

Annual Assessment Report

Department: GE Committee

Academic Year: 2023-2024

Date of Submission:

Department Chair: Telford Work

I. Response to the previous year PRC's recommendations

<ul style="list-style-type: none">● Item: Disaggregation of the GE Committee's data by critical demographic variables was admirable and appreciated.	Response: Thank you for acknowledging and appreciating our efforts.
<ul style="list-style-type: none">● Item: The PRC would like to see the GE Committee connect its findings to particular and specific recommendations, outcomes, and proposed changes.	Response: We appreciated this suggestion. While preparing this year's report, we paid special attention to actionable data-informed actions prompted by our assessment, especially for the Writing-Intensive syllabus area of the report.
<ul style="list-style-type: none">● Item: As the GE Committee intimated, it will be important to bring US faculty into greater communication and collaboration with the committee, but the PRC understands this was obfuscated by personnel issues.	Response: Your point is well taken by the GE Committee.
Notes:	

II A. Writing-Intensive GE Syllabi Audit

Program Learning Outcome	Writing-Intensive Courses: <i>Students will communicate in written form for a variety of purposes and audiences across the curriculum.</i>
Who is in Charge /Involved?	Dr. Sarah Skripsky, Writing Across the Curriculum (WAC) Coordinator The syllabus audit was conducted by the General Education Committee, including Drs. Felicia Song, Steve Butler, David Hunter, Jana Mayfield Mullen, Tatiana Nazarenko, Telford Work, and Tara Sturges, and with scoring support from Drs. Theresa Covich and Leonor Elias.
<u>Direct Assessment Methods</u>	
<u>Indirect Assessment Methods</u>	<p>Writing-Intensive courses comprise the largest area in Westmont's General Education program. While the Writing-Intensive (W-I) General Education requirement was developed in the 2010-2011 academic year, W-I syllabi have not been reviewed comprehensively by the GE Committee since then. In other words, while W-I syllabi were initially reviewed and approved by GE Committee members, those courses may have changed instructors and/or syllabi design since their addition to this GE category. To ensure integrity of the W-I component of our GE program (which contributes to student success and retention within our writing-intensive liberal arts program), an audit of relevant syllabi was conducted in 2023-2024 to ensure that courses designated as W-I are indeed meeting relevant GE criteria and that the syllabi also follow best practices for GE syllabi (practices that are modeled in the GE syllabi template).</p> <p>Writing conventions may vary by department (thereby enacting best practices of Writing in the Disciplines [WID]); however, consistent expectations for Writing Across the Curriculum (WAC) are formalized in our GE certification criteria, which support the integrity of the W-I GE area. Recent developments in writing pedagogy may also prompt instructors to revise the W-I certification criteria in our GE Combined Document after input from the GE Committee and relevant stakeholders (e.g., department chairs, W-I course instructors, and librarians and tutors who support these courses).</p> <p>The audit was designed to offer a careful review of W-I syllabi while distributing that labor among readers with varied expertise. Seventy-six course syllabi were audited. Each Writing-Intensive GE course syllabus in this report was evaluated by two faculty members or relevant administrators. Guided by a GE syllabus rubric (Appendix A) with W-I criteria listed, readers scored each criterion based on how well the syllabus met</p>

	<p>Westmont's standard GE syllabus criteria (criteria 1-5) or criteria for the Writing-Intensive GE area (criteria 6-10). All scores were archived in a spreadsheet available to department chairs working to improve W-I syllabi in their departments. A score of 1 in a given cell indicates the syllabus in that row met the criterion in that column; a score of 1.5 indicates uncertainty if the syllabus met the criterion completely; and a score of 2 indicates the criterion was not met (i.e., not addressed in the syllabus). To improve inter-rater reliability, scores were reviewed and revised until a disagreement rate of 20% or less was achieved by both readers when scoring each syllabus's two criteria sets (criteria 1-5 vs. criteria 6-10). Average scores for criteria 1-5 (standard criteria for GE syllabi) and criteria 6-10 (criteria specific to Writing-Intensive courses) were calculated and are reported in the tables in Sections I and II of this report.</p> <p>These tables (Appendix B, pp. 5-20) offer summary indications of the degree to which each group of syllabi (by department or division) met the two sets of criteria. The first section of the report includes tables with departmental results. The second section of the report gives summary outcomes for each division: Humanities (HUM), Social Science (SS), and Natural and Behavioral Sciences (NBS). Scores closer to 1 indicate that the group of syllabi, on average, met the expectations; scores closer to 2 indicate the opposite. Also included in each table is the percentage of unclear (1.5) or "fails to address the criteria" scores (2) for the two categories of criterion (1-5 and 6-10). The percentage indicates which syllabus group does not meet clearly the expectations for W-I courses.</p> <p><u>Limitations of this audit:</u> Unless teaching supplements were included in an archived syllabus, scorers did not have access to assignment handouts and rubrics; having access to such supplements may have improved scores for criteria 6-10. In addition, not all sections of each Writing-Intensive GE course were scored; in most cases, we scored the most recently archived copy of a syllabus.</p>
Major Findings	<p>Our 2023-2024 audit of W-I syllabi yielded some encouraging results but also helped us identify opportunities for curricular changes (e.g., delisting some courses from the W-I course list in order to focus W-I instruction within fewer courses in select departments) as well as for course-specific revisions (e.g., revising course learning outcomes [CLOs], writing assignments, and more). Initial recommendations for departments were provided under the tables in which results showed clear room for improvement. A key consideration for all departments was how to maintain or improve W-I instructional quality, whether within a current W-I course or a revised (potentially shorter) list of courses. The WAC Coordinator asked department chairs to review the</p>

	<p>report's results with department colleagues, especially W-I course instructors, with intent to either maintain or improve W-I course quality. Ideally, any request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. In addition, should enough department chairs initiate requests to delist one or more courses in their department from the W-I course list, the course cap for each W-I course retained by each department may be reduced to 25 or fewer students. Limiting W-I course sizes to 25 is a best practice in WAC programs nationally in order to support individualized instruction; lower caps of 15-20 are even more desirable, especially for courses such as ENG 002 (Introductory Composition) with underprepared students and/or students with widely varied preparation. Course caps must be approved by the Provost's Office; however, reducing the total number of W-I courses allows us to focus W-I instruction more strategically and potentially reduce faculty labor in both W-I courses (with reduced caps) as well as in delisted W-I courses (which may adopt less labor-intensive means of student learning assessment).</p>
<p>Closing the Loop Activities</p>	<p><u>The following Action steps were recommended by the GE committee and/or Dean Nazarenko in April/May 2024:</u></p> <ol style="list-style-type: none"> (1) Share the preliminary findings with department chairs to inform 2024-2025AY course planning (syllabus details). Offer resources to chairs to support departments reviewing their W-I course offering(s). Resources may include criteria-specific scores and comments from the audit spreadsheet as well as W-I GE certification criteria. (2) Ask department chairs to embed suggested edits to this report (in Google Docs) to allow them to lend their expertise to our reporting details and any action steps. (3) Clarify the GE Committee's intent to decouple Speech- and Writing-Intensive courses within the GE program. Offer this contextual information to chairs: The GE Committee is considering decoupling Writing-Intensive and Speech-Intensive courses. Unfortunately, Westmont does not have enough capacity in annual course offerings to retain a Speech-Intensive category at the GE level; the approx. capacity needed annually to retain a Speech-Intensive GE area would be approx. 360-400. Our main GE course serving this area is COM 015, and its capacity is approx. 60 annually. Therefore, it's unlikely that current Speech-Intensive courses will be retained for GE credit without reapplication to another GE category. Speech-intensive courses may be revised to meet GE criteria for Writing-Intensive courses or another current GE area, or they may be delisted from the GE program while still serving major

programs (with each department contributing to our Oral Comm. ILO assessments). If there is a viable way to retain Speech-Intensive GE area, the certification criteria and grading/evaluation criteria for this area will need development.

(4) Revisit this report with incoming GEC members by October 2024. Ask for their input in the Doc.

