

# Annual Report 2023-2024

Admissions, Standards & Student Affairs Committee

Mark Denniston, Committee Chair  
May 30, 2024

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## Committee Information

### *Membership*

Shaun Adamson – Library

Dustin Birch – Faculty Senate Executive Committee Liaison (Spring Semester)

Sari Byerly – Ex Officio (Spring Semester)

Jim Cohen – Science

Mihail Cocos– Science

Shelly Costley – Health Professions

Mark Denniston – Social & Behavioral Science, Chair

Jennifer Duenaz– Student

Mary Foss – Faculty Senate Executive Committee Liaison (Fall Semester)

Amanda Geilman – Ex Officio

Saori Hanaki – Education

David Hartwig – Arts & Humanities

Cori Horne - Ex Officio

Leslie Howerton - Arts & Humanities

Cambri Hunt – Student (proxy)

Blake Nielson– EAST

Jessica Oyler – Administration

Leslie Park – Ex Officio (Fall Semester)

Alvaro La Parra Perez – Business & Economics

Scott Teichert – Ex Officio

Kaitlyn Trips – Student

Taylor Ward – Health Professions

McKenzie Wood - Social & Behavioral Science, Vice-Chair

### Committee Purpose

The Admissions, Standards and Student Affairs Committee shall be concerned with standards for admission, retention and graduation from the University and policies pertaining to student affairs.

### Meeting Schedule

Fall Semester: September 29, November 3, December 1

Spring Semester: January 26, February 23, March 29

**Total Meetings: 6**

### Meeting Attendance

Member	09/29 2023	11/03 2023	12/01 2023	01/26 2024	02/23 2024	03/29 2024
Shaun Adamson	Present	Proxy	Present	Proxy	Present	Present
Dustin Birch	NA*	NA*	NA*	Excused	Present	Present
Sari Byerly	NA**	NA**	NA**	Excused	Present	Present
Jim Cohen	Present	Present	Present	Present	Present	Present
Mihail Cocos	Present	Present	Present	Present	Present	Present
Shelly Costley	Present	Present	Present	Present	Present	Present
Mark Denniston	Present	Present	Present	Present	Present	Present
Jennifer Duenaz	Absent	Absent	Absent	Absent	Absent	Absent
Mary Foss	Present	Present	Present	Excused	Proxy	Proxy
Amanda Geilman	Excused	Proxy	Present	Excused	Excused	Proxy
Saori Hanaki	Present	Present	Present	Present	Excused	Present
David Hartwig	Present	Present	Present	Present	Present	Present
Cori Horne	Present	Present	Present	Excused	Present	Present
Leslie Howerton	Present	Present	Present	Present	Present	Present
Cambri Hunt	Absent	Absent	Absent	Absent	Absent	Absent
Blake Nielson	Present	Present	Present	Present	Present	Present
Jessica Oyler	Present	Present	Excused	Excused	Proxy	Proxy
Leslie Park	Present	Present	Present	Excused	Present	Present
Alvaro LaParra Perez	Present	Present	Present	Present	Present	Present
Scott Teichert	Present	Excused	Absent	Absent	Present	Present
Kaitlyn Trips	Present	Absent	Present	Absent	Absent	Present
Taylor Ward	Excused	Proxy	Present	Present	Present	Present
McKenzie Wood	Present	Present	Present	Present	Excused	Present

\*Dustin Birch substituted for Mary Foss as Executive Committee Liaison during Spring 2024 when Foss was on sabbatical

\*\*Sari Byerly, new AVP for Student Pathways, did not begin employment at WSU until Spring 2024 (January 16th)—when she took over Ex Officio position for Leslie Park (who then filled in for Jessica Oyler as proxy several times)

Taylor Ward was on maternity leave for most of Fall 2023 semester.

### *ASSA Charges*

ASSA was tasked with the following charges in 2023-24:

**Charge 1.** Review policy changes recommended by the Registrar's Office (Ongoing)

**Charge 2.** Review policy changes as recommended by the Director of the Student Success Center (Ongoing)

**Charge 3.** Explore the role financial literacy plays in student success at WSU. Review FAFSA Data on the impact of 4 year scholarships:

- a. Explore the impact of recent scholarship changes (e.g., 4-year scholarships, 125% threshold, new stacking rules, etc.) on student recruitment, retention, and persistence.
- b. Is it functioning as intended – retaining students?

