General Education Area Learning Outcomes Assessment Summary

Weber State University

Reporting on the 2020-2021 and 2021-2022 Academic Years

Assessed during Spring 2022 and Spring 2023

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Table of Contents

I. Assessment Goals and Methods

Goals

Assessment of General Education courses as representatives of their areas is designed with several goals in mind, which are not mutually exclusive:

 a) Oversight to ensure that Gen Ed courses which claim to teach Area Learning Outcomes actually do so.

 b) Opportunity for Gen Ed instructors to assess and improve their own teaching and

student learning.

    c) Engagement with Gen Ed instructors to support improvement of assessment, teaching, and student learning.

Data Collection Methods

Assessment data for each Gen Ed course is collected via a Reporting Rubric (Appendix B) or narrative included in the Biennial Report (in this case, Biennial Reports submitted in November 2021 and 2022, reporting on academic years 2020-2021 and 2021-2022). The Reporting Rubric may be completed for an entire course (e.g., multiple sections), a course section, or some combination.

The Rubric asks instructors to share the methods they use to measure achievement or mastery of each Area Learning Outcome, the target performance for each method, the actual student performance for each method, their interpretation of the performance, planned actions to address those findings, and how they plan to "close the loop." Here is a brief example:

Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Results	Action Plan	Closing the Loop
LO 4: Critically evaluate information: It is important to evaluate the quality of all information based on its context.	1. A quiz requires evaluation of 4- 5 sources including authority, references, and bias.	100% of students should get 80% or better. As a formative assessment 80% indicates a good understanding.	21 students took the quiz. 7 earned lower than 20/25, while 14 earned 20 or better.	The majority of students perform very well on the quiz, but 1/3 didn't get the target score; they need more support.	I'll add minute lecture videos for students to review specific areas of evaluation when they struggle.	Last time we revised the textbook, and it is helping. Next time I'll see if the videos increase success.
	2. Evaluative Annotated Bibliography assignment which requires deep	80% of students should get C or better on this summative assessment.	22 students submitted the project. 19 (82.6%) got a C or better. 3 earned	The target was met, but some struggled. Perhaps clearer instructions	I'll review the instructions for clarity, add examples, and include	I'll keep an eye on (1) how many students complete the

	evaluation of 5-6 sources.		lower than a C.	or more drafts would help.	peer review to add support.	project and (2) performance.

Data Assessment Methods

These rubrics and narratives are pulled from the larger biennial report materials by the Office of Institutional Effectiveness and provided to the General Education Improvement and Assessment Committee (GEIAC). GEIAC members review the Reporting Rubrics individually, then reconcile their feedback with a teammate and provide that feedback using the Assessment Rubric (Appendix C). GEIAC's review of instructor assessment information focuses on the goals outlined above: Does the information provided include evidence that the course addresses the appropriate Area Learning Outcomes, and are students achieving them? Is there an element of reflection and engagement in the process that demonstrates the instructor strives to improve their teaching and student learning in the course? And what feedback can we provide to facilitate and support teaching of Area Learning Outcomes, student learning of Area Learning Outcomes, and instructor engagement with, and benefit from, their assessment process?

The feedback is reviewed and forwarded to the reporting department, with other Biennial Report feedback, by the Office of Institutional Effectiveness, with the assumption that it will be further dispersed to the instructors who provide the assessment data and/or compete the Reporting Rubrics.

We strive to provide useful, constructive feedback to the instructors to support not only their assessment of student learning, but also their assessment of their own teaching, with an eye to improving both. For example, feedback for the above outcome might look like this:

Course: EXAMPLE 1010 Attribute: IL		
Criteria	**Proficient**	**Feedback**
Quality of evidence	- Multiple measures are included (direct and indirect, these can be quantitative and/or qualitative) -Reliable and valid evidence is collected for each outcome - There is depth of evidence (multiple measures, direct/indirect) -Clear description of assessment instrument/tool - Clear alignment to program/course outcome	There are multiple measures listed for each outcome, both a set of quiz questions and performance-based assignment or project for each outcome. We are impressed by the description of the performance-based, but more description (or samples) of the quiz questions would be helpful. For example, are they fill in the blank, multiple choice, short answer, or true/false? Student achievement is reflected differently by these different types of assessments.

Presence and nature of threshold	-Threshold is meaningful and aspirational (but reasonable) -A multi-stepped threshold is identified indicating both level of desired achievement and percentage of students to reach that level -Threshold is explained	Some of the thresholds were explained, but others were not. Why is "C" the threshold for the project? What does a "C" look like? Is there a rubric that could help us understand? Thresholds are multi-stepped, however, and "all students" and "80% of students" are aspirational goals. The common threshold across campus tends to be around 70%, so it's really nice to see a higher target.
Quality of interpretation	- Interpretation is robust and meaningful, and tied to an action	In general, the thresholds were met and exceeded, but the reflection that some students would benefit from additional support is inspiring. The interpretations also appear tied to the proposed actions in most cases, which will provide a useful framework for improvement.

Quality of the described action	- There is an explicit, well-reasoned connection between the assessment results and proposed changes. The proposed changes are presented in measurable ways that can support a 'closing of the loop'.	The proposal to clarify instruction, add examples, and require peer review for the project reflects good practice, and is definitely connected the interpretation. The follow-up of monitoring completion/performance is a good way to close the loop. For the quiz, however, adding minute-lecture videos can certainly help students, but you don't include specifics about identifying topics to include in videos, or monitoring success.
Other observations (optional)	Other course improvements are indicated, not necessarily tied to outcome measurement. Examples: - Incorporating new industry trends into a class - Wanting to try new approaches - Adopting a new textbook	Overall, this is well done and reflects thoughtful assessment of teaching and learning with an eye to improving. However, including more information about how the new textbook is helping students would also help close the loop between the last report and now, and give additional perspective re: long term improvements.

Use of Assessment Results

The hope is that as instructors collect the data and complete the reporting rubric and/or narrative description of their assessment – which is necessary for our accreditation and other reporting – they will reflect on how well their process serves them, how well their students are achieving learning goals, and what they might be able to do to improve both in terms of changes to the curriculum, teaching materials, learning activities, and so on. The further hope is the GEIAC's feedback will help instructors refine their assessment methods and course materials and support their work to foster student learning.

