Measures of Success: The Why and How of WMU Essential Studies Assessment

Jonathan Bush
Western Michigan University, jonathan.bush@wmich.edu

Randy Ott
Western Michigan University, randy.ott@wmich.edu

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## WES by-the-numbers – Fall 2022

<table>
<thead>
<tr>
<th>Overall WES Course Portfolio</th>
<th>Total Courses: 388</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 1: 81</td>
</tr>
<tr>
<td></td>
<td>Level 2: 209</td>
</tr>
<tr>
<td></td>
<td>Level 3: 98</td>
</tr>
<tr>
<td>CAS: 264</td>
<td>CoA: 1</td>
</tr>
<tr>
<td>CEHD: 22</td>
<td>CEAS: 23</td>
</tr>
<tr>
<td>CFA: 27</td>
<td>CHHS: 24</td>
</tr>
<tr>
<td>HCOB: 15</td>
<td>LHC: 12</td>
</tr>
<tr>
<td>(Sections) Seats-filled:</td>
<td>(Sections) SCH Produced:</td>
</tr>
<tr>
<td>(648) 24,639</td>
<td>(648) 77,458</td>
</tr>
<tr>
<td>Level 1:</td>
<td>Level 2:</td>
</tr>
<tr>
<td>(271) 30,040</td>
<td>(312) 42,466</td>
</tr>
<tr>
<td>CAS: (407) 47,887</td>
<td>CoA: (3) 693</td>
</tr>
<tr>
<td>CEHD: (64) 4,928</td>
<td>CEAS: (29) 2,631</td>
</tr>
<tr>
<td>CFA: (29) 5,940</td>
<td>CHHS: (610) 8,335</td>
</tr>
<tr>
<td>HCOB: (51) 6,762</td>
<td>LHC: (5) 282</td>
</tr>
</tbody>
</table>

In Fall 2022, WES courses produced 43% of total WMU undergraduate student credit hours (SCH) (77,458/181,900).

Data analysis courtesy of Ewa Urban, Merze Tate College.
### WES by-the-numbers – Spring 2023

<table>
<thead>
<tr>
<th>Level 1: 82</th>
<th>Level 2: 210</th>
<th>Level 3: 98</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS: 264</td>
<td>CoA: 2</td>
<td>CEHD: 23</td>
</tr>
<tr>
<td>CEAS: 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFA: 27</td>
<td>CHHS: 24</td>
<td>HCOB: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LHC: 12</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(Sections) Seats-filled:</th>
<th>(Sections) SCH Produced:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(595) 20,879</td>
<td>(595) 66,088</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 1: (206) 21,710</th>
<th>Level 2: (293) 36,744</th>
<th>Level 3: (96) 7,634</th>
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</thead>
<tbody>
<tr>
<td>CAS: (383) 41,727</td>
<td>CoA: (1) 108</td>
<td>CEHD: (53) 3,823</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEAS: (31) 2,685</td>
</tr>
<tr>
<td>CFA: (24) 6,384</td>
<td>CHHS: (56) 5,832</td>
<td>HCOB: (40) 5,142</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LHC: (7) 387</td>
</tr>
</tbody>
</table>

In Spring 2023, WES courses produced 47% of total WMU undergraduate student credit hours (SCH) (73,844/157,182).

Data analysis courtesy of Ewa Urban, Merze Tate College.
Why is there so much assessment in WES?

- **Quality/Quantity**: Nearly 50% of our undergraduate course credit comes from WES courses. Our overall student experience depends on quality course offerings.
- **Accreditation**: HLC review includes evidence of a well-organized assessment program that focuses on continual improvement.
- **Recruitment**: WES is a major student recruitment tool. We need to ensure that it lives up to the external messaging.
Let's Back Up: The History of WES & Assessment

- WMU "General Education" had been in place for over 30 years without major revisions.
- 2010: Higher Learning Commission declared the program insufficient and "completely unassessed."
- Ad-hoc Gen-Ed Committee (2011-2016): WES was developed as a new concept:
  - Student-Centered and Flexible
  - Outcome-Focused (SLO).
- WES was designed from the beginning with assessment at its core: A "Continuous Improvement" Model.
WES Ongoing Assessment: What we collect

1. **Student Learning Outcomes (SLOs).** Designed to assess and understand the efficacy of the WES program in meeting stated SLOs. It is also a core component of our HLC responsibilities.
   - Overall and by level and category. Also considered within individual colleges and departments.

2. **WES Offerings and Course Information.** Designed to help colleges and departments make decisions about their WES offerings.
   - Current and trending course enrollments, Day/time distributions, Department and College WES course portfolios, and WES Course scheduling/modes of instruction.

3. **Department/Faculty-Provided Input.** Designed to help understand departmental perspectives on current WES courses and provide insight into shaping programs and courses.
   - Initial proposals and WES cyclic reviews (via curriculog): answers to prompts, example syllabi, WES course assessment plans.
WES Course Assessment: Three Review Moments.

• **Original Proposal or Revision**: Courses are created or revised at the department level and reviewed at the college and WES EA/CRAC (Faculty Senate) levels before entering the WMU Catalog.

