

General Education Assessment Summary Weber State University

Reporting on the 2015/16 Academic Year

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Overview

- 1) Core and Breadth Area Committees are staffed with representatives from relevant departments and a liaison from the General Education Improvement and Assessment Committee (GEIAC). Area Committees met at least once this academic year to discuss learning outcomes, assessment, and findings. With the implementation of the WSU Program and discussion of changes to GE learning outcomes, Area Committees are engaged in GE revitalization and assessment.
- 2) GEIAC recommends that general education (GE) courses be assessed on a 3-year schedule. GEIAC works with the Office of Institutional Effectiveness (OIE) to ensure that departments teaching GE courses both set and keep to their assessment schedules.
- 3) The common reporting tool – evidence of learning rubric - includes these items (see http://weber.edu/oie/gen_ed_assessment.html):
 - a) GE learning goal
 - b) Course-specific measurable learning outcome aligned to GE outcome
 - c) Identified assessment(s) for measuring student learning
 - d) Threshold for expected student performance
 - e) Actual student performance data
 - f) Analysis/interpretation of findings
 - g) Action plan for changes to be put in place based upon performance and analysis.
- 4) Integration of GE reporting with Department Annual Assessment reporting.
 - a) Development of tools and functionality to support GE assessment.
 - i) Chitester question-level outcome alignment tool with reporting feature
 - ii) GE learning outcomes are available in Canvas as learning outcomes from which faculty can design rubrics.
- 5) Results of assessment:
 - a) **Core areas:** In 2015-16, data was gathered in 3 of 18 courses for a yield of **17%**. The proportion of courses assessed in core areas ranged from 0% (COMP, QL, IL) to 60% (AI).
 - b) **Breadth areas:** In 2015-16, data was gathered in 27 of 83 courses in Creative Arts, Humanities, and Social Sciences for a yield of 33%. The proportion of courses assessed in breadth areas ranged from 14% (HU) to 44% (SS). All 35 Physical and Life Science courses were reviewed for renewal. Overall, 89% of courses were renewed and 11% were placed on probation. Thus, the overall yield for assessment in breadth courses was **49%**.
 - c) **Overall yield** for assessment in the 2015/2016 academic year of **45%**. We are generally on target to reach the goal of evaluating all GE courses during a 3-year cycle. The ongoing renewal process is helping to ensure all GE courses are reporting assessment data.
 - d) Few data were presented for DV learning outcomes this year, as in previous years. With the approval of General Education Learning Outcomes (GELOs, Senate, March 2016), we expect changes in the DV attributes in GE. Because courses with the DV attribute carry attributes from other breadth areas, DV courses are not counted as their own category.
- 6) GE courses must be renewed through Curriculum Committee every 7 years and is contingent on assessment data on GE learning outcomes (see Curriculum PPM, Section 1). Course renewals for breadth area courses (CA/HU) will occur in fall 2018.

Composition

- 1) ENGL 1010 was indirectly assessed using the CLA in AY 2014-15 and not directly assessed in AY 2015-16.
- 2) A direct “pilot” assessment of ENGL 2010 was done in 2015-16. Six ENGL 2010 instructors were randomly selected by the Office of Institutional Effectiveness. These faculty provided six papers for evaluation on a rubric of “0=not evident”, “1=approaches expectations”, “2=meets expectations”, and “3=exceeds expectations” for the four learning outcomes (Reading, Rhetoric, Working with Sources, Writing). Threshold was “2=meets expectations”. Summary data is not provided, however it appears that most readers scored most of the four outcomes for the essays at or above threshold.
 - a) There appear to be concerns with inter-rater reliability since there was a lack of agreement among raters on over half of the scores. English is advised to refine the assessment process with a larger and more generalizable sample of randomly selected essays and better inter-rater reliability.
- 3) English proposed the following revised learning outcomes for Composition (approved at GEIAC on 1/11/17, Curriculum on 1/25/17, and Faculty Senate on 2/16/17).

Students will:

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

American Institutions

- 1) Data gathered for 60% of AI courses (i.e., HIST 1700, HIST 2700, ECON 1740) on 4 outcomes (*the significant political, economic, and social changes in American history; the major principles of American civilization; the institutions and practices of the government provided for in the United States Constitution; the basic workings and evolution of a market economy in the United States*).
- 2) The following AI courses were not assessed in 2015-2016: HIST 2710, POLS 1100.
 - a) HIST 2710 provided some data from an essay assignment. However, these data were not aligned to the 4 AI learning outcomes. History states that HIST 2710 will be assessed with pre- and post-tests in 2016-17.
 - b) POLS 1100 provided some assessment data for the 2016 Assessment Summary, when they were advised to consider whether improvement or a particular raw score is a better metric for threshold for evidence of student learning.
- 3) Findings for HIST 1700: A pretest (# of items not reported) of questions pulled from test banks was administered to students in fall 2015 (n=825) and spring 2016 (n=448). At posttest, 559 students (68% of original sample) in fall 2015 and 389 students (87% of original sample in spring 2016) were assessed on the same items. Overall, students showed ~5% improvement at the posttest (~3-8% on the four outcomes, from ~52% to 57% overall). The overall data are below the reported threshold of 60% (the score required to become a US citizen). In addition, the data on three of the four AI outcomes (i.e., history, principles, and market economy) are below 60% at posttest in fall 2015, and the data on two of the four AI outcomes (i.e., history, principles) are below 60% at posttest in spring 2016.
 - a) History is advised to report more detail on the number of items used in the measure and how they align to each of the four AI learning outcomes.
 - b) History is advised to “close the loop” with an action plan for improving the assessment measures and/or revising course pedagogy to address the learning outcomes. History notes that students’ relatively poor performance in fall 2016 may be anomalous.
 - c) History is advised to reconsider the 60% threshold. While this score may be acceptable for a citizenship exam, it does not reflect a passing grade in the course (a C or better is required).
 - d) Based on their expressed dissatisfaction with the measure, History is advised to work with the AI area committee to develop an assessment of learning better suited to their course.
- 4) Findings for HIST 2700: A pretest (# of items not reported) of questions was administered to students in fall 2015 (n=14) and spring 2016 (n=30). At posttest, 7 students (50% of original sample) in fall 2015 and 24 (80% of original sample) students in spring 2016 were assessed on the same items. Overall, students showed ~5-8% improvement and scores at posttest were above the 70% threshold. There was improvement on three of four learning outcomes, but not for market economy which showed declines at posttest of 7-11%.
 - a) History is advised to report more detail on the number of items used in the measure and how they align to each of the four AI learning outcomes.
 - b) History is advised to “close the loop” with an action plan for improving the assessment measures and/or revising course pedagogy to address the learning outcomes.
 - c) History is advised to double-check their reported values since the averages appear inaccurate (e.g., the mean of 65.7, 64.3, 65.7 and 82.1 is 69.5, not 66%).