The reality is that few instructors perceive this report as a useful activity, but rather a necessary evil. This may be for one or more of the following reasons:
- Instructors are not usually trained in assessment, assignment design, or using assessment results.
- Instructors do not usually receive feedback on the assessment activities they report, improvements they make, or reaching assessment thresholds.

- Instructors are not usually given incentives or support for data collection, assessment design, or reporting.
- Instructors are not usually given incentives or support (including time and, in some cases, leeway) to utilize assessment results to improve their course, course materials, learning activities, etc.
- Assessment reports are required every two years, giving it a "one-and-done" feel rather than a "continual improvement" tone.

That said, most instructors do work hard to assess student learning and improve their teaching, and many provide a clear picture of that assessment in their report.

II. Core & Breadth Areas, Courses Assessed, and Missing Data

During the 2021-2022 and 2022-2023 academic years, Learning Outcome assessment data was reviewed and assessed by GEIAC, and the Office of Institutional Effectiveness provided feedback to the areas in the spring of 2022 and 2023, respectively.

Gen Ed courses which were expected to submit assessment data are listed below, including those for which were assessed as planned, as well as those for which data were expected but not received. See Appendix D for Area Learning Outcomes, and Appendix E for a longitudinal examination of report compliance across areas (in progress).

Area	Courses Assessed	Courses Not Assessed
Core Areas		
Composition	2021: • No course data expected this year. 2022: • ENGL 2010	2022: • ENGL 2015 (data were collected in spring of 2023 – will be reported 11/23)
American Institutions	2021: • ECON 1740 • HIST 1700, 2700, 2710 2022: • No course data expected this year.	2021: • POLS 1100
Quantitative Literacy	2021: • No course data expected this year. 2022: • MATH 1030, 1040, 1050, 1080, 1090, 2020 • WSU 2340	2022: • MATH 1120, 1060 (new courses 23/24; data expected fall of 2024)

Diversity (Sunset 2022-2023) **&** **EDI** (Replacing Diversity)	2021: • CHF 1500, 2400 • HIST 1510 2022: • ENGL 2200, 2220, 3510 • MUSC 1040 • SW 2200	2021: • ETC 2001 • GEOG 1300, 1520 • HNRS 2130 • SOC 1010, 1020 • WGS 1500, 2500 2022: • ENGL 2230, 2240, 2510, 2710
Information Literacy	2021: • LIBS 1704, 2604, 2804, 2904 2022: • No course data expected this year.	2021: • LIBS 2504, 2704 2022: • ENGL 2015 (data collected in spring 2023)
Breadth Areas		
Creative Arts	2021: • CS 1010 • HNRS 1530, 2020 • IDT 1010 • Thea 1013, 1023, 1033, 1043 2022: • ART 1110, 2450	2022: • ART 1010, 1030 • ARTH 1100 • ENGL 2250, 2260, 2270, 2280 • MUSC 1033

	• ARTH 1090 • MUSC 1010, 1030, 1035, 1040, 1063 • WSU 2340	
Humanities	2021: • HNRS 1110, 1540, 2110, 2120 2022: • ENGL 2200, 2220, 3510	2021: • HNRS 2010, 2130 • THEA 2821 2022: • COMM 1020, 2010, 2110, 2250 • ENGL 2230, 2240, 2510, 2750, 3500, 3520, 3750 • FL 2020 (Spanish, French, German, Italian, Japanese, ASL, Chinese, PTGS), 2600 (French, German, Spanish) • MUSC 1043

Social Science	2021: • CHF 1500, 2400 • ECON 1010, 2010, 2020 • ETC 2001 • GEOG 1300, 1520 • HIST 1500, 1510 • HNRS 1520, 2050, 2110, 2120 • MIS 1100 • SOC 1010, 1020 • WGS 1500 2022: • CJ 1010 • GERT 1010 • HLTH 1030 • PSY 1010, 2000 • SW 1010, 2100, 2200	2021: • ANTH 1000, 2010, 2030 • HNRS 2130 • PEP 2700 • WGS 2500
Life Science	2021: • BTNY 1203, 1303, 1370, 1403 • HTHS 1110 • HNRS 1510, 2040 • MICR 1113, 1153, 1370 • NUTR 1020 • ZOOL 1010, 1020, 1030, 1110, 1370, 2200	2021: • ANTH 1020 • MICR 2054
Physical Science	2021: • CHEM 1360 (CHEM/PHYS/GEO) • GEOG 1000 • PHYS/ASTR 1040, 2040, 1360 2090, 2210 2022: • CHEM 1010, 1110, 1130, 1210	2021: • HNRS 1500, 2030 2022: • GEO 1030, 1060, 1110, 1130, 1350

III. Assessment Results & Feedback for Instructors

Assessment Data Received

Reporting Rubrics varied from listing no method of measurement at all or its being vague or confusing, to describing in detail the methods employed to assess student learning, providing examples of quizzes, test questions, discussion or essay prompts, rubrics, and more. Likewise, thresholds varied from single-stepped and unexplained to multi-stepped and well explained, with many variations in between.

The quality of the reported student performance is often dependent on the quality of the measurements and thresholds used. Likewise, the more robust the measurement, thresholds, and performance data are, the more robust the interpretation can be. Of course, it does not always follow that a robust measurement results in robust interpretation, or that a single stepped measurement and threshold necessarily lead to anemic interpretation.

Similar to the measures and thresholds above, there is wide variability among the quality of proposed actions and loop-closing; however, there is a disproportionate number of courses reporting that, regardless of the interpretation, "No action is needed at this time."

Assessment Highlights

66 of the expected 90 courses submitted Reporting Rubrics or narrative data for the 2020-2021 academic year, and 37 of 68 for the 2021-2022 academic years, for a total of 103 of 158, or 65% of the expected courses. Between these course assessments, a grand total of approximately 443 Area Learning Outcomes were assessed and reported.