**Charge 4.** Review the Faculty authored textbooks data.

- a. Determine where data should be housed.
- b. Determine what data should be collected.
- c. Determine how many faculty authored texts are in use.
- d. Determine how faculty have chosen to divest.(new)
- e. Review faculty education related to data collection and divestment

**Charge 5.** Explore issues related to Canvas testing migration fallout: Including images in exams, Accommodations for students with disabilities, Assessment, [and] Student issues

**Charge 6.** Canvas add-ons that allow Testing Centers and Disability Services to access student testing accommodations without requiring access to the entire Canvas course should be adopted and paid for by the university

**Charge 7.** Review students' access to healthcare services in the Summer if enrolled in the Fall.

**Charge 8.** Review the use of retention scores and/or initiatives to address DFIW rates/bottleneck in courses and how this information is being applied.

**Charge 9.** Determine if WSU should pursue the designation of a "Polytechnic University" as defined in USHE Policy R-312 Section 3.8: "Polytechnic" means instruction in the industrial arts, applied sciences, or technical subjects. Currently, Utah Tech University is listed as the only Polytechnic University in section 5.3.3: "Southern Utah University, Utah Valley University, and Weber State University are regional universities with a broad focus. Utah Tech University is a regional university with a polytechnic focus. Utah State University's statewide campuses also fill a regional university role in its service regions.

**Charge 10.** Work with CE liaisons to ensure college-level quality in CE courses is enforced.

**Charge 11.** Benchmark USHE schools that offer low cost or no cost designations related to OER course materials in the course catalog or course schedule to determine the feasibility of implementing this change.

**Charge 12.** Create a policy that addresses best practices for verification of identity and regular substantive interactions with students in online courses

### *Subcommittees*

ASSA employed nine subcommittees this year. Their membership was as follows:

**Charge #1 Subcommittee: Review policy changes recommended by the Registrar's Office (Ongoing): Consider registration priority (and waitlist priority)**

Saori Hanaki (Chair), Shelly Costley, Cori Horne (Registrar), Mark Denniston

**Charge #3 Subcommittee: Review FAFSA data on the impact of 4-year scholarships.**

Jim Cohen (Chair), Dave Hartwig, Leslie Howerton, Kaitlyn Trips (student), Leslie Park (ex officio), McKenzie Wood (ASSA Vice-Chair)

**Charge #4 Subcommittee: Review the faculty authored textbooks data.**

Alvaro LaParra Perez (Chair), Jim Cohen, McKenzie Wood (ASSA Vice Chair)

**Charges #5 and #6 Subcommittee: Canvas testing migration fallout and Disability Services access.**

Leslie Howerton (Chair), Saori Hanaki, Jessica Oyler (Administration), Mary Foss

**Charge #7 Subcommittee: Student access to healthcare service in Summer.**

Mike Cocos (Chair), Blake Nielson, Jessica Oyler (Administration), Mary Foss (EC)

**Charges #8 and #12 Subcommittee: Retention Scores, DFIW, Identity Verification and RSI**

Taylor Ward (Chair), Alvaro LaParra Perez, Leslie Park (ex officio), Mark Denniston

**Charge #9 Subcommittee: Polytechnic Proposal**

Shelly Costley (Chair), Dave Hartwig, Mike Cocos, Kaitlyn Trips (student), Jessica Oyler (Administration), Mark Denniston (ASSA Chair)

**Charge #10 Subcommittee: College-level Quality in CE**

Dave Hartwig (Chair), Shaun Adamson, McKenzie Wood (ASSA Vice-Chair)

**Charge #11 Subcommittee: OER course materials**

Shaun Adamson (Chair), Leslie Howerton, Mary Foss (EC Liaison)

*Exemplary Service/Special Assignments*

The ASSA Committee cooperated and collaborated effectively in making decisions, and were motivated to fulfill our numerous charges efficiently. Eight members—**Jim Cohen, Mike Cocos, Shelley Costley, Mark Denniston, David Hartwig, Leslie Howerton, Blake Nielson,** and **Alvaro LaParra Perez**—attended every meeting.