(5) Consider revision of Written Communication ILO language. For example, *should competence in writing conventions within a major area (or guild) be a clearer emphasis of the ILO?*

(6) Review certification criteria for W-I area after input from department chairs and GEC members. (For example, (1) “rewrites” phrasing could be clarified or cut; (2) length of writing requirements per class could also be clarified (by word count or equivalent); (3) may add rhetorical sensitivity and mobility to W-I and/or WLA certification criteria.

(7) For the registrar's course list, add ENG-104 to the WLA course offerings as a specific recommendation to serve as an alternative to ENG-002. *This recommendation needs further discussion with the GEC, Senate, and English department.*

(8) Perhaps as a prerequisite for junior standing, require completion of WLA (ENG-002 or equivalent). For WLA to be effective, it must be completed early in a student's progress.

(9) Send any ILO or criteria revisions from the GE Committee to the Academic Senate.

(10) Ask the Registrar to generate a W-I GE course list that includes color-coding for frequency of offerings as well as for courses that lack prerequisites (which are attractive to non-majors). An Excel spreadsheet with relevant data may be useful to advising faculty.

Collaboration and Communication

The WAC Coordinator and GE Committee members discussed the project in detail before embarking on the project and collectively adjusted the Syllabus Audit rubric for this purpose. The preliminary results of the WI syllabus audit were presented to the GE Committee by Dr. Skripsky on April 23rd and the final version of the report on October 22nd, 2024. Dr. Skripsky also discussed the WI Syllabi Audit results with all department chairs in Fall 2024. The GE Committee further discussed the findings of the report on November 1st, 2024. Lori Ann Banez was invited to the Committee's meeting to discuss oral communication skills of Westmont graduates. The committee will continue consultations with the Department of Communication Studies and the Academic Senate before making the final decision.

II B. Thinking Globally GE Syllabi Audit

Program Learning Outcome	Thinking Globally: <i>Students will be able to describe and analyze the dynamics of a particular artistic, economic, political, scientific, or social connections across cultural or regional boundaries.</i> This assessment was intended to support the collegewide institutional assessment of global awareness.
Who is in Charge /Involved?	The entire GE committee, including Drs. Song, Butler, Hunter, Mullen, Nazarenko, and Tara Sturges.
<u>Direct Assessment Methods</u>	
<u>Indirect Assessment Methods</u>	<p>The GE committee did a separate indirect assessment: an audit of course syllabi for courses that fulfill the Thinking Globally GE. This is their summary</p> <p>In the spring of 2024, the GE Committee conducted an audit of the following TG course syllabi of courses offered in the fall of 2023, ANT-115, ANT-135, ANT-140, COM-138, ED-105, ENG-044, ENV-001, HIS-082, HIS-121, IS-193, POL-020, RS-119, RS-142, and SOC-135 and also of the syllabi for courses offered in the spring of 2024, including EB-191, ENG-044, FR-150, HIS-181, MU-123, PHI-137, POL-020, and RS-120 RS-159. Additionally, the committee reviewed the syllabi for courses that were not offered in the 2023-20204 academic year; those syllabi include ART-23, EB-142, ED-105 (taught by another instructor) ENG-165, HIS-177, HIS-185, HIS-195, KNS-140, POL- 124, POL-150, and SP-150 course syllabi. The syllabi audit found that out of 33 course syllabi 22 TG courses complied with the GE requirements and ten courses needed minor updates.</p>
Major Findings	Most course syllabi meet the established requirements; several course syllabi required minor modifications. The Syllabi Audit Rubric is attached (Appendix C).
Closing the Loop Activities	Dr. Felicia Song, Committee Chair, reached out to respective faculty and department chairs regarding necessary revisions and received positive feedback from course instructors.
Collaboration and Communication The Committee worked collaboratively on the syllabi audit and also consulted Dr. Heather Keaney, Lead Assessment Specialist for Global Awareness ILO regarding three course syllabi.	

II C. GE Student Learning Outcome assessment

Program Learning Outcome	World History: <i>Students will acquire literacy in the histories of diverse peoples across the globe and reflect on the importance of world history for the Christian.</i> This assessment was intended to support the collegewide institutional assessment of global awareness.				
Who is in Charge /Involved?	Dr. Chapman led this effort as chair; Dr. Keaney and Dr. Robins were also very involved.				
<u>Direct Assessment Methods</u>	In 2023-24, the History department focused on the World History in Christian Perspective GE Learning Outcome assessment Drs. Chapman, Keaney and Robins were teaching HIS10 Perspectives on World History—the one course on campus that satisfies the World History in Christian Perspective requirement in Fall 2023. Each professor assigned the same short-essay question as part of our final exams. The question was: “Why is it important for Christians to study world history? Provide specific examples as part of your answer.” They drew up a rubric (Appendix D) to assess what the students wrote, and marked student essays accordingly.				
<u>Indirect Assessment Methods</u>					
Major Findings	The table below provides the raw results of the assessment.				
		Superior	Good	Fair	Inadequate
	<i>Understanding of the relationship between Christianity and global history</i>	HIS10-1: 14	HIS10-1: 10	HIS10-1: 2	HIS10-1: 0
		HIS10-3: 2	HIS10-3: 10	HIS10-3: 12	HIS10-3: 1
		HIS10-4: 20	HIS10-4: 7	HIS10-4: 3	HIS10-4: 0
		HIS10-6: 6	HIS10-6: 17	HIS10-6: 8	HIS10-6: 1
	<i>Ability to provide historical examples to support argument</i>	HIS10-1: 2	HIS10-1: 7	HIS10-1: 8	HIS10-1: 8
		HIS10-3: 5	HIS10-3: 6	HIS10-3: 9	HIS10-3: 5
		HIS10-4: 9	HIS10-4: 7	HIS10-4: 12	HIS10-4: 2
		HIS10-6: 7	HIS10-6: 12	HIS10-6: 2	HIS10-6: 11

The results show that 76% of our students showed a superior or good “understanding of the relationship between Christianity and global history, and 49% of our students showed a superior or good “ability to provide historical examples to support [their] argument.”

The faculty engaged in assessment were pleased with the 76% who did a good or better job of explaining the relationship between Christianity and the study of history. This strongly suggests that they are accomplishing the GE outcome of “reflect[ing] on the importance of world history for the Christian.” It was especially pleasing that many students were able to make several connections on this score. Most commonly, students connected world history to Christian truths about creation, fall, and redemption; to theological ideas such as shalom and common grace; to creation care; to love of neighbor; to human beings created in the image of God; and to virtues such as humility and empathy.

A measure of inter-rater reliability in this semester was not included in assessment, in large part because of overlapping sabbaticals for two out of the three History faculty involved in this assessment. However, the History faculty discussed the divergences in scores between the different sections. Part of the challenge for the first criterion especially was determining what merited a “point”—Dr. Chapman (who taught sections 1 and 4) was more satisfied with a student mentioning, say, that humanity is made in God’s image, while his more intellectually and theologically rigorous peers wanted more development of the idea before they counted it. This led to a fruitful discussion of what the bar should be for this course, in which History faculty concluded that they should be grateful for even a rudimentary grasp of some of these concepts in an introductory course like this, while also pushing for more. They certainly hope that there is further development of these ideas in other courses that they take at Westmont.

Students were not as able to provide historical examples for the points that they made. The faculty participating in this assessment were not sure why this was. It may have been a time issue in the exam—this question was just one short essay worth 10% of the exam, and so students may not have applied themselves to it as much as they might have. It may be that faculty need to spend more time in class connecting specific parts of the historical narrative that each of our courses provide to specific virtues or theological points. Some of the challenge is that doing the latter could easily feel forced.