Of those reported outcomes:

- 50% were measured with multiple methods
- 34% had a multi-stepped threshold
- 10% had a threshold that was explained
- 24% interpreted performance meaningfully by reflecting on prior or potential changes (tied to an action)
- 47% included a plan of action to address shortcomings or for continual improvement • 15% included a plan to close the loop by connecting prior action to present assessment or present assessment to future action and further assessment
- 53% resulted in "no changes needed at this time" or similar conclusion

Outcomes were assessed against a very wide range of thresholds, including single-stepped and multi-stepped, often within the same report. As noted above, they were also largely unexplained:

- Medium competence (4 outcomes)
- 60% or better (13 outcomes)
- 62% or better (4 outcomes)
- 70% or better (70 outcomes)
- 72% or better (16 outcomes)
- 73% or better (14 outcomes)
- 75% or better (24 outcomes)
- 80% or better (19 outcomes)
- 60% of students score 60% or better (6 outcomes)
- 60% of students score 65% or better (17 outcomes)
- 60% of students score 70% or better (10 outcomes)
- 70% of students score 60% or better (17 outcomes)
- 70% of students score 65% or better (6 outcomes)
- 70% of students score 70% or better (50 outcomes)

- 70% of students score 90% or better (4 outcomes)
- 73% of students score 73% or better (8 outcomes)
- 75% of students score 70% or better (9 outcomes)
- 75% of students score 75% or better (4 outcomes)
- 75% of students score 90% or better (5 outcomes)
- 80% of students score 70% or better (33 outcomes)
- 80% of students score 75% or better (7 outcomes)
- 80% of students score 80% or better (14 outcomes)
- 85% of students score 80% or better (4 outcomes)
- Class average of 70% or better (4 outcomes)
- Class average of 73% or better (8 outcomes)
- Class average of 80% or better (16 outcomes)
- 70% of students demonstrate a sophisticated understanding (6 outcomes) •
72% completion with a score of 72% or better (8 outcomes)
- 80% of students meet "Introduced" proficiency (10 outcomes)
- 85% of students score C or better (3 outcomes)
- Majority of students score 70% or better (17 outcomes)
- Other threshold (13 outcomes)

Note that these calculations are rough; please consider them with a grain of salt. A very few courses were counted twice when the methods, measurements, thresholds, etc., were significantly different between sections, while those with more consistency were only counted once. Other reports were very difficult to interpret according to the rubric. A simple tally method was used for this data, so error is possible.

Examples from ALO Assessments

The table below includes examples from 5 assessment reports assessed in Spring 2023, ranging from vague and undescriptive, with little or no reflection regarding potential actions or loop closing, to highly specific, multi-stepped, with relevant actions planned to close the loop, and several examples that fall in between. (For further examples, see Appendix F.)

This format was selected to display the incredible range of responses that OIE and GEIAC receive when it comes to course assessment, which makes it difficult to succinctly summarize the information assessed or the feedback provided. Note that several of these examples either conflate Actions and Closing the Loop, ignore loop-closing altogether, or use a rubric which shows a merged cell.

| Measurement | Threshold | Performance | Interpretation | Action | Loop-Closing |

Students perform at level: Introduced to learning outcome- n/a, does not meet, meets, or exceeds expectations	80% of students will meet or exceed at the introduced level	83% of students met or exceeded	Does meet target performance	No curricular or pedagogical changes needed at this time.	[blank]
Course pass rate	70% of students will pass the course	Passing rate 90%	Far above the threshold level of 70%	[blank]	[blank]
Two questions with multiple components on exams	70% of students will score 70% or better	87.5% of students scored 70% or better on assessment questions (119 students out of 136)	Far above the threshold level of 70%	Collect more data and re-evaluate the threshold level	[blank]
Twelve multiple-choice questions were selected from a test bank of competency and evidence based questions in keeping with the Council on Social Work Education Educational Policy and Accreditation Standards (EPAS). These questions were embedded into the course exams. Questions focused on the Social Work EPAS goals and WSU's Gen Ed objective 1.	In keeping with the General Education Core/Breadth courses (C grade or better), the threshold was set at a combined student performance of 70% or higher.	Spring '21: N=31: Students' combined performance on the embedded questions was 94% Spring '22: N=35; Students' combined performance on the embedded questions was 95%	Students successfully met this Gen Ed learning goal. Students performed well above the expected. threshold of 70%.	No changes are needed at this time. However, questions will be reviewed and updated as necessary. The social work faculty will also continue to monitor and assess student performance toward this goal.	
Students will research one specific music selection approved in advance by the instructor. They will listen to and analyze their musical selection. Using correct	Students will score 70% on their research Project.	Fall 2021 97% Spring 2022 100%	Students are scoring well above the target	I have taken class time to research together in order to show students the process. I will continue to do so.	

musical terminology, Students will discuss the Composer, influences, Genre, Melody, Harmony, Rhythm, Form & Instruments found in the selection.				
Performance-based assignment scored with a rubric that maps to Gen Ed SS Outcome 1. The Canvas Outcomes tool was used to track and aggregate student performance data on the assignment across multiple sections and semesters of the course.	At least 80% of students will analyze at a satisfactory level (i.e., assignment scores 80%) individual and socio-cultural determinants of health from an ecological perspective.	2020-2021: 84% of students (n = 194) completed the interaction assignment with a grade of 80% or higher. 2021-2022: 88% of students (n = 257) completed the interaction assignment with a grade of 80% or higher.	Students were able to analyze interactions between individuals and society at satisfactory levels.	No curricular or pedagogical changes needed at this time.

Examples from Feedback to Instructors

As noted previously, one of GEIAC's goals is to provide instructors with practicable feedback that supports their assessment activities and empowers their teaching. To that end, each Reporting Rubric (Appendix B) or narrative is reviewed and assessed by a team of GEIAC members, and feedback is provided to the instructors using the Assessment Rubric (Appendix C).

Examples from the feedback for the assessment report examples listed above are provided below. (For further examples, see Appendices F and G.) Note that the feedback here is from several different teams, and addresses Reporting Rubrics that display a range of assessments in terms of quality:

Quality of Evidence Presence and nature of threshold	Quality of interpretation	Quality of the described action	Other observations

No measures of assessment are described.	Thresholds are given, though they are not multi-stepped. The meaning of the thresholds is unclear. It would be helpful to have a definition of what type of artifact is being measured and how the "introduced"	You determined that the thresholds are being met. However, the meaning behind the thresholds is unclear.	It is logical that no additional action must be taken if the thresholds are being met	The outcomes listed on the assessment report do not fully align with the current Area Learning Outcomes (ALOs) for Creative Arts Gen Ed classes. Both outcomes labeled "1" represent the same expectation, and your

	level of proficiency is identified in artifacts.			outcome "4" partially accounts for ALO "2." If the ALOs need to be revised to better represent the work being done, please confer with other CA departments and initiate that process. In the meantime, please assess for the current ALOs. Using a narrative approach to reporting on assessment data and "loop-closure" could be more effective for providing the information in a way that is more meaningful for you.