**Shaun Adamson, Mike Cocos, Jim Cohen, Shelley Costley, Saori Hanaki, Leslie Howerton, Alvaro LaParra Perez** and **Taylor Ward** chaired subcommittees to collect information and draft language to address charges for the ASSA Committee. **Blake Nielson** served as scribe for Committee minutes for each meeting. **McKenzie Wood** served as Vice-Chair for the ASSA Committee.

## Committee Accomplishments

### *2023-2024 Charges—Progress and Results*

**Charge 1: Review policy changes recommended by the Registrar’s Office (Ongoing).**

Two main items emerged this year from this standing charge.

- A) Tammy Nguyen and her team developed a proposal, endorsed by the Registrar’s Office, to amend PPM to remove the requirement of an ACT score for admission to the WSU Early College Programs. The Committee considered this proposal at its November meeting, and approved it unanimously with one abstention. The proposal subsequently passed Faculty Senate. The proposal is attached as Appendix A as a stand-alone pdf file.
- B) The Office of the Registrar had received requests over several years for priority registration from 4 different groups including: 1) Freshmen and sophomore students in the SSS (Student Support Services) and SSS-STEM; 2) Wildcat Scholars; 3) First Year Students; and 4) WSU Online. The Chair assembled the Charge 1 Subcommittee, led by Saori Hanaki, to consider what should be done with these requests.

Since implementation of new ‘priority registration’ requires PPM 6-3 change, ‘reserved seating’ and ‘waitlist priority’ (priority within a waitlist itself) functions have been identified as more viable options. These functions can be based on major, class standing, etc. that can be set by the departments.

In Spring 2024, the Office of the Registrar secured a contract with Ferrilli Consultants and reviewed the reserved seating functionality in detail. They are still waiting on the consultants to help us address an existing Banner defect impacting this functionality and will not be able to pilot reserved seating until it's addressed. Once that's resolved, a pilot this fall for a selection of Spring 2025 courses will be completed. If all goes well with the pilot, the reserved seating functionality will be launched to departments campus-wide for Summer and Fall 2025 registration.

This charge needs to be continued for the 2024-25 academic year.

**Charge 2: Review policy changes as recommended by the Director of the Student Success Center (Ongoing).**

No proposals submitted from the Director of the Student Success Center. We did welcome Sari Byerly, the new AVP for Student Pathways, to Weber State during Spring 2024 semester. She filled the Ex Officio seat previously held by Leslie Park, the former Director of the Student Success Center (who was elevated to a new role under Vice President Jessica Oyler). We anticipate reviewing the effect of the Fall 2024 new student mandatory advising data and reviewing other mandatory advising proposals in the future. Charge 2 should be updated to include Sari's new title (as there is no longer a Director of the Student Success Center).

**Charge 3: Explore the role financial literacy plays in student success at WSU. Review FAFSA Data on the impact of 4 year scholarships:**

**a. Explore the impact of recent scholarship changes (e.g., 4-year scholarships, 125% threshold, new stacking rules, etc.) on student recruitment, retention, and persistence.**

**b. Is it functioning as intended – retaining students?**

Charge 3 was a continuation and extension from the same numbered charge during the previous academic year, which focused on the impact of FAFSA data on four-year scholarships. During the 2022-2023 academic year, the subcommittee had a challenging time acquiring the necessary data to appropriately address the charge. This year, we were able to obtain the data during January 2024. Chaz Steimel (Institutional Research) provided the subcommittee with information on financial aid, academic performance, persistence, retention, etc. for the past 10 years, and through linear regression analysis and t-tests, we were able to analyze data on financial aid and student success before and after the change to the four-year scholarship model.