Thankfully, the first part of the rubric—understanding the relationship between Christianity and history—which had the better scores, is the one at the core of the second half of the learning outcome that the History department faculty were assessing this year--“Students will acquire literacy in the histories of diverse peoples across the globe and reflect on the

	importance of world history for the Christian.” Even though a benchmark was not set before the assessment, faculty were pleased with 76% of our students in the superior or good categories.
Closing the Loop Activities	<p>Conclusions and Recommendations:</p> <ol style="list-style-type: none"> 1. Dr. Robins is assigning Shirley Mullen’s <i>The Courageous Middle</i>, with accompanying assignments and discussions, to help students think better about global and social engagement as Christians. 2. Dr. Keaney is going to emphasize the importance of note taking more, to ensure that students hold on to relevant theological-historical discussions from class. 3. Dr. Chapman is revising his HIS10 Perspectives class during his Spring 2025 sabbatical, and this will be a focus. 4. Dr. Robins is including an essay on the Christian liberal arts to her final exams. <p>Faculty are committed to continuing to find ways to incorporate this learning outcome into our classes in ways that connect it to the historical material (as has been our historic practice), rather than as stand-alone discussions.</p>
<p>Collaboration and Communication</p> <p>The History faculty collaborated on GE SLO World History assessment and discussed the results upon completing this project. The GE Committee reviewed the World History assessment and discussed the result at the November 19 meeting.</p>	

III. Follow-ups

Program Learning Outcome or Key Question	Should Serving Society be a GE requirement or a graduation requirement?
Who was involved in implementation?	For the past four academic years following the Westmont Decision Lab analysis under the guidance of Enrico Manlapig, the GE Committee has been exploring the opportunity to shift Serving Society from a General Education (GE) requirement to a graduation requirement. At the GE Committee level, the project was spearheaded by Steve Hodson in his capacity as a committee member and then committee chair. Hodson conducted an environmental scan of Serving Society requirements at peer institutions. One of his findings was that at peer institutions, serving society is not part of the General Education curriculum but a graduation requirement fulfilled predominantly through co-curricular activities.

	<p>The abovementioned findings were presented to faculty at Faculty Forum in Spring 2021 and faculty feedback was collected and analyzed by the GE Committee. Additionally, Representatives from the Academic Affairs and Student Life divisions, including two Provosts, VP of Student Life, Dean of Curriculum and Educational Effectiveness, Dean of Student Engagement, Campus Pastor, and others were involved in ongoing/further discussions about the Serving Society requirement.</p>
<p>What was decided or addressed?</p>	<p>In 2023-2024 the GE Committee finally completed this multi-year project focused on the status of the GE Serving Society area. Upon thorough consideration and extensive discussion, the GE Committee recommended shifting Serving Society from a GE requirement to a graduation requirement, and submitted a proposal to the Academic Senate.</p> <p><i>Making Serving Society a graduation requirement fulfills the following objectives:</i></p> <ol style="list-style-type: none"> 1) Serving Society opportunities for Westmont students will be expanded by including existing co-curricular services and experiences that engage the local community through the work of Ministry and Outreach in Student Life (e.g., Spring Break service trips, Urban Initiative local ministry, or Emmaus Road) which do not currently satisfy the GE requirement. 2) The graduation requirement will open opportunities for partnership with various organizations, which deliver services to under-resourced local communities and provide transformative volunteering experiences. 3) Time-consuming and resource-intensive formal assessment of the Serving Society area in accordance with WSCUC standards will not be required. <p>The following Student Life activities that count towards fulfilling the Serving Society/Cross-Cultural Communication graduation requirement include:</p> <ul style="list-style-type: none"> • Participation in Potter's Clay Spring Break Ministry/Service Trip • Participation in Urban Initiative's Spring Break in the City Ministry/Service Trip • Participation in Emmaus Road's global summer Ministry/Service trip

	These trips will be offered as a section of APP191SS (one for spring break trips and one for ER trips).
How were the recommendations implemented?	The Academic Senate brought the proposal to shift Serving Society from a GE requirement to a graduation requirement to the full faculty meeting for vote in Spring 2024. The proposal passed by a majority vote. Given that Serving Society is the principal part of the Compassionate Action category (consisted of Serving Society and Communicating Cross-Culturally) within the GE curriculum, it was also recommended eliminating this entire category from the GE curriculum. Eliminating the entire category will have fairly minor consequences because the number of students who choose to fulfill the category with Communicating Cross-Culturally is consistently small.
Collaboration and Communication The GE Committee collaborated with different individuals and groups of stakeholders while working on this project, including the Westmont Decision Lab analysis under the guidance of Enrico Manlapig, the Academic Senate, Student Life Division, the Registrar's Office, the Provost's Office and the full body of faculty.	

VI. Appendices

- A. GE Syllabus Audit Rubric for Writing-Intensive courses
- B. Report on the Writing-Intensive GE Syllabi Audit
- C. GE Syllabus Audit Rubric for Thinking Globally
- D. World History GE SLO rubric

Writing-Intensive GE Syllabi Audit, Fall 2023

Scoring:

Not clear = 1.5	Yes = 1	No = 2
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Note: Fractional scores are acceptable but not required

The syllabus meets the following criteria:	
1	Explicitly identifies the GE Writing-Intensive course as such
2	Follows the GE Syllabus Template
3	At least one Course Learning Outcome is <u>aligned</u> with the Writing-Intensive SLO [also the ILO]: <i>Students will communicate in written form for a variety of purposes and audiences across the curriculum.</i>
4	Course Learning Outcomes [related to writing] are measurable .
5	Course Learning Outcomes [related to writing] are manageable . (3-5 CLOs <u>total</u> are recommended for most courses.)
The syllabus provides a brief explanation of how the course meets all Writing-Intensive certification criteria:	
6	The course requires <u>sufficient writing</u> : at least 4 papers totaling at least 16 pages [or equivalent]. <u>Reviewers:</u> <i>Please tally the <u>minimum</u> number of required pages in each syllabus's writing assignments: note that tally in your scoring spreadsheet.</i> --Writing is <u>spread throughout the course</u> in a sequence of related assignments rather than concentrated in a large paper at the end. --These activities may include journal writing, article reviews, essays, research papers, scientific lab reports, business reports and plans, lab abstracts, paper revision and editing assignments, peer reviewing and editing, etc.
7	The course provides significant writing instruction or includes a substantive assignment in which students submit at least one <u>draft</u> for comments from the professor and then <u>revise</u> the draft to take account of these comments. <i>Rewrites are typically treated as 1/3 of the original. [NB: this last guideline is not a firm requirement].</i>

Writing-Intensive GE Syllabi Audit, Fall 2023

At minimum, students should be graded on the following criteria for writing assignments. (If these criteria are not present in a syllabus, faculty should add them to assignment documents and/or rubrics.)

- 8 their ability to construct a clear **central message** that includes purposeful and inviting ideas, insightful arguments and reasons to accept these arguments, relevant and substantive supporting material, and various audience-centered appeals;
- 9 the **organization** of their messages, providing appropriately creative introductions, compelling and strategic structure, smooth transitions, and an effective conclusion;
- 10 their **communication style**, engaging their audiences with discipline-appropriate language use and artfully constructed sentences.

Preliminary Report on the Writing-Intensive GE Syllabi Audit, 2023-2024 AY
General Education Program Assessment
Westmont College

Prepared by Sarah Skripsky, Writing Across the Curriculum (WAC) Coordinator
with assistance from Tatiana Nazarenko, Dean of Educational Effectiveness, and Julian Paley, Assessment Management System
Coordinator and Data Analyst,
and input from the 2023-2024 General Education Committee (Felicia Song, Chair, and Steve Butler, David Hunter,
Jana Mayfield Mullen, Tara Sturges, and Telford Work)
with scoring support from Theresa Covich, Instructional Services Librarian, and Leonor Elias, Professor of Spanish

Summer 2024 (revised)

INTRODUCTION

Writing-Intensive courses comprise the largest area in Westmont's General Education program. While the Writing-Intensive (W-I) General Education requirement was developed in the 2010-2011 academic year, W-I syllabi have not been reviewed comprehensively by the GE Committee since then. In other words, while W-I syllabi were initially reviewed and approved by GE Committee members, those courses may have changed instructors and/or syllabi design since their addition to this GE category. To ensure integrity of the W-I component of our GE program (which contributes to student success and retention within our writing-intensive liberal arts program), **an audit of relevant syllabi was conducted in 2023-2024 to ensure that courses designated as W-I are indeed meeting relevant GE criteria and that the syllabi also follow best practices for GE syllabi (practices that are modeled in the GE syllabi template).**

Writing conventions may vary by department (thereby enacting best practices of Writing in the Disciplines [WID]); however, **consistent expectations for Writing Across the Curriculum (WAC) are formalized in our GE certification criteria, which support the integrity of the W-I GE area.** Recent developments in writing pedagogy may also prompt instructors to revise the W-I certification criteria in our GE Combined Document after input from the GE Committee and relevant stakeholders (e.g., department chairs, W-I course instructors, and librarians and tutors who support these courses).