- 5) Findings for ECON 1740: Students in two sections (samples ranged from 32-156) were administered essay and multiple choice questions. Threshold was 60% of students answering correctly or 60% of students scoring 60% or higher. Student performance met threshold on all measures except for on measure 2/outcome 1. In this case, the instructor has revised the syllabus and is dedicating more class time to teaching students how to write better essays addressing outcome 1.

Quantitative Literacy

- 1) Data gathered for 0% of QL courses (i.e., QL 1030, 1040, 1050, 1080).
 - a) Findings for MATH 1030, 1040, and 1080 on assessment from 2012-2013 were presented in the 2014 GE Assessment Summary.
 - b) Findings for MATH 1050 on assessment for 2013-2014 were presented in the 2015 assessment summary.
 - c) Because thresholds were met for two consecutive semesters, assessment of these courses did not take place during 2014-2015 or 2015-2016 but will resume in the future.
- 2) In order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure their renewal in the curriculum, Math should plan to collect assessment data for all QL courses for the 2018 Assessment Summary.

Computer & Information Literacy

- 1) In Spring 2016, GEIAC, Curriculum, and Faculty Senate (4/11/16) voted to remove the computer literacy requirement from general education. The courses were not deleted and the proficiency testing will continue. This change to general education is effective the 2017-2018 catalog. Thus, there are no general education assessment data for Computer Literacy.
- 2) All IL courses (NTM 1504; LIBS 1704, 2504, LIBS/EDUC 2604, LIBS/BA 2704, LIBS 2804, LIBS/HTHS 2904) were assessed in 2014-15 and findings were presented in the 2016 GE Assessment Summary. No IL courses were assessed in 2015-2016.
- 3) The Library has developed new Information Literacy learning outcomes as they adapt their courses to the new ALA Framework for Information Literacy for Higher Education. The new learning outcomes follow (approved GEIAC 11/9/16, Curriculum, 12/7/16, Senate 2/16/17):

OUTCOME 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.

Measurable Learning Indicators:

- understand information needs, determine the appropriate scope of a project, and formulate focused research questions or thesis statements accordingly
- match information needs with search strategies and search tools
- understand that the research process is often iterative and non-linear

OUTCOME 2: SCHOLARSHIP AS COMMUNICATION

Scholarly communication is a conversation between creators of information with a variety of backgrounds and perspectives.

Measurable Learning Indicators:

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

OUTCOME 3: CRITICALLY EVALUATE INFORMATION

It is important to evaluate the quality of all information based on its context.

Measurable Learning Indicators:

- 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
- recognize that authoritative content may be packaged formally or informally, may include sources of all media types, and may be perceived differently based on the format, but all sources should be critically evaluated

OUTCOME 4: ETHICAL USE OF INFORMATION

Legal and ethical standards are important to the dissemination, retention, and study of information sources.

Measurable Learning Indicators:

- identify different types of plagiarism and avoid them through proper attribution and citation
- 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

Diversity

- 1) Data gathered for 5% of DV courses (i.e., ANTH 1020 for renewal) on 3 outcomes (*describe own perspective as one among many; identify values and biases that inform the perspectives of oneself and others; recognize and articulate the rights, perspectives, and experiences of others*).
- 2) The following DV courses were not assessed in 2015-2016: ANTH 1000, ANTH 1040, ANTH 2010; DANCE 1010; ENGL 2200, ENGL 2220, ENGL 2240, ENGL 2290, ENGL 2510, ENGL 2710, ENGL 3510; GEOG 1300, GEOG 1520; HIST 1510; HNRS 2130; MUSC 1040; POLS 2500; SOC 1010, SOC 1020; WGS 1500, WGS 2500.
 - a. While many, but not all, of these courses are being assessed on their breadth attributes, they are not being assessed on their diversity attributes. The lack of assessment in this GE area is a serious problem that needs addressed.
 - b. All departments with courses carrying DV attributes are advised that in order to stay on track with the goal of regular (at least once every three years) assessment of GE courses to ensure renewal in the curriculum, assessment data on DV learning outcomes must be collected and reported for the next Assessment Summary.
- 3) Findings for ANTH 1020: Findings from 11 sections with 340 students taught over 7 semesters (from 2013-2016) are reported. Student performance on all measures (course logs, small group discussions, exam questions) met threshold (60%) for all 3 outcomes (scores=91-96%). No action is needed at this time, and ANTH 1020 was renewed.