From these analyses, we were able to draw three main conclusions. First, the shift to the four-year scholarship model did not appear to hinder student academic performance, persistence, or retention, and it may have provided a slight increase. However, the difference appears to be, at most, minor, but since many students are involved, small changes can have larger results. Second, when financial aid is adjusted for inflation, the



mean amount of financial aid students receive, from various sources, has decreased by approximately \$300 during the past five years, and it is notable that since 2012, this amount has only increased by \$10. Third, multiple student interventions were established at around the same time as the four-year scholarship model was put into effect, so it is certainly possible that other factors (e.g., Starfish) may have impacted aspects of student success, potentially more so than did financial aid changes.

Along with the analyses of the four-year scholarship data, we were working with the subcommittee's student member to develop a survey to send to students concerning their thoughts on financial aid at Weber State University (WSU). We made progress on the survey, and while most of the subcommittee is rotating off next year, we hope that the survey will be distributed by students to students. We all have anecdotal evidence of issues with financial aid and financial literacy at WSU, so it would be helpful to have a more formal approach to gathering these data in order to make appropriate changes, if needed.

Finally, it is important to note the challenges we had acquiring the data from Institutional Research. It took at least eight months to receive the requested data after we had a meeting in March 2023. We had to work with Institutional Research for the data, and multiple times, emails went unanswered. Obtaining the data so that we can address questions from Faculty Senate is necessary, and being stonewalled or ignored by entities around campus runs counter to shared governance. Indeed, even with changes to shared governance across campus, having access to the data would, we believe, fall under Faculty Senate's role. Therefore, it seems there should be other ways to obtain necessary information and to hold offices responsible for not acting in a timely manner to provide requested information. Having one staff (or faculty) member serve a gatekeeper role does a disservice to WSU because it limits who can access resources and ensures that only one person can provide access. This is especially unfortunate if the person is unable to appropriately keep up with their workload (for any number of reasons) or ignoring requests. It also reduces trust in the process of sharing data across campus and makes one curious of the reason(s) it takes so long to provide requested data and/or information, which could range from lack of appropriate staffing levels to deception. At WSU, we all should be working toward the same goals, and upon encountering this type of challenge, one must unfortunately question motives. We would encourage Faculty Senate to address this issue in upcoming sessions so that there are multiple people who can provide needed information to address charges from Faculty Senate committees and to help faculty in general.

It is anticipated this Charge will now sunset, and become an action item for student government.

**Charge 4: Review the Faculty authored textbooks data.**

- a. Determine where data should be housed.**
- b. Determine what data should be collected.**
- c. Determine how many faculty authored texts are in use.**
- d. Determine how faculty have chosen to divest.(new)**
- e. Review faculty education related to data collection and divestment.**

After an initial meeting on October 9, 2023, to discuss the points, the Subcommittee agreed that the best way to address them would be to use the Conflict of Interest form that the Provost Office was developing. It was unclear to what extent the form was completed and whether it would address all or many of Charge 4's points.

After meeting with Stephanie Hollist (Legal Counsel) and Meagan Thunell (Assistant Vice President for Human Resources) on January 30, 2024, we confirmed the existence of the Conflict of Interest Form and scheduled a meeting to review it on February 8.

Aubrey Jenkins Lord (Administrative Associate at the Provost's Office) showed us the form in the February 8 meeting. The form is currently filled out by new employees only. One of the conflicts of interest addressed in the form is using materials authored by the faculty member or someone else in the department. If faculty-authored materials are used in the classroom, the form also asks how the faculty member dealt with the conflict of interest (divesting proceedings or retaining them after a committee review). This form provides all the information and answers for the charge: data would be housed by the Provost's Office, and we would collect data about the number of faculty-authored texts in use and how faculty members chose to divest. To the extent that everyone would fill out the form regularly, it would also help to increase faculty's education on data collection and divestment.

Looking ahead, the primary objective should be ensuring the timely rollout of the Conflict-of-Interest Form for all WSU faculty members, not just new employees. It is unclear who should lead the task of requesting the Provost's Office to extend this survey to all faculty members at WSU regularly.

**Charges 5: Explore issues related to Canvas testing migration fallout: Including images in exams, Accommodations for students with disabilities, Assessment, [and] Student issues.**

This subcommittee conducted a planned faculty survey that we began writing for last year's ASSA charge. We conducted the survey in February and March 2024 and collected 186 completed surveys. These are the major takeaways from the survey.