The audit was designed to offer a careful review of W-I syllabi while distributing that labor among readers with varied expertise. Each Writing-Intensive GE course syllabus in this report was evaluated by two faculty members or relevant administrators, including members of the General Education committee as well as Theresa Covich (Instructional Services Librarian and English faculty), Leonor Elias (Modern Languages faculty), Tatiana Nazarenko (Dean of Educational Effectiveness), and Sarah Skripsky (English faculty and WAC Coordinator).

Guided by a GE syllabus [rubric](#) with W-I criteria listed, readers scored each criterion based on how well the syllabus met Westmont's standard GE syllabus criteria (criteria 1-5) or criteria for the Writing-Intensive GE area (criteria 6-10). **All scores were archived in a spreadsheet available to department chairs working to improve W-I syllabi in their departments;** the tab with your department name includes relevant scores and comments. A score of 1 in a given cell indicates the syllabus in that row met the criterion in that column; a score of 1.5 indicates uncertainty if the syllabus met the criterion completely; and a score of 2 indicates the criterion was not met (i.e., not addressed in the syllabus). To improve inter-rater reliability, scores were reviewed and revised until a disagreement rate of 20% or less was achieved by both readers when scoring each syllabus's two criteria sets (criteria 1-5 vs. criteria 6-10). Average scores for criteria 1-5 (standard criteria for GE syllabi) and criteria 6-10 (criteria specific to Writing-Intensive courses) were calculated and are reported in the tables in Sections I and II of this report.

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criterion (1-5 and 6-10). The percentage indicates which syllabus group does not meet clearly the expectations for W-I courses.

Our 2023-2024 audit of W-I syllabi yielded some encouraging results but also helped us identify **opportunities for curricular changes** (e.g., delisting some courses from the W-I course list in order to focus W-I instruction within fewer courses in select departments) as well as for course-specific revisions (e.g., revising course learning outcomes [CLOs], writing assignments, and more).

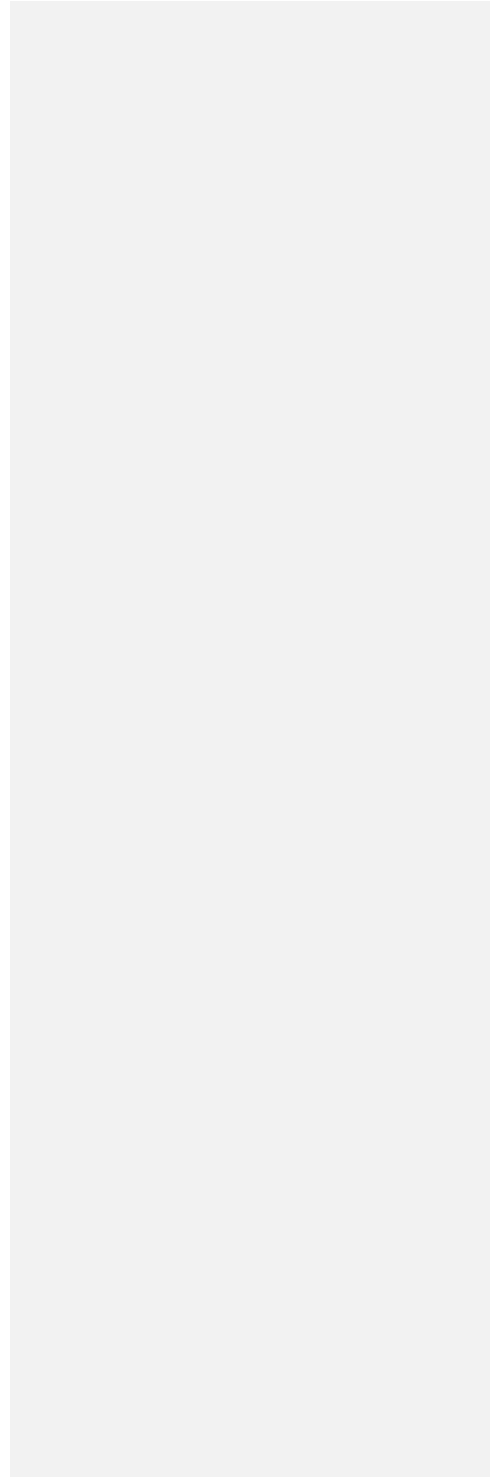
Limitations of this audit: Unless teaching supplements were included in an archived syllabus, scorers did not have access to assignment handouts and rubrics; having access to such supplements may have improved scores for criteria 6-10. In addition, not all sections of each Writing-Intensive GE course were scored; in most cases, we scored the most recently archived copy of a syllabus. Department chairs should be mindful of these limitations when discussing next steps with department colleagues, the GE Committee, and Dean Nazarenko.

Initial recommendations for departments are provided under the tables in which results showed clear room for improvement. **A key consideration for all departments is how to maintain or improve W-I instructional quality**, whether within a current W-I course or a revised (potentially shorter) list of courses. **Each department chair should review this report's results with department colleagues, especially W-I course instructors, with intent to either maintain or improve W-I course quality.** Ideally, any request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. (The procedure for delisting a GE course is detailed [here](#).) In addition, should enough department chairs initiate requests to delist one or more courses in their department from the W-I course list, **the course cap for each W-I course retained by each department may be reduced to 25 or fewer students.** Limiting W-I course sizes to 25 is a best practice in WAC programs nationally in order to support individualized instruction; lower caps of 15-20 are even more desirable, especially for courses such as ENG 002 (Introductory Composition) with underprepared students and/or students with widely varied preparation. Course caps must be approved by the Provost's Office; however, reducing the total number of W-I courses allows us to focus W-I instruction more strategically and potentially reduce faculty labor in both W-I courses (with reduced caps) as well as in delisted W-I courses (which may adopt less labor-intensive means of student learning assessment).

Additional recommendations for the GE Committee and relevant administrators are included in Section III of this report. These recommendations may undergo revision after input from department chairs and other stakeholders.

Commented [1]: The title listed in the catalog for ENG-002 is "Composition." Do we want to omit "Introductory" here?

SECTION I: DEPARTMENTAL RESULTS WITH INITIAL RECOMMENDATIONS



Art (H)

The table below reports scores for the Art courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
ART-131-1	0%	0%	1	1
Total	0%	0%	1	1

Based on the scores in the table, the syllabus for ART-131-1 meets the expectations for criteria 1-5 and criteria 6-10.

Biology (NBS)

The table below reports scores for the Biology courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
BIO-114-1	0%	100%	1	1.65
Total	0%	100%	1	1.65

Based on the scores in the table, the syllabus for BIO-114-1 meets the expectations for criteria 1-5 but not for criteria 6-10. **Please revise this syllabus to meet W-I criteria.** To revise for perfect scores of "1", the department chair may consult the audit [spreadsheet](#) and relevant notes.

Commented [2]: I'm in agreement with the recommendation.

Commented [3R2]: Thank you, Meagan. As you can see, ART-131 is meeting all the criteria for W-I courses.

Commented [4]: @mstirling@westmont.edu , Please ask Lisa DeBoer if she would object to a reduced course cap of 25, which we are trying to make the new cap for all W-I courses.
Assigned to mstirling@westmont.edu

Commented [5R4]: We could prioritize enrollment for ART and PHI majors and release other seats after those enrollments.

Commented [6R4]: Lisa is fine with capping the enrollment at 25.

Commented [7R4]: Good to hear. Thanks!

Commented [8]: Apologies for the very late communication - Bio folks had a chance to look over the findings and we will be able to make the necessary changes to items 6-10. Thanks.

Commented [9R8]: Thanks!