You have used direct measures and indirect measures (course grades). You have included a sufficient level of detail about the kinds of measures being used. The outcomes you have described align with the QL Gen Ed Area Learning Outcomes (ALOs).	All of your thresholds are multi-tiered, and you have articulated the reasoning behind the threshold that varies from the others (65%). Could you also articulate the reasoning for the 70% threshold?	Your interpretation seems robust and logical. However, since the interpretation remains the same across all outcomes, there is concern that it might not be as discriminating as would be helpful to create an environment for fostering constant improvement.	You indicated that you want to collect additional data and then might adjust the thresholds. What kind of additional data will help you determine whether to make this change? (For example, do you plan to collect the same type of assessment data over additional years to determine if greatly exceeding the threshold becomes and established trend? Or do you want to collect a different measure to help in your assessment of the thresholds?) See also the concerns raised in "Quality of Interpretation," above.	It is evident that much time, thought, and care has gone into designing course work that will help students achieve the ALOs in QL.
The second and third "courses" in the example above were different measures for the same course. See above.				
-All three SS ALOs represented. **-Multiple measures are lacking. We suggest that in addition to the 12 multiple choice questions on exams**	-We appreciate the threshold was explained and aligned with Gen Ed requirements of 70%. -A multi-step threshold is not identified. It is recommended that a	-Interpretation stated students exceeded the threshold of each ALO. Perhaps consider revising questions, look at Blooms levels, or raising threshold.	-Student outcomes did not motivate any actions. -We appreciate that questions will be reviewed and updated.	-We appreciate that Ns were included on the report for each semester. -Thanks for sending this information and

that an additional measure be used to evaluate each ALO (i.e. the signature assignment). **-It is commendable that the questions are coming from a nationally recognized source and are aligned with national standards.** -It is stated that test questions are aligned with each SS ALO.	threshold such as XX% of students will score 70% or higher on the exam questions. -The 70% threshold while explained, is perhaps not aspirational. According to the data showing student success, perhaps consider increasing the threshold.	Maybe students found some questions more difficult than others, which could lead to more in-depth interpretation.		participating in Gen Ed assessment.
The outcomes you have described align with the CA Gen Ed Area Learning Outcomes (ALOs). You have used two direct measures for each outcome, which is helpful. For Outcome 1, since the students are not creating art, presumably, they are attempting to "increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts." When describing the measures used for this outcome, consider adding detail about what aspects of this outcome are addressed in the students' scores on their music journals and performance reviews.	Consider making your thresholds multi-tiered (e.g., 70% of students will score 70% or better). Also, please articulate the reasoning behind the threshold you have indicated.	Your interpretation seems robust and logical. A multi-tiered approach to the threshold might reveal more nuances to interpret.	You have taken some actions already and have seen good results with most of them. You indicated that students have not benefitted as much as you anticipated from having examples of "A" work for their performance reviews. You indicated that you will improve their work in this area, but you did not say how you planned to proceed.	With some minor exceptions, this seemed like a quality assessment. It wasn't belabored. But quality evidence was gathered and the actions that have been (or will be taken) in reaction to that gathered evidence seem to be made with care

There are multiple measures listed for each outcome, both a set of exam questions and performance-based assignment or project for each outcome. I am impressed by the volume of exam questions for each	The thresholds are not explained (e.g., "We decided to use 80%/80% as the acceptable threshold because _____") but they are multi-stepped and aspirational! The common threshold across campus tends to	In general, the thresholds were met and exceeded, so the "no pedagogical changes needed" is merited. However, in a few areas, the threshold was not met (Measure 3.1, 2021-2022) or barely met (Measure	Again, the proposed non-action is generally merited, especially with such aspirational thresholds. However, while the ongoing annual assessment and curricular development is nice to hear about, it might also be worth	We are extremely impressed with the ongoing data collection and annual assessment described in the "Closing the Loop" of the document, including the direct and indirect measures used to assess student

outcome as well as the description of the exam questions as "competency-base d." Thank you for also including the topic for each set of exam questions as they differ by outcome, and the note that a rubric is used for grading the assignments and the Canvas Outcomes tool is used to track and evaluate performance; it's very helpful! It might also be helpful to include the rubric or a sample exam question, but overall, this is very impressive.	be 70%, so it's really nice to see a higher target. I really appreciate the depth of information provided regarding actual performance. By separating the data by year and including n it's easier to see the validity of the information	2.1, 2021-2022, Measure 3.1 2020-2021). I also noticed that only Outcome 1 improved from '20-'21 to '21-'22; performance on Outcomes 2 and 3 dropped.	considering (or reporting) possible reasons for the drop from one year to the next, whether it's an ongoing trend or other years show something different, or what might be done to address it.	achievement as well as satisfaction, etc. - Adopting a new textbook Note that we are likewise impressed with the information provided in Tables 25- 32, however our feedback focuses on the Gen Ed SS Outcomes (Tables 22-24).

14

IV. Concerns and Recommendations to GEIAC & Administration

Shortcomings

As mentioned above in the Assessment Methods & Goals section, there are three goals of this assessment:

a) Oversight to ensure that Gen Ed courses which claim to teach Area Learning Outcomes actually do so.
b) Opportunity for Gen Ed instructors to assess their own teaching and student learning.
c) Engagement with Gen Ed instructors to support improvement of assessment, teaching, and student learning.

Unfortunately, Oversight is the goal most instructors and department chairs are familiar with, but it is not the most important. That said, to date only one method (biennial report assessment) has been employed to achieve all three goals, which may be why goals B and C appear to have been lost in translation.

Typically, instructors are asked to complete the Reporting Rubric (Appendix B) and return it to the department chair or person responsible for compiling the Biennial Report. Anecdotally, in many departments this is done with little communication, instruction, incentive, remuneration, or support. Likewise, feedback from GEIAC rarely reaches the instructors who assess ALOs and submit the data to complete the Biennial Report. These activities are therefore perceived as hoops to jump through with little other purpose.

Feedback on the Process

Feedback on the assessment process (both the Biennial Report in general and the ALO Assessment in particular) was solicited from department chairs via a survey; however, responses were limited. Only 29 out of 53 people completed the 2022 survey (regarding the 2020-2021 assessment) for a 53% response rate. Only 9 out of 42 completed the survey in 2023 (regarding the 2021-2022 assessment), for a 21% response rate.