1. Faculty should be consulted before the university adopts new technology. The overwhelming majority of respondents (75.93%) said that faculty should be a part of major technology adoption decisions. We did not explore what that would look like going forward,

but perhaps the Faculty Senate should work with the administration on technology adoption. This could take the form of an Executive Committee in the future.

2. The majority of respondents had not taken a Canvas Quizzes training course (72.73%) or any training prior to the Chi Tester to Canvas migration (52%).. This was not required by faculty and staff, so many respondents had not sought out a training course. However, a majority (62.89%) said they would be interested or might be interested in taking a Canvas Quizzes training course. Perhaps a mandatory faculty training course for new software adoptions should be considered.
3. The major issues faculty report with Canvas New Quizzes is its inability to be used by students at the testing centers and problems with Proctorio. A majority (56%) found using Canvas New Quizzes extremely or somewhat difficult.
4. Faculty is unhappy with the features of Canvas quizzes. Most often they reported that the format is cumbersome and unnecessarily difficult because they have to create questions one at a time, students can't see answers after they take the quiz, issues with creating outcomes and assigning outcomes to students, and issues with assessment.
5. The majority of faculty had not or had no plans to change their classroom policies and procedures because of AI (60.74%). However, some reported in the open-ended questions that it was virtually impossible to keep students from cheating thanks to AI.
6. Beyond the survey data, the subcommittee found that even though the Weber State University website lists a Testing Advisory Committee, the last time the committee convened was in 2021-2022. We could find no active members of the committee.
7. The survey found only a minority of respondents reported accessibility issues with Canvas Quizzes (19.35%). Beyond the survey, the subcommittee met with Disability Services who reported that they had worked out many of the accessibility issues they reported last year with Canvas Quizzes. They are working closely with the Testing Centers on new software for next year that will increase accessibility.

#### **Charge #5 Subcommittee Recommendations:**

The subcommittee is making the same recommendations as last year:

- Canvas Quiz training should be mandatory for all faculty teaching at Weber State in the 2024-2025 academic year.
- A policy stating that faculty and staff must be involved in the software adoption process should be in the PPM. The ASSA charge in 2024-2025 should be changing the PPM to include the Faculty Senate in software adoptions. It should also include Testing Services and Disability Services. Perhaps updating the Testing Advisory Committee as an Executive Committee.
- All software changes should be communicated more clearly to the faculty and staff prior to adoption. Training on new technology and software should be mandatory for all faculty and relevant staff.

#### **Charge #5 for the 2024-2025 Academic Year:**

- Charges #5&6 should be collapsed into one charge.
- Explore creating a Testing Advisory Executive Committee to include members of the administration, faculty, testing services, and disability services.
- Explore amending the PPM to include the previously stated entities in software adoption.

Survey results are included as Appendix B at the end of this document.

**Charge 6:**

**Canvas add-ons that allow Testing Centers and Disability Services to access student testing accommodations without requiring access to the entire Canvas course should be adopted and paid for by the university.**

Leslie Howerton met with Disability Services Director Angela McLean, Accommodation Specialist Brady Rae, and Coordinator Shawna Werner on Feb. 27, 2024. They expressed a general improvement over last year. Here are their main concerns:

- Disability Services does not want access to Canvas courses because it would open them up to legal liability for having access to grades.
  - Testing Centers has an add-on that gives them information about accommodations, but not all professors fill out the info forms.
- Testing and Disability Services should have a seat at the table for all testing software adoptions.
  - Students who don't receive accommodations create high-stakes legal issues for the university.
- Currently the university has silos of Testing Services, Disability Services, Faculty, and Administration. These groups need to work together to adopt software and improve student outcomes.
  - Suggest a committee that brings these silos together.
- Third-party software created accommodation issues. No consistent way to deal with these when they arise.
- They are working on a Grant proposal to upgrade the Disability Services system that would give faculty a login where they can see student accommodations and Banner integration
  - This would include auto notifications for faculty and Testing Services.