Creative Arts

- 1) Data gathered for 39% of CA courses (i.e., ART 1010, 1030; CS 1010; DANC 1010, IDT 1010, MUSC 1033, 1035, THEA 1013, 1023) on 2 outcomes (*create works of art and/or increase their understanding of creative processes...; demonstrate knowledge of key themes...in creative arts disciplines and use this knowledge to analyze works of art from various traditions, periods and culture*).
- 2) The following CA courses were not assessed on CA outcomes in 2015-2016: ARTH 1090, 1100; ENGL 2250, 2260, 2270; HONORS 1530, 2020; MUSIC 1010, 1030, 1040, 1063; THEA 1033, 1043, 1053.
 - a. All departments teaching courses with CA attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in Curriculum in fall 2017.
 - b. Many departments teaching CA courses have CA courses with DV attributes. Departments are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required for the DV attributes as well when their courses come up for renewal in curriculum in fall 2017.
 - c. Art/Art History appear to be assessing according to their schedule (ART 1030: Fall 2015 & 2017; ART 1010: Spring 2016 and 2018; ARTH 1090 & 1100: Fall 2016, Spring 2017). Art/Art History is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric). Art is advised to report the sample size or number of artifacts reviewed for assessment.
 - d. English reports that they have developed pre- and post-test assessments and other assessments for ENGL 2250, 2260, and 2270, but no assessment data has been collected or reported. English is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric). There have been no assessment data reported for ENGL 2250, 2260, and 2270 in the Assessment Summaries from 2013-2016.
 - e. Honors is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - f. Theater is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric). There have been no assessment data reported for THEA 1053 in the Assessment Summaries from 2013-2016.
- 3) Findings for ART 1010: Findings for 2 outcomes on an unknown number of “representative samples of work” are reported. According to a rubric where 0=unacceptable, 1=meets threshold, and 2=exceeds threshold, Art reports that 81% of students met or exceeded threshold on outcome 1. No action is being taken. Using the same rubric, Art reports that 69% of students met or exceeded threshold on outcome 2. Action is considering additional training for instructors to help students meet outcome 2.
- 4) Findings for ART 1030: Findings for 2 outcomes on an unknown number of “representative samples of work” are reported. According to a rubric where 0=unacceptable, 1=meets threshold, and 2=exceeds threshold, Art reports that 92% and 97% of students met or exceeded threshold on outcomes 1 and 2, respectively. No action is needed at this time.

- 5) Findings for CS 1010: Findings for 2 outcomes from an unknown number of students/sections during Fall 2015 are reported. Threshold was 85% of students scoring a C or better. Student performance on measure 1 for outcome 1 and measure 2 for outcome 2 was near threshold (84%). No action is being taken. Student performance on measure 2 for outcome 1 and measure 1 for outcome 2 failed to meet threshold (82.5% and 78.8%, respectively). Students will be encouraged to complete and submit assignments on time to maximize credit earned.
- 6) Findings for DANC 1010: Findings for 2 outcomes from multiple sections are reported. Outcome 1 was assessed with essays on quizzes, research papers, participation, discussion, and choreography. Outcome 2 was assessed with exam questions. Student performance on all measures for outcome 1 and 2 met threshold of 75% of students scored 75% or higher. No action is needed at this time.
- 7) Findings for IDT 1010: Findings for 2 outcomes from an unknown number of students/sections are reported. Student performance on all measures (pre- and post-assessments, chapter test questions) met threshold of the majority of students scoring 70% or higher. No action is needed at this time.
- 8) Findings for MUSC 1033: Findings for 2 outcomes from an unknown number of students/sections are reported. Outcome 1 was assessed by essays that demonstrate knowledge of how music pieces are created and threshold was 75%. Outcome 2 was assessed by a pre- and post-course essay on what counts as American music and threshold was 90% of students demonstrating progress from pre- to post-test. Progress is not, but should be, specified. Student performance easily met threshold for both outcomes (95% on each). Music is working to create better rubrics for outcome 1.
- 9) Findings for MUSC 1035: Findings for 2 outcomes from an unknown number of students/sections are reported. Outcome 1 was assessed by an essay and threshold was 75% of students scoring a 90% or higher. Outcome 2 was assessed by a series of short essays and threshold was 80% overall. Student performance met threshold for both outcomes (80% and 85%, respectively). Music is refining the assignments to better reflect the learning outcomes.
- 10) Findings for THEA 1013: Findings for 2 outcomes from an unknown number of students/sections are reported. Outcome 1 was assessed with group creative projects and threshold was 75%. Outcome 2 was assessed with exams and written critiques and threshold was 75%. Student performance met threshold for both outcomes (78% and 81%, respectively). No action is needed at this time.
- 11) Findings for THEA 1023: Findings for 2 outcomes from an unknown number of students/sections are reported. Outcome 1 was assessed with 3 quizzes and threshold was 75% of students earning a 75% or higher. Outcome 2 was assessed with a film analysis paper and threshold was 75% of students earning a 75% or higher. Student performance met threshold for both outcomes. No action is needed at this time.