Chemistry (NBS)

The table below reports scores for the Chemistry courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
CHM-121-1	20%	20%	1.1	1.05
CHM-121L-1	20%	20%	1.1	1.05
Total	10%	20%	1.1	1.05

Based on the scores in the table, the syllabi for Chemistry meet the expectations for criteria 1-5 and criteria 6-10. *To revise for perfect scores of "1", the department chair may consult the audit [spreadsheet](#) and relevant notes.*

Communication Studies (H)

The table below reports scores for the Communication Studies courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
COM-101-1	50%	100%	1.35	1.65
COM-103-1	0%	80%	1	1.4
Total	25%	90%	1.175	1.525

Based on the scores in the table, the syllabi for Communication meet the expectations for criteria 1-5 but not criteria 6-10. **Please revise to meet criteria; one course may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course.** Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#).

Commented [10]: I generally agree with the assessment.
Addressing 5: Manageable CLO - this largely speaks to Steve Contakes's style of teaching. The class is very intense, but it's only taken by upper division chemistry majors, it's a relatively small (usu. under 20) class and Steve provides an extraordinary level of support, feedback and 1-on-1 instruction.
Addressing the lack of page/word counts in syllabus: I can ask Steve what this usually comes out to, but page/word counts are not something we would want to add to a syllabus seen by students. Good chemistry technical writing values efficiency and clarity above all else. Students are learning to write exactly as much as is necessary and no more. Making them hit word/page counts is counter productive.

Commented [11R10]: Thanks for your feedback, Amanda. While I understand the value placed on efficiency in writing for the sciences, it's important that all Writing-Intensive courses require a minimum page count of 16 (or word count of approx. 4000 words, or equivalent standard) in order to meet GE certification requirements. I appreciate you following up with Steve re: his requirements for CHM-121/121L students. It's possible for multimedia presentations and/or statistical tables (etc.) to fulfill some of the page/word requirements for original writing.

Commented [12]: COM 103 - this is a writing intensive class. We will work on having syl include the elements you might need (or have back up documentation) for the next time you review these courses. Our next dept meeting is on Oct 7th and we will discuss!

Commented [13R12]: Thank you, Lesa, for your reply. Am I correct that your department will plan to retain COM 103 as writing-intensive but not to retain COM 101 in this GE area?

Commented [14R12]: BOTH will be WSI

Commented [15R12]: we believe it was a syl issue, not a course issue!

Commented [16R12]: Got it--thanks!

Computer Science (NBS)

The table below reports scores for Computer Science courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
CS-130-1	40%	100%	1.4	1.9
CS-195-1	100%	100%	2	2
Total	70%	100%	1.7	1.95

Based on the scores in the table, the syllabus for Computer Science does not meet the expectations for criteria 1-5 nor criteria 6-10. **Please revise to meet criteria; one course may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course.** Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#).

Commented [17]: Thank you for this!

We have adjuncts teaching CS-130-1 this semester. They are teaching the course as SI and have updated their syllabus accordingly.

CS-195 is our Senior Seminar that all our CS and DA majors take in their senior year. I will work with the instructor to make sure the syllabus is updated.

Commented [18R17]: Thank you for your helpful reply, Maryke, and for ensuring that CS-195 is updated to meet the W-I criteria.

Commented [19R17]: @mvanderwalt@westmont.edu : It's possible that coding work could be counted as written communication in your discipline. Please connect with the GE Committee if you'd like to discuss this topic. Here's some relevant language from our e-mail correspondence: "One complexity with meeting GE criteria for a Writing-Intensive course is how we define 'writing' in various departments. For instance, it's possible that the software design happening in CS-130 could be considered discipline-specific writing. We rely on your colleagues' expertise to define 'writing' in ways that are accurate to CS and also meaningful to student learning. Regardless of how you define 'writing' in CS courses, the syllabi should clearly communicate how the course/s are meeting GE criteria."

Economics and Business (SS)

The table below reports scores for the Economics and Business courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
EB-103-1	40%	40%	1.3	1.2
EB-140-1	100%	0%	1.9	1
EB-160-1	80%	20%	1.55	1.2
EB-191-1	40%	20%	1.4	1.15
EB-192-1	50%	20%	1.45	1.15
Total	62%	20%	1.52	1.14

Based on the scores in the table, the syllabi for Economics and Business do not meet the expectations for criteria 1-5 nor criteria 6-10. **Please revise to meet criteria; up to four EB courses may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course/s.** Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#). *Tentative recommendation: Based on its thematic focus, we recommend retaining EB-103 in this GE area. When fewer W-I courses are offered in a single department, it is more likely that we can lower course caps to a desirable level (25 as WAC standard). In addition, reducing the number of W-I courses in a department allows library partners to support a single course (such as KNS-072) in a stable partnership over time, which is beneficial for students as well as instructors.*

Commented [20]: @noell@westmont.edu , @rifland@westmont.edu : Please add comments to indicate whether you agree with the recommendations under the data table and/or to provide additional information.
Assigned to noell@westmont.edu

Commented [21]: We will be updating each of our syllabi to bring them into compliance with your recommendations. We do not wish to delist any of the courses from W-I

Commented [22R21]: @rifland@westmont.edu , @noell@westmont.edu : Thank you for your reply. Please provide a rationale for retaining all 5 of these courses in this GE area, or reconsider the recommendation to reduce the list.

Education Program (SS)

The table below reports scores for the Education Program courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
ED-100-1	30%	70%	1.2	1.65
ED-101-1	30%	70%	1.2	1.65
ED-105-1	10%	60%	1.1	1.6
Total	23.3%	66.7%	1.167	1.633

Based on the scores in the table, the syllabi for the Education Program largely meet the expectations for criteria 1-5 but not for criteria 6-10. **Please revise to meet criteria; 1-2 courses may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course/s.**

Engineering (NBS)

The table below reports scores for the Engineering courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
EN-196-1	70%	70%	1.55	1.65
Total	70%	70%	1.55	1.65

Based on the scores in the table, the syllabus for EN-196-1 does not meet the expectations for criteria 1-5 nor criteria 6-10. **Please revise to meet criteria.**

Commented [23]: We appreciate the feedback and will revise the syllabi to meet criteria 6-10. ED100/101 has had less consistency due to the number of adjunct teaching it in recent years. We will also look to see if the number of course outcomes can be revised while still meeting state requirements. Thanks!

Commented [24R23]: Thank you, Carolyn and colleagues.

Commented [25]: Dan Jensen and I will collaborate to improve the course syllabus as we co-teach this course along with the physics majors who take PHY-195. As a first pass we will improve the language to clarify the writing-intensive nature of this course, provide clearer expectations, and provide guidance on writing effective papers.

Commented [26R25]: Thank you, Bob and Dan, for working to ensure that PHY-195 meets our Writing-Intensive GE criteria.

English (H)

The table below reports scores for the English courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
ENG-006	20%	70%	1.2	1.35
ENG-006	100%	20%	1.95	1.1
ENG-006WA-1	0%	20%	1	1.1
ENG-007H-1	0%	80%	1	1.5
ENG-007HWA-OL1	0%	20%	1	1.1
ENG-014-1	70%	100%	1.5	1.9
ENG-060	20%	10%	1.2	1.05
ENG-060	0%	20%	1	1.1
ENG-087-1	0%	10%	1	1.05
ENG-101-1	0%	20%	1	1.2
ENG-104	20%	20%	1.2	1.1
ENG-111-1	40%	0%	1.4	1
ENG-112-1	20%	0%	1.2	1
ENG-113-1	40%	70%	1.4	1.45
ENG-117WA-1	0%	0%	1	1
ENG-131-1	60%	30%	1.4	1.2
ENG-132	0%	20%	1	1.2
ENG-141-1	30%	80%	1.25	1.5

ENG-142-1	40%	80%	1.25	1.4
ENG-143-U1	40%	20%	1.4	1.1
ENG-152-1	0%	10%	1	1
ENG-165	0%	40%	1	1.277777778
ENG-167-1	0%	10%	1	1.05
ENG-183-1	0%	40%	1	1.3
ENG-185-G1	100%	90%	2	1.65
ENG-192-1	50%	40%	1.35	1.2
ENG-195-G1	100%	100%	1.89	1.9
Total	27%	37.8%	1.244	1.251

Based on the scores in the table, the syllabi for English largely meet the expectations for criteria 1-5 and for criteria 6-10. **Please revise to meet criteria; the majority of ENG courses listed above may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course/s.** Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#). *Tentative recommendation: consider delisting ENG courses with a "WA" designation which are unlikely to be taught by current faculty and which currently meet 2-3 GE requirements each. Discuss additional options with department colleagues.*

French (H)

There are no Writing-Intensive courses for French.