**Charge 7: Review students' access to healthcare services in the Summer if enrolled in the Fall.**

Current practice at WSU is as follows:

- Summer semester is not covered unless enrolled in fee-bearing courses
- If a student is registered for the fall semester, then they can access health services starting Aug 1

ASSA is seeking Administration support to:

1. Update the PPM to include the summer semester for students not actively enrolled
2. Enable students to use student health services in summer regardless of enrollment status

**Data:** First year of partnership with Ogden Clinic

**\*Summer 2023 Usage: 130 students (111 unique students)**

- May 37 students
- June 22 students
- July 27 students
- August 44 students

\*Summer 2023 was the first summer of the new outsourced arrangement. Utilization data is very preliminary and expected to increase.

Usage Prior Summers:

2018: 756

2019: 679

2020: 77

2021: 262

2022: 237

Potential Usage:

Average Summer Enrollment for last five years: 8089

Uninsured students (approximately 4.7% from survey data): **380**

In an attempt to estimate student usage, the approximate number of uninsured students was used as students with their own insurance may choose to use a different provider.

Fiscal Impact:

This will be hard to know until implemented. Assuming 380 uninsured students not currently enrolled in a summer semester access health services one time, costs would be approximately \$57,000

Subcommittee Recommendations:

- Modify PPM 6-14 to allow students registered for fall to access health care services in the summer.
- Mid-summer 2023, this practice was adjusted so that students registered for fall can access services beginning August 1. Another option would be to let that practice run for one more year and see if this fulfills student needs without additional policy adjustment.
- Allow students to appeal for services. Currently, Counseling and Psychological Services only allows students access to services in the semester in which they are enrolled and paying student fees. However, there is an exception process for the summer. We could explore a similar process here.

There is a pilot program occurring this summer that may provide additional information.

**Charge 8: Review the use of retention scores and/or initiatives to address DFIW rates/bottleneck in courses and how this information is being applied.**

The subcommittee met with Sari Byerly, Heather Chapman, Britnee Ramirez, and Jessica Oyler. They showed us the data from Starfish and explained how the retention scores can be accessed by Advisors. There is a lot of data that is collected to aid with the retention scores and they showed us some of the factors that are used. In Starfish there are two types of data collected, Operational Analytics and Predictive Analytics. All advisors have been invited to learn and have access to the operational analytics, but they must go through training and many advisors have declined. Only a select few individuals have access to the Predictive analytics tool which utilizes 8 variables and is a more 'clunky' tool. If more information is needed on the predictive analytics tool, it is suggested to reach out to Heather Chapman. When an advisor looks at the operational analytics to assess a student, it provides an operational analytics score. It also has a color-coded gauge for retention with red depicting high risk, Blue meaning moderate, and Green indicating low risk. This score is based on 6 years' worth of data from all students within the University. Some of the factors for the retention score include high risk factors such as zip code, age, transfer status, etc. This can assist advisors in addressing students who are scored as higher risk regarding retention. This score can begin the process of intervention and outreach initiatives to positively impact student success.

They also showed us the DFIW dashboard that was being used by the Vice Provost for Undergraduate Studies: Academic Support and Institutional Effectiveness office. The DFIW dashboard data is duplicated in large part with the course information dashboard, therefore the DFIW dashboard is sunsetting. The course information dashboard is currently accessible to all, the only functionality not present is DFIW rates being directly linked to faculty names. The DFIW information can be found in the Report Gallery (Student Explorer) and allows course information to be looked up. It is possible for departments/programs to designate 'Benchmark' courses or set alerts based on stop-outs, DFIW rates, etc.

**Subcommittee Suggestions:**

It has been suggested that the current charge actually has two parts: Retention scores & DFIW rates separately. The use of retention scores could be regarded as addressed for this charge, unless further information is needed/wanted from the ASSA committee and/or faculty senate. The DFIW portion of the charge may need to be continued for next year.

There is a lot of data collected on both retention and DFIW, but use of the data and initiatives does not appear to be systematic or consistent between the different colleges and departments within the University. This may be an opportunity that can be acted on by the College Success teams. Directing the work in this way would allow for colleges to identify and designate high DFIW courses and build strategic university initiatives driven by the colleges where those courses are located.