Humanities

- 1) Data gathered for 14% of HU courses (i.e., COMM 1020, 2110; HNRS 2010; PHIL 1120) on 3 outcomes (*knowledge of diverse traditions; analyze cultural artifacts; communication*).
- 2) The following HU courses were not assessed in 2015-2016: ANTH 1040; COMM 2010; ENGL 2200, 2220, 2240, 2290, 2510, 2710, 3500, 3510, 3520, 3750; FL 2020, 2600, 2851; HONORS 1110, 1540, 2110, 2120, 2130; MUSIC 1043; PHIL 1000, 1250; THEA 3323.
 - g. All departments teaching courses with HU attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in curriculum in fall 2017.
 - h. Many departments teaching HU courses have HU courses with DV attributes. Departments are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required for the DV attributes as well when their courses come up for renewal in curriculum in fall 2017.
 - i. Anthropology reported assessment data for ANTH 1040 in the 2016 report.
 - j. Communication is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric). There have been no assessment data reported for COMM 2010 in the Assessment Summaries from 2013-2016.
 - k. English reports an assessment plan that includes the development of measures and rubrics. English states data will be collected in 2017. English is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric). There have been no assessment data reported for their 10 HU courses in the Assessment Summaries from 2013-2016.
 - l. Foreign language has indicated that FL 2851 and FL 2600 are rarely taught. Assessment data on FL 2020 were presented in the 2016 report. Foreign language is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - m. Honors reported assessment data for one of six HU courses. Honors is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric).
 - n. Music is reminded of the requirements for renewal in the curriculum in Fall 2017 (i.e., at least two semesters of assessment data in a complete evidence of learning rubric). There have been no assessment data reported for MUSC 1043 in the Assessment Summaries from 2013-2016.
 - o. Philosophy reported assessment data for PHIL 1000, 1120, and 1250 in the 2016 report.
 - p. There have been no assessment data reported for THEA 3323 in the Assessment Summaries from 2013-2016. Also, upper-division courses are not appropriate for general education per USHE Board of Regents R470 course numbering guidelines.
- 3) Findings for COMM 1020: Findings for 2 outcomes (no data for outcome 1) were reported. Outcome 2 was assessed with a signature assignment and outcome 3 was assessed with a public speech. Threshold was 70% of students earning a 70% or higher. Student performance met threshold for both outcomes. No action is needed at this time, but Communication is revising the assessment tools for these outcomes.

- 4) Findings for COMM 2110: Findings for 3 outcomes were reported. Outcomes were assessed with common test questions and a signature assignment. Student performance for all outcomes met threshold of 70% of students scoring 70% or higher. No action is needed at this time, but Communication is revising the assessment tools for these outcomes.
- 5) Findings for HNRS 2010: Findings for 3 outcomes were reported. Outcomes were assessed with multiple measures, including student presentations on readings, reflection writing, essays, and creative presentations. Thresholds varied, but most were “B” level performance (85% of students earning an 80% or better). Student performance for all outcomes met threshold, but some specific measures were more problematic. Honors suggests that providing students with example work and devoting more class time to discussing expectations for presentations will help more students succeed.
- 6) Findings for PHIL 1120: Findings for 3 outcomes were reported. Outcomes were measured with exam questions (multiple choice and essay) and a written paper. Student performance on all measures met threshold (70%, scores were 77-87%) for all outcomes. No action is needed at this time.

Social Science

- 1) Data gathered for 44% of SS courses (i.e., CHF 1500; CJ 1010; ECON 1010, 2010, 2020; HLTH 1030; HIST 1500, 1510; HNRS 1520, 2050, 2120; IST 1100; POLS 1520, 2100, 2300) on 3 outcomes (*interactions between individuals and society; application; diverse perspectives*).
- 2) The following SS courses were not assessed in 2015-16: ANTH 1000, 2010, 2030; ECON 1100; GEOG 1300, 1520; GERT 1010; HNRS 2110, 2130; POLS 2200, 2500; PSY 1010, 2000; SW 1010; SOC 1010, 1020; WGS 1500).
 - a. All departments teaching courses with SS attributes are advised that at least two semesters of assessment data in a complete evidence of learning rubric are required when their courses come up for renewal in curriculum in fall 2018.
 - b. Economics has not reported assessment data on SS outcomes for ECON 1100 for the past four years. Economics is advised that this GE course should be assessed on SS learning outcomes on a 3-year schedule. It is expected that assessment data on this course for SS outcomes will be presented in the next report. Because this course is infrequently taught, Economics plans to assess this course when it is next offered
 - c. Geography last reported on GEOG 1300 and 1520 in the 2015 Assessment Summary and plan to report data within the recommended 3-year cycle.
 - d. Gerontology has not reported assessment data on SS outcomes for GERT 1010 for the past four years, despite indicating that assessment data for this course would be in this report. Gerontology is advised that this course should be assessed on SS learning outcomes on a 3-year schedule. It is expected that assessment data on this course for SS outcomes will be presented in the next department annual assessment report (due Nov 2017). Gerontology is further advised to align measures with specific learning outcomes, to establish thresholds for evidence of student learning, to report results against the threshold, and to “close the loop” with an action plan.
 - e. Honors has not reported assessment data on GE SS outcomes for HNRS 2110 and 2130 for the past four years. Honors is advised that these courses should be assessed on SS learning outcomes on a 3-year schedule, and to present assessment data on these courses for SS outcomes in the next report (due Nov 2017).
 - f. Political Science has not reported assessment data on SS outcomes for POLS 2200 for the past four years. Political Science is advised that this course should be assessed on SS learning outcomes on a 3-year schedule, and to present assessment data in the next report (due Nov 2017).
 - g. Psychology last reported on PSY 1010 and 2000 in the 2014 Assessment Summary. Psychology is advised that these courses should be assessed on SS learning outcomes on a 3-year schedule, and to present assessment data in the next report (due Nov 2017).
 - h. Social Work reported assessment data for SW 1010 on the old SS learning outcomes in the 2015 report. Social Work is advised to implement assessment of these courses on the current SS outcomes, and to present assessment data in the next report.
 - i. Women and Gender Studies is advised to align program learning outcomes with the SS learning outcomes and to report on WGS 1500 in the next report (due Nov 2017).
- 3) Findings for CHF 1500: Findings are reported for 3 outcomes. All outcomes were measured with multiple choice exam questions at a pretest and posttest. The majority of students (56-69%) are scoring above the 70% threshold, and students showed an increase (33-53%) from pretest to

posttest. Faculty members continue to review their teaching effectiveness in helping student reach the 70% threshold.