Commented [27]: Our department will discuss the best way forward. At minimum, we should retain the courses which also apply to the Writing Minor.

Commented [28R27]: @tnazarenko@westmont.edu , The English Department supports the recommendation to delist ENG courses with "WA" designation from the Writing-Intensive GE category.

Commented [29R27]: Additional course review can be included in English Dept. planning discussions in Spring 2025 once Rebecca McNamara returns from England Semester.

History (SS)

The table below reports scores for the History courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
HIS-198-1	90%	80%	1.55	1.4
Total	90%	80%	1.55	1.4

Based on the scores in the table, the syllabus for HIS-198-1 does not meet the expectations for criteria 1-5 nor the expectations for criteria 6-10. **Please revise.**

Commented [30]: As indicated in your report, since none of the supplementary instructions were included with the syllabus, it makes sense that the score is so low. Students write a 25-30 page paper in weekly steps with feedback all through the semester. Our next syllabus simply needs to reflect that. I have no concern that the course actually does the work of a writing intensive course. In an effort to simplify the syllabus, we lost track of the language of GE. Good reminder!

Commented [31R30]: Thank you, Marianne, for providing this context and for working to ensure that the next HIS-198 syllabus meets the criteria.

Commented [32R30]: You are very welcome Sarah! Thank you for doing the hard work of reading all the syllabi. My apologies for running away from the requirements of the syllabus.

Commented [33R30]: Thanks again, Marianne, for following up. I was one of a team of scorers reviewing the syllabi. Due to the volume of courses being audited last year (the largest in any GE Committee audit), we were not able to "drill down" into supplemental teaching materials, which would have offered a more holistic picture of each course. I am confident that your department can offer quality W-I instruction for students in ways that a syllabus alone may not express.

Interdisciplinary Studies (SS)

The table below reports scores for the Interdisciplinary courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
IS-020H-1	0%	80%	1	1.4
IS-010H-1	80%	90%	1.6	1.444
Total	40%	85%	1.3	1.422

Based on the scores in the table, the syllabi for Interdisciplinary Studies somewhat meets the expectations for criteria 1-5 and for criteria 6-10. **Please revise syllabi to clarify how IS-020H-1 meets W-I criteria when taken after completing IS-010H-1.**

Commented [34]: @jcovington@westmont.edu , kindly reply when possible.
Assigned to jcovington@westmont.edu

Commented [35]: Thanks for this. If needed, I'm happy to undertake to revise the syllabi to clarify how IS-020H meets the criteria. That said, it appears that the sort of information that might be deemed insufficient in the syllabus is included in writing prompts for specific assignments. Is it necessary to spell it out in the syllabus as well? Also, what is the timeline for revising syllabi?

Commented [36R35]: Thanks, Jesse. Ideally, each syllabus (serving a GE category) should detail how the course is meeting the GE certification criteria for that category. Syllabus revisions should be made before the start of the next academic term. (We recognize that supplemental / assignment documents may offer a fuller picture of the course that our audit did not capture.) Thanks for your help.

Commented [37]: Thanks for sending this. We will need to discuss this as a department to determine if this class will continue to be the best class for WSI. I think that our KNS-166 also fulfills WSI as it is in particular speech intensive class, with each student completing multiple talks. In addition, we may contemplate having KNS-105 become a WSI in place of KNS-072 as students write 30-40 pages over the course of the semester.

Commented [38R37]: Thanks, Tim. The GE Committee is in the process of decoupling Writing-Intensive and Speech-Intensive courses, and it's unlikely that Speech-Intensive courses will be retained for GE credit. Rather, speech-intensive instruction (via oral comm. outcomes) will be assessed in major departments. As you discuss curricular options with colleagues, I wanted you to have this context in mind.

Commented [39R37]: @tvanhaitsma@westmont.edu -
RE: KNS 105, you may recall that we got 2 of 4 units of this course approved for Writing Minor credit in order to accommodate a KNS major with scheduling conflicts. Here are my relevant notes from that process: "While KNS 105 is not typically a Writing Minor course, nor is it yet approved as a Writing-Intensive GE course, I learned from Dr. Van Haitsma that it is one of the KNS courses with the most substantive writing expectations. I reviewed the KNS 105 syllabus and requested some additional details; thankfully, I can confirm that the writing expectations in KNS 105 meet the majority of Westmont's criteria for a GE Writing-Intensive course (and indeed, are nearly at the threshold for meeting all of the criteria)."

Kinesiology (NBS)

The table below reports scores for the Kinesiology courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
KNS-072-1	0%	30%	1	1.2
Total	0%	30%	1	1.2

Based on the scores in the table, the syllabus for Kinesiology meets the expectations for criteria 1-5 but does not quite meet criteria 6-10. **Please revise to meet criteria fully.** To revise for perfect scores of "1", the department chair may consult the audit [spreadsheet](#) and relevant notes.

Mathematics (NBS)

The table below reports scores for the Mathematics courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
MA-108-1	10%	10%	1.05	1.05
MA-110-1	0%	80%	1	1.375
MA-136-1	20%	10%	1.15	1.025
Total	10%	33.3%	1.067	1.15

Based on the scores in the table, the syllabi for Mathematics largely meet the expectations for criteria 1-5 and for criteria 6-10. **Please revise to meet criteria fully.** To revise for perfect scores of "1", the department chair may consult the audit [spreadsheet](#) and relevant [notes](#).

Music (H)

The table below reports scores for the Music courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
MU-0121-1	0%	0%	1	1
Total	0%	0%	1	1

Based on the scores in the table, the syllabus for MU-121-1 meets the expectations for criteria 1-5 and for criteria 6-10.

Commented [40]: Thank you; I will work with the instructors to address the issues mentioned in the spreadsheet.

Commented [41R40]: Thank you, Maryke, for following up with relevant instructors. If you wish to delist any of these courses from the Writing-Intensive GE category, please contact Tatiana and also follow this procedure: <https://westmont.egnyte.com/d/KKtXCWw4qy>

Commented [42]: Thank you Sarah, and the committee for your work on this! Glad to know that MU-1221 meets the expectation.

Commented [43R42]: Thanks, Ruth. Glad for your department's good work in this area.

Philosophy (H)

The table below reports scores for the Philosophy courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
ART/PHI-131	0%	0%	1	1
PHI-195-1	0%	0%	1	1
Total	0%	0%	1	1

Based on the scores in the table, the syllabus for PHI-195-1 meets the expectations for criteria 1-5 and for criteria 6-10. In addition, PHI-131 (cross-listed with ART-131) meets both sets of expectations.

Commented [44]: @taylor@westmont.edu : No action needed. Thanks!
Assigned to taylor@westmont.edu

Physics (NBS)

The table below reports scores for the Physics courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
PHY-022-1	60%	60%	1.3	1.25
PHY-024-1	60%	60%	1.3	1.25
Total	60%	60%	1.3	1.25

Based on the scores in the table, the syllabi for Physics somewhat meet the expectations for criteria 1-5 and for criteria 6-10. **Please revise to meet criteria fully.** *To revise for perfect scores of "1", the department chair may consult the audit [spreadsheet](#) and relevant notes.*

Commented [45]: One straightforward way for us to improve is to make sure that the syllabi for these courses correctly follow the GE syllabus template. Another might be to explicitly include guidance for writing effective scientific papers (including abstracts, introductions, and interpretive discussion) in the syllabus.

Commented [46R45]: Thank you, Bob, for following up to ensure that these courses meet Writing-Intensive GE criteria.