• **Cyclic Review**: Following the review cycle, every course undergoes an interim 'check-up' with CRAC and submits answers and current syllabi and assessment plans.

• **4th Year Program Review**: All courses go through a comprehensive review every 4th year that results in a recommendation for continuance, revision, or removal.
The Four-Year Review Cycle: Cyclic Review

- Ongoing WES courses are assessed on a 4-year repeating cycle. This is the "continuous improvement" model.

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Area</th>
<th>Y1 (2021-22)</th>
<th>Y2 (22-23)</th>
<th>Y3 (23-24)</th>
<th>Y4 (24-25) Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing</td>
<td>Local/National</td>
<td>Global Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Societies and Culture</td>
<td>Science/Tech with lab</td>
<td>Artistic Theory &amp; Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Languages/Cultures</td>
<td>Science/Tech</td>
<td>Personal Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral/Digital</td>
<td>Inquiry/Engagement</td>
<td>Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Sustainability and D/I SLO’s reviewed during the regular review

- All WES courses submit one interim "cyclic review" during the cycle. Submission is not work-intensive: Example syllabi, assessment plan (same or revised), reflections on the course.
- Short process: Originator/chair and CRAC.
- The cyclic is not meant to be directly evaluative. It is a 'check-up' and a reminder that provides information that leads into the comprehensive 4th year program review.
**WES Course Assessment: 4th Year Review**

- All WES Assessment leads to the comprehensive *4th year review* of all current WES courses. Lead by WES EA and CRAC.
- AY 2024-2025 review will shape WES for the following 4-year cycle.
- Each WES course will be considered in relation to the following:
  - Course offering information (Is the course being offered regularly?)
  - Cyclic Review materials (Is the department adequately administering and monitoring the course?)
  - Ongoing Elearning Assessment submissions (Are instructors completing ongoing assessments in accordance with the assessment plan?).
- Results in a recommendation for each course:
  - Continue Course in WES
  - Revise or Move WES Course (category/SLOs/Levels)
  - Remove course from WES.

**NOTE:** SLO performance is NOT considered in relation to specific courses. It is ONLY used to provide information to inform recommendations for program shaping and improvement.
WES Program Assessment: 4th Year Review

• The review will also encompass two additional elements focused on ongoing and future effort to grow and revise WES programming.

• WES Program Shaping; questions including the following:
  • Do we have the right categories and levels?
  • Do we have the right SLOs?
  • Do we need additional SLOs?
  • Do we have the right rubrics?
  • Do we have the right mix of courses in each category/level?
  • Do we have gaps where we want to encourage new courses?

• WES SLO Trends; questions including the following:
  • Where do students perform well?
  • Where are there gaps or needs?
  • What SLOs are utilized/under-utilized by students?
  • How do our students progress through levels/areas/SLOs?

NOTE: SLO performance is NOT considered in relation to specific courses. It is ONLY used to provide information to inform recommendations for program shaping and improvement.
WES Assessment: Instructor Role

- Instructors are accountable for ensuring that WES courses include the identified SLOs.
- Every section of a WES course includes an Elearning assessment (not tied to grades) that needs to be completed and submitted.
- SLO data is used to create an overall image of how WMU students are learning and growing through the program. It is never used to assess teaching or in any personnel decisions.

Faculty are also tasked by their department chair to complete the WES cyclic review. (One per WES course, regardless of section #s).
WES Assessment: Departmental Role

• **Academic Departments and chairs** are accountable for the following tasks:

  • Maintaining accurate assessment plans and making them available to instructors.
  • Ensuring that all faculty understand course-specific SLOs and address them adequately in their courses and complete their semester Elearning assessment.
  • Submitting Cyclic Reviews during the appropriate academic year.
  • Submitting New and revised WES courses for CRAC review as needed.

Chairs should assign faculty members to complete cyclic reviews (**One per WES course, regardless of section #s**).
The (not-so) Big Finish: WES Resources

• **Student Resources:** [https://wmich.edu/essentialstudies](https://wmich.edu/essentialstudies)
  • Making WES Work for You
    (Video): [https://wmich.edu/essentialstudies/customize](https://wmich.edu/essentialstudies/customize)

• **Faculty Resources:**
  • WES Model (with links to categories and SLOs) [https://wmich.edu/facultysenate/wmuessentialstudies-interactivemodel](https://wmich.edu/facultysenate/wmuessentialstudies-interactivemodel)
  • Faculty Senate Guide to WMU Essential Studies [https://wmich.edu/facultysenate/wmuessentialstudies](https://wmich.edu/facultysenate/wmuessentialstudies)
  • Rubrics: [https://wmich.edu/facultysenate/wmuessentialstudies/wesrubrics](https://wmich.edu/facultysenate/wmuessentialstudies/wesrubrics)
  • Assessment Procedures [https://wmich.edu/facultysenate/wmuessentialstudies/wesassessment](https://wmich.edu/facultysenate/wmuessentialstudies/wesassessment)
  • Tutorials (Elearning - Small/Large Course options):
    • [https://wmich.edu/facultysenate/wmuessentialstudies/wmuessentialstudies-es-interactivetutorials](https://wmich.edu/facultysenate/wmuessentialstudies/wmuessentialstudies-es-interactivetutorials)

• **And now – questions and comments.**