- 4) Findings for CJ1010: Findings are reported for 3 outcomes from multiple sections. Each outcome was measured by a distinct subset of 10-items from a 30-item exam. Average student performance met threshold of 70% (scores ranging from 69-75%). Criminal Justice indicates some curricular changes to aid student attainment of outcome 2.
- 5) Findings for ECON 1010: Findings are reported for 3 outcomes from four sections in two semesters. Each outcome was measured by multiple choice exam questions. Student performance generally met threshold of 70% (scores=77-78%) for all outcomes. Economics reports that every exam question will be aligned to a learning outcome as of Fall 2016 providing a more comprehensive set of assessment items. No action is needed at this time.
- 6) Findings for ECON 2010: Findings are reported for 3 outcomes from multiple sections in two semesters. Each outcome was measured by three multiple choice exam questions. Student performance met threshold of 70% (scores=75-93%) for all outcomes. No action is needed at this time.
- 7) Findings for ECON 2020: Findings are reported for 3 outcomes from multiple sections in two semesters. Each outcome was measured by two multiple-choice questions on the final exam. Student performance met threshold of 70% (scores=71-79%) for outcomes 2 and 3. Student performance did not meet threshold of 70% for outcome 1 (score=68%). Economics reports that instructors will reinforce these concepts more in class. No action is needed at this time.
- 8) Findings for HIST 1500: Findings are reported for 3 outcomes. The measures for each outcome are not reported and should be included in future reports. Student performance met threshold of 2 (scores=2.6-3.7). That said, the values have no context and it is not clear what a 2 means or the range of the scale. History is advised to report more detail on the number of items used in the measure and how they align to each of the three SS learning outcomes. History is advised to “close the loop” with an action plan for improving the assessment measures and/or revising course pedagogy to address the learning outcomes.
- 9) Findings for HIST 1510: Findings are reported for 3 outcomes from two sections. The measures for each outcome are not reported and should be included in future reports. Student performance met threshold of 2 (scores=2.4-3.6). That said, the values have no context and it is not clear what a 2 means or the range of the scale. History is advised to report more detail on the number of items used in the measure and how they align to each of the three SS learning outcomes. History is advised to “close the loop” with an action plan for improving the assessment measures and/or revising course pedagogy to address the learning outcomes.
- 10) Findings for HLTH 1030: Findings are reported for 3 outcomes. The measures for each outcome are not clear, but seem to be exam items and an assignment. Student performance met threshold of 70% of students scoring 70% or better (scores=84-95%) for all outcomes. No action is needed at this time. Health Education is advised to more clearly describe the measures for each outcome in future reports and to clarify the number of sections of assessment data.

- 11) Findings for HNRS 1520: Findings are reported for three outcomes from one section. Each outcome was measured by written assignments, including papers and essay exams. Threshold needs to be clearly specified (e.g., 70% of students passing the course or earning a 70% of better) and included in future reports. Student performance met threshold inasmuch as they demonstrated improved writing about leadership over the course. Honors/Political Science is advised to clearly specify the threshold and the findings with some quantitative data. Honors/Political Science reports that the course will experiment with different texts, a more diverse speaker list, and more instruction on what is considered a good report.
- 12) Findings for HNRS 2050: Findings are reported for three outcomes from one section. Each outcome was measured by a written essay. Threshold needs to be clearly specified and included in future reports. Student performance met threshold inasmuch as “students met expectations for this exercise.” Honors reports that the course will provide additional support for students to learn how to take and defend a position.
- 13) Findings for HNRS 2120: Findings are reported for three outcomes from one section. Each outcome was measured by team debates, writing, peer-review of analyses, quizzes, and a course project. Threshold needs to be clearly specified (e.g., 70% of students passing the course or earning a 70% of better) and included in future reports. Student performance met threshold inasmuch as students’ critical thinking was fostered and they seem engaged in the course project. Even though it sounds like the course was successful, it’s hard to discern that from the assessment data, which is too qualitative and lacking a clear threshold for performance. Honors is advised to clearly specify the threshold and the findings with some quantitative data.
- 14) Findings for IST 1100: Findings are reported for three outcomes. Each outcome was measured by developing a stand on a reading, writing a paper, and exam questions. Student performance did not meet threshold of 70% on any outcome (score=54%, 35%, 60%, outcomes 1-3 respectively). IST reports the findings are disappointing and suggests some revised pedagogy (e.g., providing examples of good arguments) and devoting more class time to challenging course concepts, like the distinction between digital divide and digital dividends.
- 15) Findings for POLS 2100: Findings are reported for three outcomes. Each outcome was measured by six written assignments and two reports. Student performance met threshold of 80% (scores=80-91%) for all outcomes. Political Science reports improvement in student performance over the course and no action is needed at this time.
- 16) Findings for POLS 2300: Findings are reported for three outcomes. Each outcome was measured by a qualitative assessment of critical thinking, writing and participation and their submitted work (not specified). Threshold needs to be clearly specified (e.g., 70% of students passing the course or earning a 70% of better) and included in future reports. Student performance met threshold inasmuch as “the vast majority wrote work that was at least at a B level and higher.” Political Science is advised to clearly specify the threshold and the findings with some quantitative data (e.g., the percentage of students who met threshold). Political Science suggests some revised pedagogy (e.g., augmenting discussion, opportunities to rewrite).