The survey was sent to chairs approximately one week after they were sent feedback generated from the biennial assessment report evaluation and the General Education assessment evaluation. The survey was designed to measure their perspective on that feedback. While chair responses were generally positive, some chairs were quite negative about the feedback received.

Overall, the feedback I received was:

The Gen Ed Evaluation Rubric is:
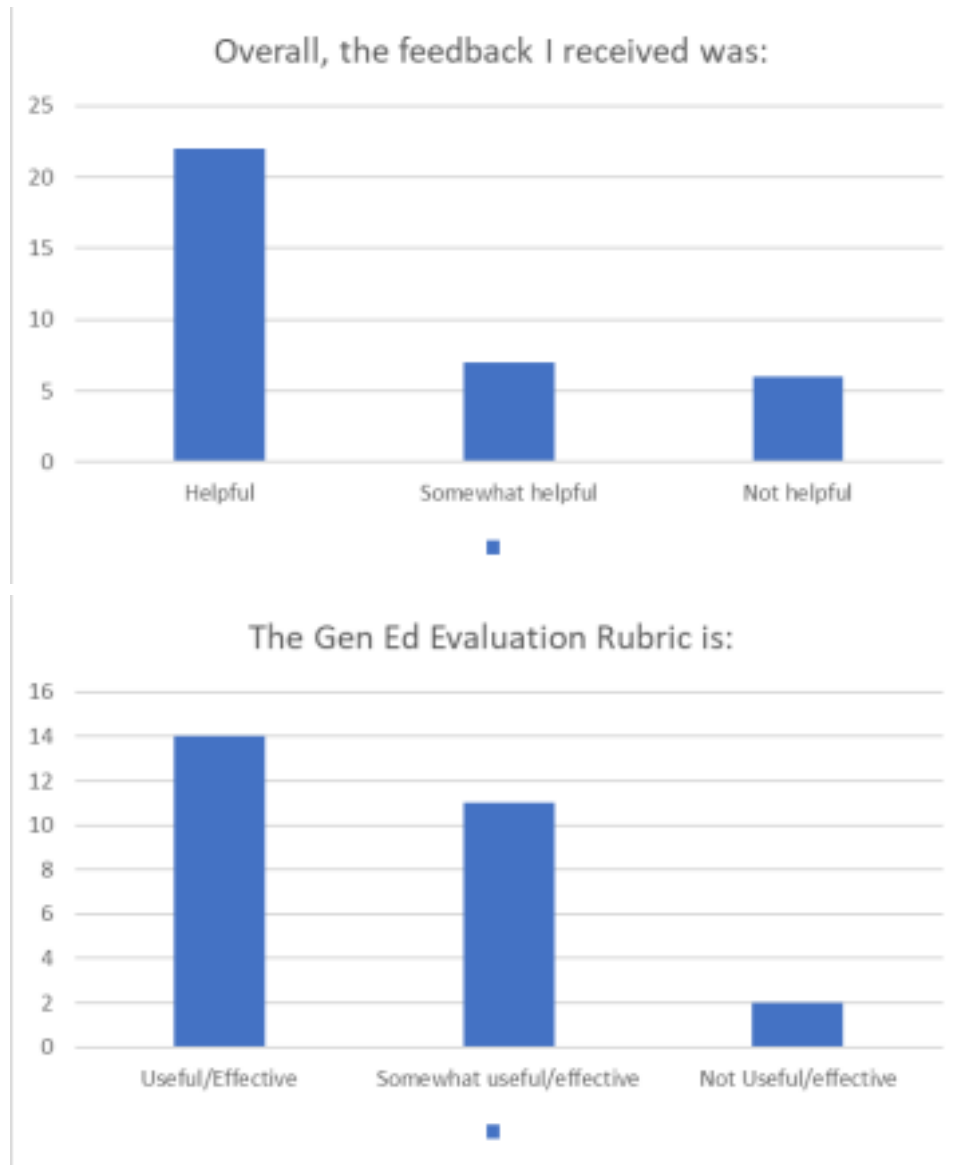
Those who found the feedback helpful or somewhat helpful indicated an appreciation for a different perspective, the highlighting of good practices, and the inclusion of concrete examples of how to improve. The same groups suggested a need for greater detail and specificity. Improved training – for both report writers and evaluators – was also suggested.

From the group that did not find the feedback helpful, concerns included the lack of understanding for the program(s) being evaluated, the lack of detail provided when issues were raised, and the futility of using a common rubric to assess courses from all programs. For more detailed survey response data, see Appendix H.

Though the response rate in the second year was much lower, the feedback was much more positive with all but one respondent indicating the feedback was helpful. Unfortunately, those

who feel the rubrics and/or process are not helpful or useful tend to leave few open-ended

responses.

Recommendations

With these things in mind, GEIAC recommends that Faculty Senate consider creating a collaborative sub-committee comprised of GEIAC and Assessment Committee members, with the Office of Institutional Effectiveness, to perform a longitudinal examination of biennial report ALO assessment documents. Ideally, this would include comparing departments' reporting over several biennial reports, and GEIAC's subsequent feedback, whether or to what extent reporters respond to or enact that feedback, and the mechanisms by which those departments do (or do not) share GEIAC's feedback with reporters. The subcommittee should be empowered to suggest improvements to the assessment & communication processes overall.

GEIAC also recommends that communication between Administration, Deans, Chairs, Course Fellows, and instructors should be strengthened so that the several goals of ALO Assessments Reports are clear to people completing the ALO assessment and reporting same, and so that those same people receive the feedback GEIAC provides. (Course Fellows are new initiative coming from the Director of General Education and the Provost's Office to incentivize and support assessment in Gen Ed courses, including Concurrent Enrollment courses.) This might be done by, for example, creating a brief course in Training Tracker (i.e., Bridge Course) explaining the goals and methods of the ALO assessment process and requiring that reporting chairs complete the training, and recommending that the chairs likewise require (and remunerate) reporting instructors to complete same.

Likewise, the Assessment Committee could – or perhaps should – assist the Office of Institutional Effectiveness in collecting the feedback and/or reaching out to chairs who do not complete the survey and request their participation. A fuller picture of chair sentiment is key to the improvement of the process for all involved, and the work is too labor intensive and important to be ignored or considered a box to check, as it were.

GEIAC further recommends that the university continue to support instructor learning and incentivize training for faculty, instructors, and adjuncts in assessment, backward design, outcome alignment, etc., as through the ACUE Effective Teaching Practices course. This might be done by, for example, making single lessons or modules from ACUE's Effective Teaching Practices course available to instructors to take, including "Ensuring Learner-Centered Course Outcomes," "Designing Aligned Assessments and Assignments," and "Aligning Learning Experiences with Course Outcomes" from the Designing Learner-Centered and Equitable Courses module.

