

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

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Summer 2024 (revised),
April 2025 (updated with more input from 2024-2025 GE Committee and department chairs)

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, the 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 the 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.

These tables 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.

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.

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.

- Per chair correspondence, the Art Department plans to continue offering ART-131 as a Writing-Intensive course; the department is to be commended for excellence in W-I syllabus design. In keeping with best practices for WAC courses, **the department is encouraged to consider reducing the course cap to 25** (with instructor and chair consent, and with Provost approval). If this reduction is not feasible, or simply for more support, the department is encouraged to **partner with instructional librarians and Writers' Corner tutors** to support student writers' development.

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.

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](#).

- Per chair correspondence, COM-103 will be retained as a W-I course and will be revised to meet relevant criteria. Plans for COM-101 will be discussed by the department.

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](#).

- Per chair correspondence, CS-195 (Senior Seminar) will be retained as a W-I course and will be revised to meet relevant criteria. Plans for CS-131 will be discussed by the department; it has been revised recently to meet Speech-Intensive 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](#). *Preliminary 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.*

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.**

- Per chair correspondence, ENG-196 will be retained as a W-I course and will be revised to meet relevant 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](#). *Preliminary 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.*

French (H)

There are no Writing-Intensive courses for French.

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.**

- Per chair correspondence, HIS-198 will be retained as a W-I course, and its syllabus will be revised to meet relevant criteria. The HIS-198 instructor is confident that this course is meeting W-I standards based on supplementary documents not reviewed with the syllabus. In addition, the department is considering seeking W-I certification for HIS-099.

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 meet 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.**

- Per correspondence with the Augustinian Scholars Program director, Jesse Covington, the IS-010/IS-020 course sequence will be retained with W-I certification, and the syllabi will be revised to meet relevant criteria. Based on supplementary documents not reviewed with the syllabi, it is likely that this course sequence is meeting W-I 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.*

- Per chair correspondence, KNS-072 is being restructured as a 4-unit course rather than a 2-unit course, which should improve opportunities for student writers' development. In addition, the department is considering whether KNS-105 may be submitted for W-I certification, and whether KNS-166 may be submitted for Speech-Intensive certification.

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.*

- Per chair correspondence, the Math Department is following up on necessary revisions; in addition, they may submit a request to delist one course from W-I status.

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.

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
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.

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.*

- Per chair correspondence, both PHY-022 and PHY-024 will be retained as W-I courses and will be revised to meet relevant 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.* Preliminary recommendation: retain POL-140 in this GE category. Consider reducing other course offerings in this GE category.

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](#). *Preliminary 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.*

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](#). *Preliminary 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.*

- Per chair correspondence, the Religious Studies Department will consider adopting RS-180 as a rotating topics course with a single instructor; this course could service the W-I “Inside the Major” requirement for RS majors with regularity.

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
SOC-180	20%	100%	1.2	1.7
Total	15%	90%	1.125	1.575

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](#). *Preliminary recommendation: retain SOC-171 in this category; revise to meet criteria fully.*

- Per chair correspondence, all three of these courses will be retained as W-I courses and will be revised to meet relevant criteria.

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](#). *Preliminary 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 at the department chair's request.*

SECTION II: RESULTS BY ACADEMIC DIVISION

Humanities

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	27.4%	49.5%	1.221	1.320

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:

- (1) Completed: Shared the preliminary findings with department chairs to inform course planning, including syllabus revisions. Offered resources to chairs to support departments reviewing their W-I course syllabi. Resources included W-I GE certification criteria as well as criteria-specific W-I scores and comments from the audit [spreadsheet](#).
- (2) Completed: Invited department chairs to embed suggested edits in the preliminary report (in Google Docs), which allowed them to lend their expertise to our reporting details and action steps. Nine departments submitted feedback in this format, and the report spurred additional conversations with the GE Committee and other stakeholders. Relevant feedback is summarized in Section II of this document within bulleted items.
- (3) WSI Restructuring (Approved) and Related Recommendations:
 - (a) Based on a GE Committee proposal reviewed by Academic Senate and approved by full-faculty vote in Spring 2025, [Westmont has decoupled Speech- and Writing-Intensive courses within the GE program \(effective Fall 2026\)](#). This restructuring also revises the decoupled categories as follows: Writing-Intensive courses will become Written Communication (WC) courses with two (not three) required WC courses (Writing for the Liberal Arts, and Writing Inside the Major); moreover, Speech-Intensive courses will become Oral Communication (OC) courses, with one required course. Among other benefits, these changes are likely to benefit transfer students in alignment with the new CAL-GETC.
 - (b) As part of this decoupling process, [The certification criteria and student learning outcome were created for the Oral Communication GE area and revised for the Written Communication GE area](#).
 - (c) Pending: 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?* This questions merits discussion by the GE Committee and/or Academic Senate.
 - (d) Pending: Require completion of WLA (ENG-002 or equivalent) early in a student's degree progress. The GE Committee should consult with the registrar and Academic Senate about next steps. One method of enforcing this requirement would be to require WLA course completion as a pre-requisite for enrolling in other W-I courses. While an instructor of another W-I course could waive this pre-requisite (or allow co-requisite enrollment), that instructor would be aware that the student had not yet completed a foundational WLA course.

- (e) Pending: Ask department chairs to identify courses that may be delisted from W-I certification and/or converted to Oral Communication (OC) courses, effective Fall 2026. See Section II for relevant recommendations specific to various departments.

- (i) Rationale: Reducing the total number of W-I courses will help Westmont to be more strategic with this area of GE instruction and will focus faculty labor and academic support labor (including librarian and tutor support) more effectively on remaining courses.
- (ii) Contextual Data for Additional Action: Based on registrar-generated data, Westmont has improved steadily in our utilization of available seats in W-I courses over the past 3 academic years. The aggregate data is as follows:

		% Utilized
Semester	Fall 2022	55%
	Spring 2023	62%
	Fall 2023	54%
	Spring 2024	69%
	Fall 2024	59%
	Spring 2025	74%

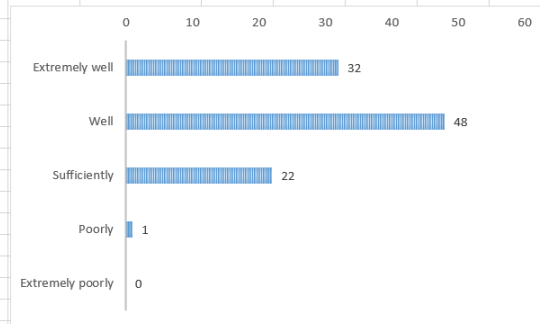
- (iii) Pending: With a reduced number of W-I courses, and also with improved utilization of available seats in W-I courses, it would be desirable for the GE Committee to make a proposal to the Provost and Academic Senate to **reduce the caps for remaining W-I courses to a maximum of 25**, per best practices in Writing Across the Curriculum (WAC) programs.
- (f) Pending: 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.*
- (g) Pending: 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.*

(4) Highlights from the GE Program Senior Survey, Spring 2025 (with data relevant to W-I courses):

- (a) The GE Program Senior Survey of Spring 2025 shows a **high level of student satisfaction with W-I courses**. These encouraging results are displayed in the subsections below and reinforce the vital role that W-I courses serve in students' academic and pre-professional development.
- (b) With only one exception, seniors who completed question 13 of this survey (n=103) report that our W-I courses have "equipped [them] with the ability to write well" (with 32 seniors reporting that these courses have equipped them "extremely well", 48 reporting being equipped "well", and 22 reporting being equipped at a "satisfactory" level). The only negative result is from a single senior reporting being equipped "poorly" to "write well". In sum, these are very positive results.