**Charge 9: Determine if WSU should pursue the designation of a "Polytechnic University" as defined in USHE Policy R-312 Section 3.8: "Polytechnic" means instruction in the industrial arts, applied sciences, or technical subjects. Currently, Utah Tech University is listed as the only Polytechnic University in section 5.3.3: "Southern Utah University, Utah Valley University, and Weber State University are regional universities with a broad focus. Utah Tech University is a regional university with a polytechnic focus. Utah State University's statewide campuses also fill a regional university role in its service regions." 10. Work with CE liaisons to ensure college-level quality in CE courses is enforced**

President Mortensen attended the ASSA Committee's September meeting (see minutes). He presented a PowerPoint presentation outlining the issue, his concerns and his proposal. The Committee discussed the matter over the November and December meetings (see minutes). We divested ourselves of any further jurisdiction over this charge when we unanimously voted in December to return this Charge to Faculty Senate Executive Committee for further guidance. Waiting for such time, if any, we receive further guidance.

**Charge 10: Work with CE liaisons to ensure college-level quality in CE courses is enforced.**

CE is a huge part of Weber State, accounting for nearly half of our 30,000 student headcount, and it's growing at rate of over 5% per year in terms of SCHs accumulated; therefore, it may be in everyone's best interest for Faculty Senate to create a permanent standing committee to review CE and provide additional insight into quality control issues. Subcommittee coordinated with Hal Crimmel, Academic Director of Concurrent Enrollment.

At the December 1st ASSA meeting the Charge 10 Subcommittee recommended the formation of a Faculty Senate *ad hoc* committee for CE, since there are sufficient things to do to ensure CE is meeting college quality requirements for a full Faculty Senate committee. This might lead to a permanent committee, or alternatively to some other entity less connected to Faculty Senate (such as including members of the CE community from local high schools?). Unbeknownst to the Subcommittee (or the full ASSA Committee), in January the Faculty Senate Executive Committee considered a separate proposal from Hal Crimmel. The Executive Committee was not willing to proceed on the basis of that discussion. Several email conversations, and then a Subcommittee meeting with Hal and Jason Francis, Faculty Senate President, ensued. In response, the Subcommittee developed a White Paper with a more fleshed out proposal for Faculty Senate to form a CE *ad hoc* committee (see Appendix C at the end of this document). Executive Committee reviewed and discussed the White Paper proposal, and at their April meeting decided it would be more appropriate for the next EC to form and charge an *ad hoc* committee, if it chooses to do so.





Report Gallery to more efficiently gather data. Institutional Effectiveness says that there is data in the data warehouse but it will take some manual work to compile since we don't have a course designator.

Data on the number of students/sections impacted from Fall 2021-Spring 2024 (includes all identified OER adoptions, including those from OER Grants):

- OER data for Fall 2021-Spring 2024 (Includes all identified OER adoptions, not just from OER grants)
- Student Savings - \$1,754,760 (Calculated using a national textbook average of \$105. We are discussing using a WSU average using historical bookstore sales data. It is a 'potential savings' due to the varied sources and formats that students can acquire their textbook.)
- Grant Funding Spent - \$228,216.60 (Includes all grant funding)
- Grant Projects Funded - 34
- Students Impacted - 16,712
- Course Sections Impacted - 517

**Issues related to dissemination to students:**

- Information is not very well disseminated to students at the moment. The course note that is visible to students in the bookstore portal is currently the best way to let students know about this, and is why instructors are encouraged to update their adoptions. That way, students can at least see they don't need to purchase textbooks.
- There is software being developed (by VitalSource, which is what the bookstore uses to manage adoptions) that would help with integrating/linking library resources as adoptions. One of the California schools will be piloting the system in the coming fall, and theoretically would then be available for WSU to use in either Summer or Fall 2025.
- Another issue potentially impacting student awareness is the legislative bill (234?) requiring that syllabi be publicly viewable prior to or concurrently with registration times so that students could see the required course materials and expected course workload. This has a down-the-road implementation date but could be an effective way of communicating affordability to students. The library currently requires OER grant recipients to update their syllabi to reflect the new materials.
- A Utah Education Network OER symposium offered by SLCC discussed raising student awareness through student senate involvement (to help educate students on what OER is). SLCC has a seat for the student senate on their OER/Affordability faculty team. This is something to consider at WSU.