Physical Science and Life Science Renewal

- 1) In fall 2016, all courses with the PS & LS attributes were reviewed for renewal in the General Education program. In sum, 35 courses were reviewed: 20 PS (5 departments) and 15 LS (7 departments).
- 2) Overall, 89% of courses were renewed and 11% placed on probation.
 - a. In PS, 90% renewal and 10% (2 courses) placed on probation.
 - i. GEOG 1000, Natural Environments of the Earth, was placed on probation for failing to provide assessment data on all learning outcomes.
 1. During the probationary period, Geography provided Curriculum with assessment data that reveals that students met threshold (70%) on all eight learning outcomes (scores=84-95%). GEOG 1000 was renewed.
 - ii. HNRS 1500, Perspectives in the Physical Sciences, was placed on probation for only providing data from 1 course (thus failing to meet the renewal policy minimum of two semesters of assessment data). Honors has a plan to assess this course the next time it is taught and that data will be brought to Curriculum.
 - b. In LS, 87% renewal and 13% (2 courses) placed on probation.
 - i. ANTH 1020, Biological Anthropology, was placed on probation for failing to submit a renewal application. This course is unique in the PS/LS group as it is the only course that also carries Diversity (DV) attributes. No data was provided for the three diversity outcomes also associated with this course. Thus, this course was on probation for the LS and DV attributes.
 1. During the probationary period, Anthropology provided Curriculum with assessment data that reveals that students met threshold (60%) on all eight LS learning outcomes (scores=71-96%) and on all three DV learning outcomes (scores=91-96%). ANTH 1020 was renewed.
 - ii. ZOOL 1010, Animal Biology, was placed on probation for failing to provide assessment data on all learning outcomes. During the probationary period, Zoology provided Curriculum with assessment data that reveals that students met threshold (65%) on all eight learning outcomes (scores=67-89%). ZOOL 1010 was renewed.
- 3) GE courses with successful reviews were **RENEWED** for a period of 7 academic years, or until major modifications of the WSU GE requirements warrant an earlier review.
- 4) GE courses that were placed on **PROBATION** “will retain their GE designation for the 7th year spring semester and subsequent academic year (8th year) so that they may execute an action plan to rectify the problem. Departments sponsoring a GE course placed on probation were required to submit an action plan by the first Curriculum meeting of the 7th year spring semester (1/19/17). This action plan must detail a timeline and method for collecting measurable assessment data in the GE course in *at least one semester* of the following academic year.”

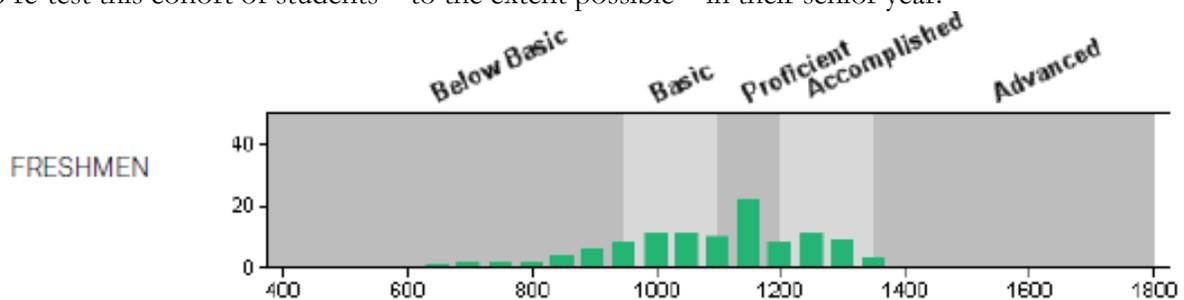
- 5) There were **NEW GE PS/LS courses** (i.e., PHYS 2090; ZOOL 1110; ZOOL 2200) in this group of renewals. Per Curriculum policy: “A new course (i.e., not previously taught or not previously taught with GE status) may be conditionally approved with GE status for 1 academic year. Final approval of a new course for GE status is contingent on *at least one semester* of assessment data in a *complete* evidence of learning rubric for the specific area of GE. New courses for GE status that present *at least one semester* of assessment data and *complete* evidence of learning rubrics will be granted GE status in a specific core, breadth, and/or DV area for a period of 6 academic years, or until major modifications of the Weber State University GE requirements warrant earlier review or the next scheduled review for its area attributes (whichever comes first).”

CLA Trend Analysis and Discussion

The Collegiate Learning Assessment (CLA) is administered each fall to (primarily) freshmen students and each spring to (primarily) senior students who are completing capstone courses or senior seminars in the major.

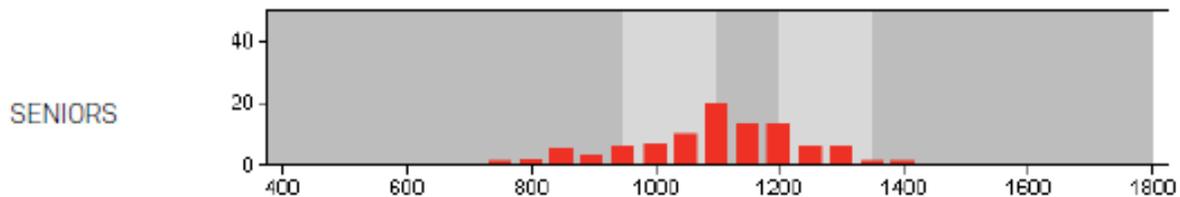
Fall 2015 Administration

The overall rating for the freshmen cohort was ‘proficient’. This is an expected improvement from the previous two years which had overall ratings of ‘below basic’ and ‘basic’, respectively. We have deliberately selected the population of students from which to sample – moving from First Year Experience to English 1010 to English 2010 students. Going forward, we will use English 2010 students as our target population. As our assessment efforts become more refined, it is our intention to re-test this cohort of students – to the extent possible – in their senior year.