Political Science (SS)

The table below reports scores for the Political Science courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
POL-112-1	30%	20%	1.25	1.10
POL-131-1	0%	40%	1.00	1.20
POL-132-1	0%	10%	1.00	1.05
POL-140-1	0%	0%	1.00	1.00
POL-113-1	0%	60%	1.00	1.30
POL-108-1	0%	60%	1.00	1.30
Total	5%	20%	1.04	1.16

Based on the scores in the table, the syllabi for Political Science nearly meet the expectations for criteria 1-5 but not for criteria 6-10. **Please revise to meet criteria fully; the majority of these courses may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course/s.** Ideally, a request to delist a course from the W-I GE category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#). *When fewer W-I courses are offered in a single department, it is more likely that we can lower course caps to a desirable level (25 as WAC standard). In addition, reducing the number of W-I courses in a department allows library partners to support a single course (such as KNS-072) in a stable partnership over time, which is beneficial for students as well as instructors. Tentative recommendation: retain POL-140 in this GE category. Consider reducing other course offerings in this GE category.*

Commented [47]: @tknecht@westmont.edu : Please add comments to indicate whether you agree with the recommendations under the data table and/or to provide additional information.
Assigned to tknecht@westmont.edu

Commented [48R47]: Is the suggestion to only have one writing-intensive class (POL 140?)? Given that Dr. Covington is only teaching part-time in the Department, we feel we need more coverage than one class. We'll discuss bringing our syllabi up to code.

Commented [49R47]: @tknecht@westmont.edu : For the reasons listed below the table, it is helpful to reduce the number of W-I courses being offered in each department. With that said, students must have sufficient opportunity to take a Writing-Intensive course inside their major area. Are there some W-I courses best suited to your majors' writing development that should be retained? Conversely, are there some less suitable courses that may be delisted from the W-I GE area with consent of your department colleagues? If you wish to delist any POL courses from the Writing-Intensive GE category, please contact Tatiana and also follow this procedure:
<https://westmont.egnyte.com/d/KKtXCWw4qy>

Psychology (NBS)

The table below reports scores for the Psychology courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
PSY-013-1	40%	60%	1.40	1.30
PSY-013L-1	40%	60%	1.40	1.35
PSY-120-1	0%	100%	1.00	1.50
PSY-120L-1	0%	100%	1.00	1.50
PSY-197-1	20%	100%	1.40	1.35
PSY-198-1	20%	80%	1.20	1.70
Total	23%	83%	1.233	1.475

Based on the scores in the table, the syllabi for Psychology somewhat meet the expectations for criteria 1-5 but not for criteria 6-10. **Please revise to meet criteria fully; the majority of these courses may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course/s.** Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#). *Tentative recommendation: retain PSY 013 and PSY013L in this category (as noted as preference of department chair); revise to meet criteria fully. Consider reducing other course offerings in this GE category.*

Commented [50]: We will proceed with the recommendation to drop PSY-120 and PSY-197/198. Gwen will also update her syllabus to meet the expectations for criteria.

Commented [51R50]: Thank you, Ron (and Gwen). Please use this link to access the procedure for delisting GE courses, and begin this process when you are ready:

<https://westmont.egnyte.com/dl/KKtXCWw4qy>

Commented [52R50]: Hi Sarah, The instructions are not clear. Do I send the list of courses to delist to the registrar's office?

Commented [53R50]: @tsturges@westmont.edu , @tnazarenko@westmont.edu , Please advise Ron about how to begin this procedure.

Commented [54R50]: Hi Ron and Sarah - I am working on this now and will get back to you with updates. Thanks!

Religious Studies (H)

The table below reports scores for the Religious Studies courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
RS-180-1	20%	70%	1.1	1.325
RS-125W	100%	40%	1.95	1.2
Total	60%	55%	1.525	1.2625

Based on the scores in the table, the syllabi for Religious Studies do not meet the expectations for criteria 1-5 but somewhat meet the expectations for criteria 6-10. Syllabi for RS 125, 127W, 129W, 131W, and 135 were not available for scoring. **Please revise regular W-I course offerings in RS to meet criteria fully; the majority of other RS courses (infrequently offered) may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course/s.** Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#). *Tentative recommendation: As a GE Committee member in Spring 2024, Telford Work explained that, historically, RS-180 was a co-taught senior seminar but has recently been offered infrequently due to low enrollment and/or the need to redirect faculty to other staffing needs. Other RS courses (designated as "W" courses) have functioned as "stopgap" courses to serve the W-I area of the GE. The RS department should review the current situation and make a recommendation to the GE Committee when ready. Perhaps RS-180 could become a topics course based on instructor expertise while retaining W-I emphasis. If taught by one instructor at a time, RS-180 would be more likely to be approved by the Provost as an annual offering, which could allow RS majors to count on this course for the W-I requirement in the major.*

Commented [55]: I'm happy to support this recommendation at this point. After we know the situation with hiring in our dept (we currently have two open tenure-track positions; we are waiting to hear from the Provost if either or both will be filled) we'll be able to review and make dept decisions.

Commented [56R55]: Thank you for reply, Holly. We will keep this recommendation in the report for now. Please let Tatiana know if your department makes other plans for Writing-Intensive courses in the future.

Sociology/Anthropology (SS)

The table below reports scores for the Sociology and Anthropology courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
AN-145	0%	100%	1	1.55
SOC-171	10%	80%	1.05	1.45
Total	5%	90%	1.025	1.5

Based on the scores in the table, the syllabi for Sociology largely meet the expectations for criteria 1-5 but not for criteria 6-10. **Please revise to meet criteria fully; one of these courses may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course.**

Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#). *Tentative recommendation: retain SOC-171 in this category; revise to meet criteria **fully**.*

Commented [57]: Thank you! We're in ongoing conversation about the status of our AN classes overall, and I'll be sure this is addressed if we offer AN 145 in the future. I'd also just like to note that criteria 6-10 are typically addressed in our rubrics and paper prompts, not necessarily explicitly/fully in the syllabus, itself. Thus, the rubric used for this assessment may not be capturing the full story of how the classes are fulfilling the WSI requirements.

Commented [58R57]: Thank you, Meredith. At this stage of department life, would you support retaining SOC-171 as the only Writing-Intensive GE course in the your department? Will it be offered frequently enough to serve all your majors?
@mwhitnah@westmont.edu

Commented [59R57]: Thanks, Sarah. No, we also need to keep AN-145 on the list as well, while we sort out the status of the anthro curriculum/Cross-Cultural Track. Similar to SOC 171 for our other two tracks, AN 145 is currently required for students on our Cross-Cultural Track, and those students need a WSI course in the major. Instead, I propose ensuring the syllabus for AN 145 (which was last taught by an adjunct) is in line with the GE requirements.

Commented [60R57]: Thanks again, Meredith.

Spanish (H)

The table below reports scores for the Spanish courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
SP-100-1	0%	80%	1	1.8
Total	0%	80%	1	1.8

Based on the scores in the table, the syllabus for SP-100-1 meets the expectations for criteria 1-5 but not for criteria 6-10. **Please revise to meet criteria fully.** To revise for perfect scores of "1", the department chair may consult the audit [spreadsheet](#) and relevant notes.