Finally, GEIAC recommends that the university establish a *culture of continual improvement without burnout* on campus, empowering faculty at all levels to experiment with course improvements and obtain frequent feedback on teaching from, and provide it to, peers.

Examples include widely and consistently incentivizing participation in these activities outside of the 9-month contract period, facilitating course releases to participate in these activities, explicitly including assessment (and assessment reporting) as teaching or service activities in college or university tenure documents, and facilitating campus-wide recognition/reward for instructors, courses, or departments that regularly conduct assessment and appropriate course adjustment or experimentation – even when a new attempt is unsuccessful.

V. Appendices

A. GEIAC Membership

2021-2022 Membership

Rieneke Holman, Chair

Miranda Kispert
Katarina Pantic
Matt Gnagey
Matt Crook
Becky Marchant
Craig Bergeson
C. David Walters
Daniel Jonas
Matthew Romaniello
Brock Adams
Barbara Wachoki
Christie Call, Liaison
Eric Amsel, Administration
John Cavitt, Ex Officio (UCC Chair)
Leslie Park, Ex Officio (Student Success)
Leigh Shaw, Ex Officio (Gen Ed Program Director)

Miranda Kispert, Chair
Rieneke Holman
Katarina Pantic
Matt Gnagey
Matt Crook
Becky Marchant
Paul Nieman
Luke Fernandez
Michelle Paustenbaugh
Seokwoo Song
Cora Neal (sabbatical fall 2022)
Mihail Cocos (for Cora Neal fall 2022) Andrew Barratt Lewis
Barbara Wachoki, Liaison
Eric Amsel, Administration
Cade Mansfield, Ex Officio (UCC Chair)
Leslie Park, Ex Officio (Student Success)
Leigh Shaw, Ex Officio (Gen Ed Program Director)

2022-2023 Membership

B. Reporting Rubric

Course: _____   Semester taught: _____   Sections included: _____

Evidence of Learning: General Education						
Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Close the Loop"
Learning Outcome 1:	Measure 1	Measure 1	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 2:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 3:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

20

C. Assessment Rubric

Course: [enter and bold]   Attribute: [enter and bold]

Criteria	Proficient	Feedback
Quality of evidence	- Multiple measures are included (direct and indirect, these can be quantitative and/or qualitative) -Reliable and valid evidence is collected for each outcome - There is depth of evidence (multiple measures, direct/indirect) -Clear description of assessment instrument or tool - Clear alignment to program/course outcome	
Presence and nature of threshold	-Threshold is meaningful and aspirational (but reasonable) -A multi-stepped threshold is identified indicating both level of desired achievement and percentage of students to reach that level -Threshold is explained	
Quality of interpretation	Interpretation is robust and meaningful, and tied to an action	
Quality of the described action	There is an explicit, well-reasoned connection between the assessment results and proposed changes. The proposed changes are presented in measurable ways that can support a 'closing of the loop'.	
Other course improvements (optional – use if other issues or ideas are raised in the evaluation document)	Other course improvements are indicated, not necessarily tied to outcome measurement. Examples: - Incorporating new industry trends into a class - Wanting to try new approaches - Adopting a new textbook	

D. Area Learning Outcomes

Core Area Learning Outcomes Breadth Area Learning Outcomes

Composition

Students completing English 2010 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.

Creative Arts

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

American Institutions

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

• the significant political, economic, and social changes in
    American history.
• the major principles of American civilization, including the
    concepts of popular sovereignty, liberty, and equality.
• 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.

Humanities

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

Quantitative Literacy

A quantitatively literate person should be able to:

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

Social Science

Students completing a social science General Education course
will demonstrate their understanding of the following three
outcomes: • Interactions between individuals and society:
Students will
    describe how individuals and groups influence and
    are influenced by social contexts, institutions,
    physical
    environments and/or global process.
• Application of concepts, theories, and methods: Students will
apply basic social science concepts, theories, and/or methods to a
    particular issue and identify factors that influence change.
• Diverse perspectives: Students will identify an argument about a
    social phenomenon and understand alternative explanations.

Diversity (Sunsets 2022-2023)

**A student who successfully completes a General
Education Diversity course will:**

• describe his/her 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.

EDI (Replacing Diversity)

**A student who successfully completes an EDI General
Education course will:**

• Evaluate their own perspective as one among many. •
Analyze the ways in which biases or values influence and/or
have influenced the structures, policies, practices, norms, or
perspectives often assumed to be neutral.
• Apply diverse perspectives to complex subjects in the face of
    multiple or conflicting positions, in accordance with their
    sense of personal and civic responsibility.

Life Science

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

• Levels of organization: All life shares an organization that is
    based on molecules and cells and extends to organisms
    and ecosystems.
• Metabolism and homeostasis: Living things obtain and use
    energy, and maintain homeostasis via organized
    chemical reactions known as metabolism.
• Genetics and evolution: Shared genetic processes and evolution
    by natural selection are universal features of all life.
• Ecological interactions: All organisms, including humans,
interact with their environment and other living organisms. •
See also the natural science outcomes under Life & Physical
Sciences at https://weber.edu/gened.

Information Literacy
- Research as an exploratory process: Using tools and techniques to address information needs while understanding that the research process is often iterative and nonlinear.
- Scholarship as communication: Scholarly communication is a conversation between creators of information with a variety of backgrounds and perspectives.
- Critically evaluate information: It is important to evaluate the quality of all information based on its context.
- Ethical use of information: Legal and ethical standards are important to the dissemination, retention, and study of information resources.

Physical Science
Students will demonstrate their understanding of the following features of the physical world:
- Organization of systems: The universe is scientifically understandable in terms of interconnected systems. The systems evolve over time according to basic physical laws.
- Matter: Matter comprises an important component of the universe, and has physical properties that can be described over a range of scales.
- Energy: Interactions within the universe can be described in terms of energy exchange and conservation.
- Forces: Equilibrium and change are determined by forces acting at all organizational levels.
- See also the natural science outcomes under Life & Physical Sciences at https://weber.edu/gened.