Spring 2016 Administration

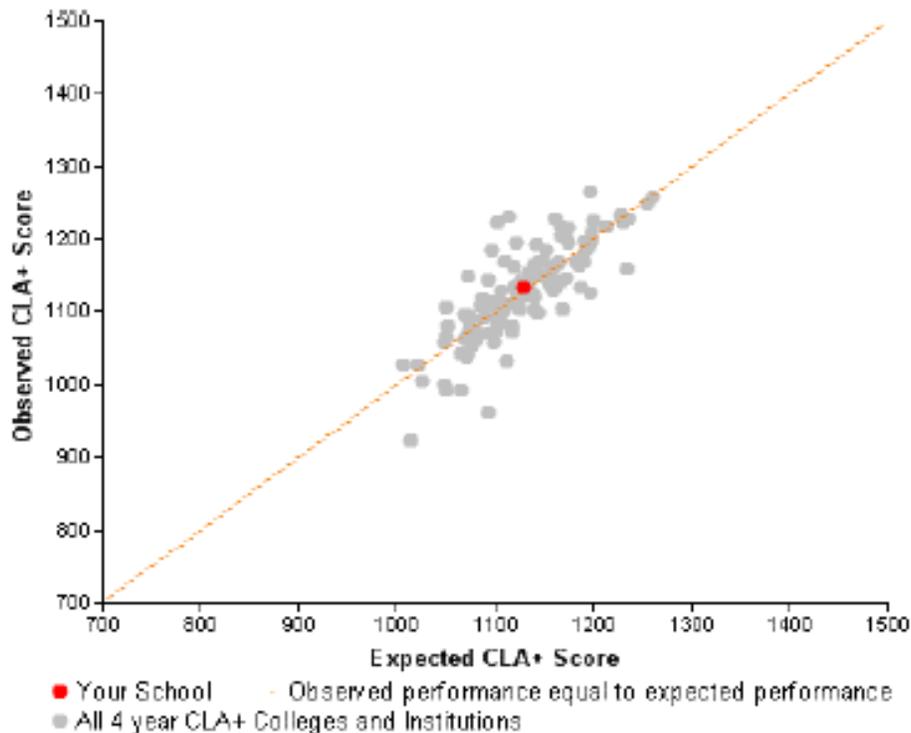
The overall rating for the senior cohort was ‘proficient’. This is the same rating that our senior assessment yielded last year.



WSU's Freshmen Total CLA+ score is **1115**; this score is greater than or equal to the average freshman score at **82%** of CLA+ schools. A score of 1115 demonstrates **Proficient** mastery of the critical-thinking and written-communication skills measured by CLA+.

WSU's Senior Total CLA+ score is **1135**, which is better than or equal to the average senior score at **50%** of CLA+ schools. A score of 1135 signifies **Proficient** mastery of the skills measured by CLA+.

Given the mean CLA+ performance of Weber State University's freshmen and the entering academic ability of its seniors, Weber State University's value-added is **near** what would be expected relative to schools testing similar populations of students.



Conclusions

- 1) Overall, progress continues in the assessment of general education at WSU. There is consistency in the yield of assessment data from 2011/12 to 2012/13 to 2013/14 to 2014/15 and now to 2015/16 (overall yield, 35%, 37%, 39%, 43%, & 45% respectively). These yields seem to place us on target for the overall goal of evaluating all general education courses during a 3-year cycle. However looking at the past 3 assessment summaries, it is apparent there are some departments that have not provided GE assessment data for their courses in the past 3 years. A tracking system (see #3) has been established that will help us better identify courses that regularly fail to report assessment data so these programs can be dealt with proactively. The quality of assessment data is slowly improving across the core and breadth areas of general education. There are more direct measures, shared measures across courses in an area, and greater “buy-in” to the value of assessment among departments teaching general education courses. This overall progress in the assessment of general education was validated by the favorable review received by the Northwest Commission on Colleges and Universities (NWCCU) Accreditation visit (October 2014).
- 2) GEIAC collaborated with the Office of Institutional Effectiveness (OIE) to consolidate and simplify online access to information about general education on the WSU homepage. Information about general education courses, learning outcomes, assessment (templates and findings), and the WSU program are now found under “*General Education*” on the WSU homepage (<http://www.weber.edu/academicaffairs/gened.html>).
- 3) GEIAC and OIE to set up a tracking system that firms up assessment schedules across all departments teaching general education courses to ensure regular assessment (preferably a 3-year assessment cycle). Heather Chapman (OIE) developed a common spreadsheet that documents departments’ assessment schedules and will work to follow up with departments to ensure follow-through with stated assessment schedules.
- 4) WSU uses scores from the CLA exam as the measure of student learning for general education at the time of graduation. GEIAC worked with OIE and the Director of Composition to obtain a more representative sample of freshman students for this and future administrations. Going forward, we will continue to sample ENGL 2010 students as our target population of freshmen.
- 5) General education courses are renewed every 7 years through Curriculum Committee and renewal is contingent on assessment data. GEIAC and Curriculum collaborated to develop the policy regarding new and renewing GE courses (approved by GEIAC & Curriculum Spring 2015, see Curriculum PPM, Section 1). Curriculum renewal forms have been developed and revised by GEIAC and Curriculum. Renewal of GE courses began in fall 2016 with PS/LS areas, followed in fall 2017 by CA/HU areas, concluding in fall 2018 with the core and SS areas.
- 6) General education assessment depends on the vitality of area committees, which need to meet regularly to discuss findings as well as means of improving assessment, learning outcomes, and pedagogy in general education courses. GEIAC continues to provide liaisons and support to area committees to ensure this work proceeds. Area committees were fairly active this academic year due to the development of new learning outcomes (i.e., COMPL, IL), the review and approval of WSU courses, and campus activities related to revitalizing general education.