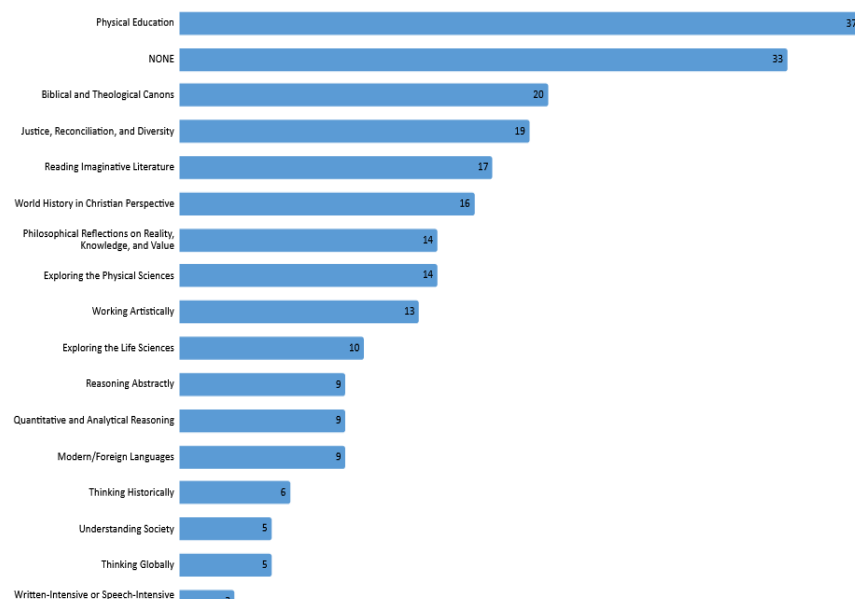
13. Competence in a field can help secure you an entry-level position. But in most fields, you need to be able to write well in order to advance. Have the writing-intensive courses equipped you with the ability to write well?

Extremely well	32
Well	48
Sufficiently	22
Poorly	1
Extremely poorly	0



- (c) Of all the GE areas, W-I courses are those that seniors are least likely to recommend dropping from the GE program ($n=3$ of 239 total responses to the question “**Are there any General Education areas that should be dropped?**”). Again, this is a very positive result that demonstrates a high level of student satisfaction with W-I courses.

Physical Education	37	15%
NONE	33	14%
Biblical and Theological Canons	20	8%
Justice, Reconciliation, and Diversity	19	8%
Reading Imaginative Literature	17	7%
World History in Christian Perspective	16	7%
Philosophical Reflections on Reality, Knowledge, and Value	14	6%
Exploring the Physical Sciences	14	6%
Working Artistically	13	5%
Exploring the Life Sciences	10	4%
Reasoning Abstractly	9	4%
Quantitative and Analytical Reasoning	9	4%
Modern/Foreign Languages	9	4%
Thinking Historically	6	3%
Understanding Society	5	2%
Thinking Globally	5	2%
Written-Intensive or Speech-Intensive Courses	3	1%
Total (minus "NONE")	206	86%



- (d) In summary, **W-I courses are valuable to students' academic and pre-professional development. As such, they merit ongoing support from the Provost's office, department chairs, academic support staff, and other administrators.** These stakeholders also benefit from ongoing communication with each other as they share expertise and resources (for teaching and assessment) and respond to a range of challenges (not least, the rise of generative AI tools). **Such communication, resourcing, and responsiveness are made possible with support from a range of stakeholders:**
- (i) the Provost's office (by offering grants for faculty development activities, by retaining a WAC Coordinator, and by funding Writers' Corner tutoring),
 - (ii) the WAC Coordinator (who leads faculty development workshops and reading groups, and who supports pedagogy and assessment),
 - (iii) librarians (i.e., Theresa Covich and Diane Zilliotto, among other instructional librarians who teach Information Literacy competencies relevant to W-I courses—e.g., source finding, evaluation, and integration in written communication),
 - (iv) Dean Nazarenko and the GE Committee (who hold instructors accountable to relevant criteria via assessment), and
 - (v) Writers' Corner tutors (who offer vital support to peers during their writing processes).