E. Longitudinal Examination of Report Compliance by Area (in progress)

Courses By Area	2019	2020	2021	2022
Key Data was:	Expected and received	Expected but not received	Not expected for the year	Not expected/ other reasons
Composition				
ENGL 2010				
ENGL 2015				
American Institutions				
ECON 1740				
HIST 1700				
HIST 2700				
HIST 2710				
POLS 1110				
Quantitative Literacy				
MATH 1030				
MATH 1040				
MATH 1050				

MATH 1060				
MATH 1080				
MATH 1090				
MATH 1120				
MATH2020				
WSU 2340				
Diversity (Sunset 2022-2023) **& EDI** (Replacing Diversity)				
CHF 1500				
CHF 2400				
ENGL 2200				
ENGL 2220				
ENGL 2230				
ENGL 2240				
ENGL 2510				
ENGL 2710				
ENGL 3510				
ETC 2001				
GEOG 1300				
GEOG 1520				
HIST 1510				
HNRS 2130				
MUSC 1040				
SOC 1010				
SOC 1020				
SW 2200				
WGS 1500				

WGS 2500				
Information Literacy				
ENGL 2015				

LIBS 1704				
LIBS 2504				
LIBS 2604				
LIBS 2704				
LIBS 2804				
LIBS 2904				
Creative Arts				
ART 1010				
ART 1030				
ART 1110				
ART 2450				
ARTH 1090				
ARTH 1100				
CS 1010				
ENGL 2250				
ENGL 2260				
ENGL 2270				
ENGL 2280				
HNRS 1530				
HNRS 2020				
IDT 1010				

MUSC 1010				
MUSC 1030				
MUSC 1033				
MUSC 1035				
MUST 1040				
MUST 1063				
THEA 1013				
THEA 1023				
THEA 1033				
THEA 1043				
WSG 2340				
Humanities				
COMM 1020				
COMM 2010				
COMM 2110				
COMM 2250				
ENGL 2200				
ENGL 2220				
ENGL 2230				
ENGL 2240				
ENGL 2510				
ENGL 2750				
ENGL 3500				
ENGL 3510				
ENGL 3520				
ENGL 3750				

HNRS 1110				

HNRS 1540				
HNRS 2010				
HNRS 2110				
HNRS 2120				
HNRS 2130				
FL 2020 (Spanish, French, German, Italian, Japanese, ASL, Chinese, PTGS)				
FL 2600 (Spanish, French, German)				
MUSC 1043				
THEA 2821				
Social Science				
ANTH 1000				
ANTH 2010				
ANTH 2030				
CHF 1500				
CHF 2400				
CJ 1010				
ECON 1010				
ECON 2010				
ECON 2020				
ETC 2001				
GEOG 1300				
GEOG 1520				

GERT 1010				
HIST 1500				
HIST 1510				
HLTH 1030				
HNRS 1520				
HNRS 2050				
HNRS 2110				
HNRS 2120				
HNRS 2130				
MIS 1100				
PEP 2700				
PSY 1010				
PSY 2000				
SOC 1010				
SOC 1020				
SW 1010				
SW 2100				
SW 2200				
WGS 1500				
WGS 2500				
Life Science				
ANTH 1020				
BTNY 1203				

BTNY 1303				

BTNY 1370				
BTNY 1403				
HNRS 1510				
HNRS 2040				
HTHS 1110				
MICR 1113				
MICR 1153				
MICR 1370				
MICR 2054				
NUTR 1020				
ZOOL 1010				
ZOOL 1020				
ZOOL 1030				
ZOOL 1110				
ZOOL 1370				
ZOOL 2200				
Physical Science				
CHEM 1010				
CHEM 1110				
CHEM 1130				
CHEM 1210				
CHEM 1360 (CHEM/PHYS/GEO)				
GEO 1030				
GEO 1060				
GEO 1110				
GEO 1130				

GEO 1350				
GEOG 1000				
HNRS 1500				
HNRS 2030				
PHYS/ASTR 1040				
PHYS/AST 2040				
PHYS/AST 1360				
PHYS/AST 2090				
PHYS/AST 2210				

F. Additional Examples from ALO Assessment

ALO Assessment Information from Reporting Rubrics					
Measurement	**Threshold**	**Performance**	**Interpretation**	**Action**	**Loop-Closing**
Summer 2022 exam question	70% of students respond correctly to the question	85% of students Respond correctly to the question.	Students successfully demonstrated competence	No curricular or pedagogical changes needed at this time.	[blank]
1665 Multiple Choice items administered in 81 different sections of [course] from Fall 20190 –Summer 2022	Majority of students earned 70% or higher on Gen Ed assessment items.	85.88% of students earned 70% or higher on Gen Ed assessment items.	Based on the data, we conclude student performance on Goal 2 exceeds expectations.	No curricular or pedagogical changes needed at this time.	

One homework set per chapter, and one reading quiz per chapter. These are reflected as the homework scores.	60% of students will score 70% or better.	Fall 2021: Avg homework score 91% Spring 2022: Avg homework score 91%	LearnSmart reading and Connect homework assignments encourage participation. Online homework system has been effective in practicing concepts	No changes needed at this time.	Analyze time spent to determine if concepts could be deepened for better understanding
Students discuss these concepts in smaller groups in lecture, followed by completing worksheets and homework problems from the textbook. They perform calculations involving %, M, N in homework and exams.	Student homework and exams are evaluated. Example copies of student work are kept on file. 80% of students successfully complete these activities. 80% of the students will achieve a minimum score of 70% on this assignment.	Student Average was 86%	Students successfully demonstrated skills.	No curricular or pedagogical changes needed at his time.	These concepts are still challenging for beginning students in this course. While slight improvement has been observed, opportunity for improvement is still present.