- 7) GEIAC also works *to improve general education* at WSU. To this end, GEIAC collaborated with Faculty Senate and the Division of Academic Affairs to promote student success. Specifically, GEIAC hosted four town halls, with Dr. Paul Hanstedt as invited guest speaker, on revitalizing general education. There were approximately 150 faculty, staff, and students who attended the town halls and provided input on the effectiveness of our current general education program and the characteristics of graduates we wish to produce.
- a. With the support of Executive, GEIAC formed a sub-committee on general education revitalization (GERC) tasked with developing shared program outcomes in light of LEAP outcomes and feedback from the town halls. From November 2016 to February 2017, GERC developed and refined a revitalization proposal that entailed a new general education mission statement and four general education learning outcomes (GELOs). The proposal was unanimously approved at GEIAC and Curriculum and with only one dissenting vote at Senate (see <http://www.weber.edu/facultysenate/> for Senate minutes from 3/16/2017). GEIAC will begin implementing of this proposal with a rollout team working in Summer 2017 to define and develop exemplars of Big Questions and Signature assignments across the Core and Breadth areas of general education.
 - b. GEIAC developed and received Curriculum and Senate approval (April 2015) for the WSU Program of interdisciplinary courses in general education. The first round of six courses was successfully shepherded through the application and review process in AY 2015-16. Evaluation data (including assessment data on learning outcomes, student course evaluations, and focus group feedback) for these six courses taught in AY 2016-17 will be presented to Senate in Fall 2017. For more information about WSU Program courses, see Appendix.

Committee Members

Leigh A. Shaw, Chair (Social & Behavioral Science)
Rob Reynolds, Faculty Senate Liaison (Social & Behavioral Science)
Eric Amsel, Administration
Dan Bedford, Ex Officio, Honors Program Director
Thomas Bell, Engineering, Applied Science & Technology
Casey Bullock, Registrar
John Cavitt, Ex Officio, Chair of Curriculum
Sally Cantwell, Ex Officio, Curriculog
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Sandra Fital-Akelbek, Science
Chris Hoagstron, Science
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Sylvia Newman, Ex Officio, Director of Composition
Craig Oberg, Science
Marjukka Ollilainen, Social & Behavioral Science
Leslie Park, Ex Officio Student Success Center
Kathy Payne, Library
Gene Sessions, Social & Behavioral Science
Jennifer Turley, Education

Appendix

WSU PROGRAM COURSES

WSU courses are interdisciplinary, variable (3-5) credit, team-taught and limited enrollment courses that satisfy requirements in two areas (core or breadth) of general education (with 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.*

FALL 2016 WSU Course Offerings				
WSU	1450	Intersections of Art and Communication (3)	Humanities & Creative Arts	Colleen Packer & Jeremy Stott
WSU	1560	Identity in the Digital Age (3)	Humanities & Social Science	Luke Fernandez & Julia Panko
WSU	1560	The Story and the Brain: Neuroscience and Literature (3)	Humanities & Social Science	Lauren Fowler & Sally Shigley
WSU	1680	Microbes Rule: Impact of Disease on History (4)	Life Science & Social Science	Craig Oberg & Gene Sessions
SPRING 2017 WSU Course Offerings				
WSU	1560	Sustainability in Thought and Practice (3)	Humanities & Social Science	Hal Crimmel & Alice Mulder
WSU	2340	Pattern Play: Movement and Mathematics (5)	Quantitative Literacy & Creative Arts	Erik Stern & Julian Chan

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WSU	1560	The Story and the Brain: Neuroscience and Literature (3)	Humanities & Social Science	Lauren Fowler & Sally Shigley
WSU	1560	Research, Creativity, and Exploration among Disciplines	Humanities & Social Science	Therese Grijalva & Michael Ault
WSU	1680	Microbes Rule: Impact of Disease on History (4)	Life Science & Social Science	Craig Oberg & Gene Sessions
SPRING 2018 WSU Course Offerings				
WSU	1560	Sustainability in Thought and Practice (3)	Humanities & Social Science	Hal Crimmel & Alice Mulder
WSU	1680	The Sciences of Human Variation: From Sex to Gender and Race to Ethnicity	Life Science & Social Science	Maria Parrilla de Kokal & Jon Marshall
WSU	2340	Pattern Play: Movement and Mathematics (5)	Quantitative Literacy & Creative Arts	Erik Stern & Julian Chan
WSU	2350	Writing with Numbers	Quantitative Literacy & Humanities	Sandra Fital-Akelbek & Jean Norman

WSU COURSE DESCRIPTIONS

WSU 1450 Intersections of Art and Communication (3)

This interdisciplinary, team-taught 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 students will become more informed communicators and critical viewers of art.

WSU 1560 Identity in the Digital Age (3)

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 interdisciplinary, team-taught course, we examine digital technology --and digital culture -- and how this culture shapes identity.

WSU 1560 The Story and the Brain: Neuroscience and Literature (3)

This interdisciplinary, team-taught course 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 Research, Creativity, and Exploration among Disciplines (3)

The course 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 1560 Sustainability in Thought and Practice (3)

This interdisciplinary, team-taught course offers an integrative, multi-disciplinary 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 topics such as 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).

WSU 1680 Microbes Rule: Impact of Disease on History (4)

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 interdisciplinary, team-taught 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 The Sciences of Human Variation: From Sex to Gender and Race to Ethnicity (3)

Race and sex are categories which are studied 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 Pattern Play: Movement and Mathematics (5)

Students in this interdisciplinary, team-taught, writing intensive, non-lecture based course will study and experience pattern 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 will 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 Writing with Numbers (4)

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.