	6	10	4	6	2	2	7	52
Political Science/Philosophy	6	6	5	6	3	2	2	7	8	1	4	50
Physics	9	3	8	5	2	4	2	6	1	3	2	45
Economics	5	2	2	2	3	2	3	4	1	7	7	38
Electronics Engineering	4	6	6	7	6	1						30
Construction and Building Sci					5	2	5	3		4	9	28
Botany and Plant Ecology		3	5	2	1	3	1	2	1	3	3	24
Mechanical Engineering								2	1	5	14	22
Emergency Care and Rescue	1		1		1	1	1	2	4		4	15
CE Programs	4	2	4			1			1			12
Automotive	1			3	2	2		1	1	1	1	12
Clinical Laboratory Sciences	5	1	1	2			1					9
System Required							1					1
Interdisciplinary Prgms CAH										1		1
Athletic Training											1	1

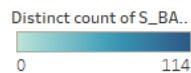
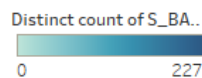


Figure 6: Most popular major departments for Non-General Studies degree recipients

MAJOR_DEPT_DESC (gro..	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Grand To..
Nursing	80	109	153	203	202	212	202	222	213	224	227	1,997
School of Radiological Sci	46	51	42	40	47	43	48	50	58	57	47	528
School of Computing	33	34	43	33	14	34	44	56	64	54	58	465
Medical Laboratory Scien..	1	25	39	33	42	34	40	39	37	37	56	381
Respiratory Therapy	46	44	34	18	30	16	21	19	12	19	19	277
Manufacturing and Syste..	11	11	22	13	14	37	33	30	40	28	23	262
Health Administrative Ser..	6	7	9	8	5	6	10	8	4	10	20	93
Criminal Justice	7	6	9	5	9	11	5	8	4	10	18	92
Automotive	15	2	7	5	14	11	10	8	8	8	4	92
Health Sciences	2	4	11	8	7	4	8	9	16	1	4	74
Chemistry and Biochemist..	5	1	3	8	4	4	4	10	17	6	5	67
Clinical Laboratory Scien..	44	15	1	1								61
Professional Sales	5	6	1	1		2	2	11	15	9	8	60
Supply Chain & Mgmt Info ..	2	8	8	5	6	5	3	4	2	7	9	59
Communication		1			1	1	7	11	7	9	13	50
Teacher Education		1	1			2	9	7	6	9	12	47
Foreign Language						5	4	11	8	6	11	45
Business Administration					1	4	1	5	11	9	14	45
Electronics Engineering	6	15	9	3	5	2	3	1				44
Electrical & Computer Eng..			2	1	3		3	5	8	13	9	43
Dental Hygiene	3	2			4	2		3	7	8	12	41
No Department Listed	0	0	0	0	0	0	1	0	0	18	16	35
Accounting/Taxation					1			2	6	14	11	34
Microbiology	2	1	2			1		4	7	5	6	28
Mathematics	1							1	11	10	4	27
Psychological Science	1				1	2		1	4	8	8	25
Zoology	1		1		2		2	1	2	8	3	20
Health, Phys Educ, Recrea..			3	1	1	2	2	3	2	2	4	20
Child and Family Studies		1	1			1	1	3	4	3	4	18
BIS	1		2	1	2	3		1	1	3	4	18
English						1	2		3	2	7	15
Emergency Care and Resc..	1	1	1			1	2	1	2	1	3	13
Construction and Building..			1			1	2	5	1	2	1	13
Social Work/Gerontology	1			1	1	1	1		1	4	2	12
Visual Arts		1	1			1	1		1	3	3	11
Physics	2			1			2		3	1	1	10
Mechanical Engineering								1	1	1	8	10
Exercise & Nutrition Scien..							1	2	3	1	2	9
Sociology/Anthropology				1			2		3	2		8
Political Science/Philosop..						1	2		2		2	7
Performing Arts								3	1	1	2	7
Economics						1		2	2	1		6
History								1	2		2	5
MBA								1		2	1	4
Earth and Environmental ..				1				1			1	3
CE Programs	2											2
Interdisciplinary Prgms C..										1		1
General											1	1



Appendix B – Site Visit Agenda

AGENDA

General Studies Program Site Visit	Friday, February 26 11:00 am – 4:00 pm
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Meeting called by Leigh Shaw, Director of General Education

Please read: Self-Study Document on https://www.weber.edu/ie/Results/GenStudies_PR_2020_21.html

11:00 am – 11:50 am	Introduction, Program Overview Bruce Bowen Associate Provost for Enrollment Services Leigh Shaw Director of General Education	ZOOM INFO
12:00 pm – 12:50 pm	General Education Curriculum Aaron Ashley (Psychological Science), Dan Bedford (Honors), Brady Brower (History), Sue Harley (Botany), Sheree Josephson (Communication), Brandon Koford (Economics), Jenny Kokai (Performing Arts), Marek Matyjasik (Earth & Environmental Sciences)	ZOOM INFO
1:00 pm – 1:50 pm	General Studies Advisors Leslie Park, Jennifer Wright, Samantha Burroughs, Leigh Shaw	ZOOM INFO
2:00 pm – 2:50 pm	Concurrent Enrollment: Tactical Issues Bruce Bowen, Leslie Park, Casey Bullock, Scott Teichert, Jed Spencer	ZOOM INFO
3:00 pm – 3:50 pm	Concurrent Enrollment: Curriculum Beth Rhoades, Nicole Butler	ZOOM INFO

Additional Instructions:

Whereas an hour is set aside for each meeting, some meetings may be shorter. The program review team is encouraged to use any extra time to discuss their findings and/or take breaks

General Studies Program Site Visit	Wednesday, March 3 12:00 pm – 3:00 pm
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Meeting called by Leigh Shaw, Director of General Education

Please read: Self-Study Document on https://www.weber.edu/ie/Results/GenStudies_PR_2020_21.html

12:00 pm – 12:50 pm	General Studies Student Focus Group TBD	ZOOM INFO
1:00 pm – 1:50 pm	Concurrent Enrollment: Department Experience David Aguilar-Alvarez (Exercise & Nutrition Sciences), Jason Barrett-Fox, Jose Otero, & Eleanor Olson (English), Lorraine Gale (Math), Thom Kuehls (Political Science), Alex Lancaster (Communication), Travis Price (Health Sciences), Nathan Rives (History)	ZOOM INFO
2:00 pm – 2:50 pm	General Studies Support Molly Sween (GEIAC Chair), Colleen Packer (TLA Chair), John Cavitt (UCC Chair), Leigh Shaw	ZOOM INFO

Additional Instructions:

Whereas an hour is set aside for each meeting, some meetings may be shorter. The program review team is encouraged to use any extra time to discuss their findings and/or take breaks.

Works Cited

Bullock, C. D. (2017). *Factors that Influence Graduation Efficiency of Baccalaureate Recipients at Weber State University* (Doctoral dissertation, The University of Utah).