Theater Arts (H)

The table below reports scores for the Theater Art courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
TA-145-1	0%	0%	1	1
TA-120	100%	70%	2	1.35
TA-121	40%	60%	1.4	1.3
Total	46.7%	43.3%	1.466	1.216

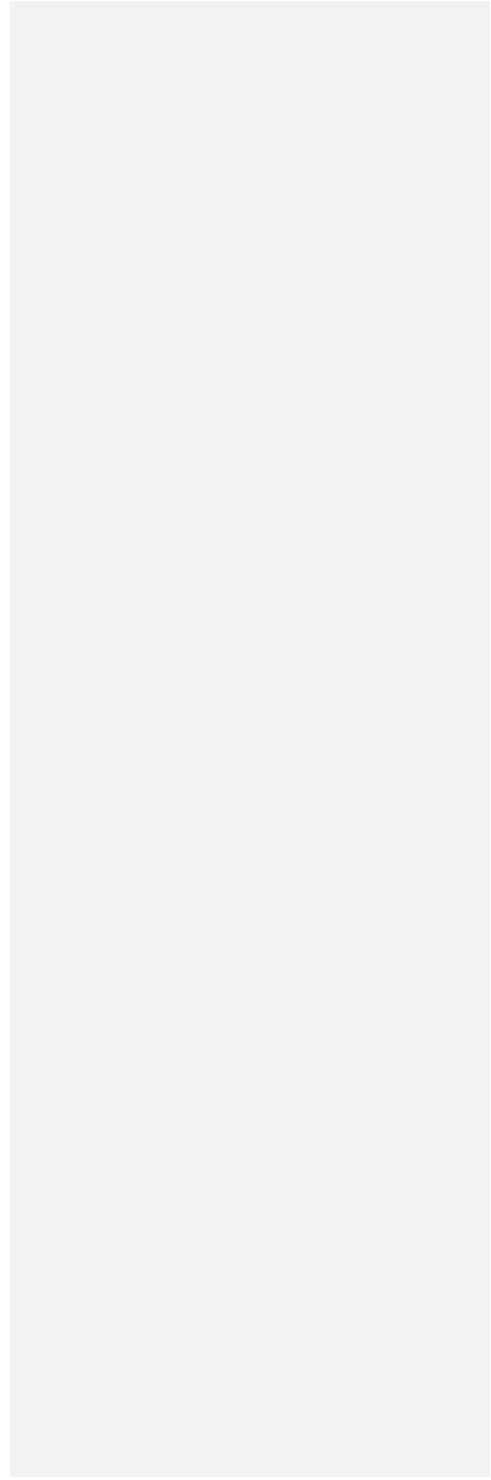
Based on the scores in the table, the syllabi for Theater Arts partially meet the expectations for criteria 1-5 and for criteria 6-10. **Please revise to meet criteria fully; one or more of these courses may be delisted from this GE area as long as majors have sufficient opportunity to take the remaining course/s.** Ideally, a request to delist a course from the W-I GE course category should be initiated by the department chair after consulting with colleagues, including all W-I course instructors in their department. The procedure for delisting a GE course is detailed [here](#). *Tentative recommendation: retain TA-145 (Writing for Performance) in this category due to thematic focus and its contribution to both the Theatre Arts major and the Writing Minor. In addition, TA-124 (not available for scoring) may be delisted after a review initiated by the department chair's request.*

Commented [61]: Thank You very much for this information. The department will make changes to ensure that syllabi for TA 120 and 121 correspond to the GE template for WI courses. TA 124 has not been taught for many years, so we may delist or drop the course entirely. Thank you again.

Commented [62R61]: Thanks, John. Am I right that your department plans to retain TA 120, 121, and 145 as Writing-Intensive? @blondell@westmont.edu

Commented [63R61]: Thanks, John. Am I right that your department plans to retain TA 120, 121, and 145 as Writing-Intensive? @blondell@westmont.edu

SECTION II: RESULTS BY ACADEMIC DIVISION



H**umanities**

The table below reports scores for the Humanities courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
Total	27.9%	40.0%	1.247	1.261

Based on the scores in the table, the syllabi for Humanities somewhat meet the expectations for criteria 1-5 and for criteria 6-10. **Departmental recommendations are included in Section I.**

Natural and Behavioral Sciences

The table below reports scores for the Natural and Behavioral Sciences courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
Total	30%	64.4%	1.241	1.405

Based on the scores in the table, the syllabi for Natural and Behavioral Sciences partially meet the expectations for criteria 1-5 and for criteria 6-10. **Departmental recommendations are included in Section I.**

Social Sciences

The table below reports scores for the Social Sciences courses.

	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 1-5	% of Scores That Indicate the Syllabus is Either Unclear or Fails to Address the Criteria 6-10	Average of Criteria 1-5	Average of Criteria 6-10
Total	27.8 %	46.7 .5%	1.22 67	1.29

Based on the scores in the table, the syllabi for Social Sciences somewhat meet the expectations for criteria 1-5 and for criteria 6-10. **Departmental recommendations are included in Section I.**

SECTION III: ADDITIONAL RECOMMENDATIONS FOR THE GENERAL EDUCATION COMMITTEE AND RELEVANT ADMINISTRATORS

Action steps recommended by the GE committee and/or Dean Nazarenko in April/May 2024:

- (1) Share the preliminary findings with department chairs to inform 2024-2025AY course planning (syllabus details). Offer resources to chairs to support departments reviewing their W-I course offering(s). Resources may include criteria-specific scores and comments from the audit [spreadsheet](#) as well as W-I GE certification criteria.
- (2) Ask department chairs to embed suggested edits to this report (in Google Docs) to allow them to lend their expertise to our reporting details and any action steps.
- (3) Clarify the GE Committee's intent to decouple Speech- and Writing-Intensive courses within the GE program. Offer this contextual information to chairs: *The GE Committee is considering decoupling Writing-Intensive and Speech-Intensive courses. Unfortunately, Westmont does not have enough capacity in annual course offerings to retain a Speech-Intensive category at the GE level; the approx. capacity needed annually to retain a Speech-Intensive GE area would be approx. 360-400. Our main GE course serving this area is COM 015, and its capacity is approx. 60 annually. Therefore, it's unlikely that current Speech-Intensive courses will be retained for GE credit without reapplication to another GE category. Speech-intensive courses may be revised to meet GE criteria for Writing-Intensive courses or another current GE area, or they may be delisted from the GE program while still serving major programs (with each department contributing to our Oral Comm. ILO assessments). If there is a viable way to retain Speech-Intensive GE area, the certification criteria and grading/evaluation criteria for this area will need development.*
- (4) Revisit this report with incoming GEC members by October 2024. Ask for their input in the Doc.
- (5) Consider revision of Written Communication ILO language. For example, *should competence in writing conventions within a major area (or guild) be a clearer emphasis of the ILO?*
- (6) Review certification criteria for W-I area after input from department chairs and GEC members. (For example, (1) "rewrites" phrasing could be clarified or cut; (2) length of writing requirements per class could also be clarified (by word count or equivalent); (3) may add rhetorical sensitivity and mobility to W-I and/or WLA certification criteria.
- (7) For the registrar's course list, add ENG-104 to the WLA course offerings as a specific recommendation to serve as an alternative to ENG-002. *This recommendation needs further discussion with the GEC, Senate, and English department.*
- (8) Perhaps as a prerequisite for junior standing(?), require completion of WLA (ENG-002 or equivalent). For WLA to be effective, it must be completed early in a student's progress.
- (9) Send any ILO or criteria revisions from the GE Committee to the Academic Senate.
- (10) Ask the Registrar to generate a W-I GE course list that includes color-coding for frequency of offerings as well as for courses that lack prerequisites (which are attractive to non-majors). *An Excel spreadsheet with relevant details may be useful to advising faculty.*

Commented [64]: we have opposed this (COM) for years.

Commented [65R64]: @Istern@westmont.edu : Unfortunately, I do not have oversight of this decision. Please contact the GE committee if you would like to discuss this matter.

Commented [66]: Another option: partner with other major/minor programs so that COM 015 retains relevance beyond its own department.

Commented [67R66]: @Istern@westmont.edu : Tatiana has suggestions for possible partnerships between COM and other major programs.

Commented [68]: @Istern@westmont.edu : Please review these possible next steps, and let the GE committee know if you would like to proceed with any of them.
Assigned to Istern@westmont.edu

GE Thinking Globally Syllabus Audit

Fall 2023- Spring 2024

Scoring:

Not clear = 0	Yes = 1	No = 2
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Note: Fractional scores are scores are acceptable but not required

[illegible]

	Superior	Good	Fair	Inadequate
<i>Understanding of the relationship between Christianity and global history</i>	Provided 2 or more reasons for why Christians should study world history and was able to ground them clearly in particular aspects of Christian theology.	Provided 2-3 reasons for why Christians should study world history, but the theological grounding for the explanations was not strong.	Provided 1-2 reasons for why Christians should study world history, and the theological grounding for the explanations was not strong.	Provided no reasons for why Christians should study world history.
<i>Ability to provide historical examples to support argument</i>	Provided clear historical examples to support each point.	Provided clear historical examples to support most points.	Historical examples were inaccurate, vague, or not tied to specific points.	Provided no historical examples.