G. Additional Examples of Feedback for Instructors

Feedback for Instructors from Assessment Rubric				
Quality of Evidence	Presence and nature of threshold	Quality of interpretation	Quality of the described action	Other observations

The data for the exam question from summer 2022 does not reflect the semesters indicated at the top of the form. Is the wrong semester's data included? -Two measures of some outcome assessments were included. -Was the summer 2022 semester evaluated differently since there was only one semester's worth of data for exam questions?	-Multi-step threshold in that 70% of students expected to get each measure correct. -Threshold is not explained. 70% seems reasonable but perhaps not aspirational, particularly in that several of the actual performance measures are above 80%.	-Interpretation merely stated whether the threshold was met or not. -More robust and meaningful interpretation is suggested. For example, if students did not meet a particular outcome threshold, discuss common misconceptions or attempts to remedy "students struggling."	-No actions outside of continued monitoring were suggested.	Thanks for providing the data for CHEM 1110, and as reviewers, we encourage this process to be used to instigate continued improvement.
The outcomes you have described align with the SS Gen Ed Area Learning Outcomes (ALOs). You have used direct measures for each outcome and have indicated that the Signature Assignments for each section represent indirect measures of the ALOs. In Outcomes 2 and 3, all or some aspects of the outcomes do not seem to be able to be well measured using multiple-choice questions on an exam. Outcome 2 requires students to apply psychological principles, concepts, and research skills to solve problems and demonstrate understanding of	Consider making your thresholds multi-tiered (e.g., 70% of students will score 70% or better). Your results are multi-tiered, but your thresholds are not. Also, please articulate the reasoning behind the thresholds you have indicated.	Your interpretation seems robust and logical based on the multiple-choice data you are gathering. However, since this data is not able to capture all aspects of ALOs 2 and 3, consider implementing additional measure(s) for those outcomes.	It is logical that no changes are needed while students are exceeding the thresholds required. However, since the data being gathered is not able to capture all aspects of ALOs 2 and 3, consider implementing additional measure(s) for those outcomes. Data gleaned from measuring ALOs 2 and 3 more robustly may help you identify additional actions to take.	[blank]

themselves. This applied knowledge can be demonstrated through writing or orally				

presenting, or through a project of some kind but cannot be adequately measured by multiple-choice answers. While much of Outcome 3 can be measured through a multiple-choice exam, it seems that students cannot demonstrate that they follow the APA code of ethics except by taking actions that require them to apply these ethics. On the other hand, for Outcome 1 multiple choice exam questions seem sufficient for measuring the type of knowledge being assessed.				

Many direct measures and some indirect measures (course grades) are described. You have included an excellent level of detail about the kinds of measures being used. The outcomes you have described align with the PS Gen Ed Area Learning Outcomes (ALOs).	Some of your thresholds are multi tiered, and some are not. Consider making them all multi-tiered. Also, please articulate the reasoning behind the threshold	It is not possible to determine whether the multi-tiered thresholds (i.e., 60% of students will score 70% or better) were met because only measure averages and course-grade averages are provided as results	Results that achieve thresholds need to be represented according to the established threshold requirements (not averages). Where action is indicated, you have described it and justified it well.	It is evident that much time, thought, and care has gone into designing course work that will help students achieve the ALOs in PS. The length of your report made it a bit unwieldy for both the creator(s) and the evaluators. Just a thought--using a narrative approach to reporting on assessment data and "loop-closure" could be more effective for providing the information in a way that is more meaningful for you.
Multiple measures are used for each outcome, including test or exam questions, homework assignments, thesis statements/persuasive essays, discussion posts, lab reports. However, as written, they're vague –	The thresholds – generally 70 or 80% correct – are reasonable, but not explained. Why were these chosen? Why are they different? They would also be more meaningful if they were	The interpretation here feels lackluster. Not much is given besides "students successfully demonstrated…" Could different actual performances (75%, 77%, 80% …) be interpreted in the same	Several notes are given for areas of improvement: additional lecture time, more emphasis. The "closing the loop" area is fantastic! The descriptions of new activities to engage and	This is a really solid effort with a lot of good evidence for student learning, assessment of teaching, and desire to improve! We know there is an effort between the science departments to re-work

examples of test questions or a little more detail about the assignments, discussions, etc., would be helpful. A better description of the measurement tools provides a clearer sense of the assessments performed in the effort to improve. The current learning outcomes are unfortunately limited in terms of being "actionable" or "measurable" – we know that's not something the instructors can change, but it is a concern.	all multi-stepped, e.g., 80% of students would score 70% or better. Only some of the thresholds appear to be multi-stepped. Note that there is some ambiguity in the rubric, so this may be what you're doing, but if so, it's unclear	ways? It would be helpful to clarify a meaning of "receive a passing grade of at least a "C" on their essays" – is there a grading rubric that can be included to help reviewers understand what a "C" is in this case? The note about analyzing student artifacts is helpful, but would fit better under "method of measurement," and additional details about regarding the analysis would also be helpful.	support students are excellent. In areas where "opportunities for improvement are still present," what is the plan to take advantage of those opportunities? Difficult to connect "Closing the Loop" with the current findings or assessment outcomes, especially where "slight improvement has been observed." Additional details in both areas would be helpful.	the outcomes, which is wonderful because the current learning outcomes are not "measurable." That said, this assessment did well with the tools available. However, the rubric – as completed here – is difficult to parse for us. Keep in mind that if the rubric does not serve you, you can modify it so that it does help you assess your work and make (or report) improvement efforts. You can also use a narrative format if you prefer. We just need to know what you're assessing (the outcomes), the measurements you're using to find out whether the outcomes have been met (exam questions, assignments, discussions, exit tickets, etc.), the target performance (how many will do how well?), the actual performance, how you interpret the performance, and what you have done/plan to do about it. The manner of telling us that is up to you.

H. Feedback Survey Response Data

1. Overall, the feedback I received was:
    a. 2022 – 28 responses (9)
        i. Helpful – 15 (7)
        ii. Neither helpful nor unhelpful – 6 (1)
        iii. Not helpful – 5 (1)
        iv. Didn't view – 2 (0)
    b. Open responses
        i. Helpful; provides a different perspective, pointed out critical missing points; highlighted good practices and improvements; need all the help I can get; helpful, but needs more specificity; thorough while identifying what was good and what needed improvement; feedback provided concrete examples of how to improve
        ii. Not helpful/not unhelpful – feedback was too brief and too general; feedback differed for programs in same area; need solutions/suggestions to issues highlighted; need additional training for consistent viewer feedback
        iii. Not helpful; reviewers were not the audience to which the report was written; feedback was wrong; reviewers really don't know our program; too checklisty – no detailed, specific justification; futile to use a standard rubric with such a wide variety of courses
2. Gen Ed Rubric
    a. Useful and effective – 7 (7)
    b. Somewhat useful and effective – 10 (1)
    c. Neither useful nor effective – 1 (1)
    d. Blank – 11
3. Getting feedback on assessment efforts
    a. Generally a good practice, current process is useful – 11
    b. Generally a good practice, process could be improved – 7
    c. Generally not a good practice – 5
4. Open feedback
    a. Training on how to write a quality biennial assessment report is needed
    b. Dump it