**Defining terms:**

Different institutions have different definitions for terms (OER, Affordable Educational Resources, Affordable Course Materials, etc.). Clear definitions will make it easier for students to understand what WSU is offering, and for reporting purposes. Two examples:

- Congress's definition of OER: " a teaching, learning, or research resource that is offered freely to users in at least one form and that resides in the public domain or has been released under an open copyright license that allows for its free use, reuse,

modification, and sharing with attribution.” (<https://www.congress.gov/bill/116th-congress/senate-bill/1036/text>)

- Penn State University’s definition of Affordable Educational Resources (also includes UNESCO and William and Flora Hewlett Foundation definitions): “Any required course material that students purchase for less than \$50. This may include low-cost or no-cost options and library materials that do not have an open license.” (<https://oer.psu.edu/oer-definitions/>)

#### Recommendations for Future ASSA Work:

- Continue to work with the Affordable Course Materials Task Force to explore the cost/benefits of marking courses as no-cost or low-cost courses.
- Provide recommendations on WSU’s institutional terms and definition(s) of OER/Affordable Educational Resources.
- Collect data on the effect of current designations on WSU student registration and enrollment.
- Make a formal recommendation on a no/low cost designator for WSU.

#### **Charge 12: Create a policy that addresses best practices for verification of identity and regular substantive interactions with students in online courses.**

*Eric Amsel wrote on February 1, 2024 in an email to Subcommittee Chair Taylor Ward:*  
“In September, Gail and I met with Jason with a request to add language to PPM about our Institutional Accreditor's requirement for faculty teaching online courses to engage in Regular and Substantive Interactions (RSI) and ID verification. This was a directive from the Dept. of Education. The plan we arrived at was is to specify in PPM that faculty are to adopt best practices in teaching online with regard to SRI and ID verification. The work we are doing now is to define those practices, which we want to have ready before requesting any PPM changes. The team is working on a best practices document are from WSU Online (Oliver), CETL (Nicola), OIE (Gail), and Testing (Carl) and the plan is to share it with CETL a faculty advisory committee for feedback. I do not think we will complete this step this year, and expect to come back to ASSA next year with a best practices document and a request to add the language to PPM.”

*Eric added on May 27<sup>th</sup>:* “There remains a requirement from the feds that to continue Title IV funding for online classes, we are required to demonstrate two things: First, the classes include Regular and Substantive Interaction (RSI) to protect students from merely reading content and completing assessments. Second, there is a rigorous ID verification process to ensure the student earning the grade is the one completing the assessments. NWCCU will verify that policies and practices addressing these issues are in place at our 6th-year "compliance" review (2027) and 7th-year "comprehensive" review (2028).

In our conversations, Mark and I agreed to propose policy language that faculty follow best practices for both issues. That is, rather than being prescriptive in policy about exactly what faculty are expected to do about ID verification and RSI (which may change), we

will propose policy language that states best practices are being followed. The best practice documents will live in CETL and include not just those practices but also how data verifies both. ...[W]e have a preliminary draft of two websites that we are still working on.

- [RSI Best Practices](#)

We continue exploring other RSI models, including this [page](#) from Western Washington University. We had preliminary discussions of the Canvas data we can use anonymously to verify RSI compliance.

- [Verifying Student Identity in Online Courses](#)

The document provides a good overview. There was some worry about adding to the faculty workload to verify IDs. Carl Porter (Executive Director of Academic Support Centers and Programs) and I have been exploring options, including online options for live (not AI) ID verification when students take online proctored tests. This will work for classes with at least one online test. This proposal comes at a cost, and we are trying to estimate what that is. Requiring Wildcard pictures creates more problems than it solves and may not be viable.

Gail will take over as Accreditation Liaison Officer when I retire at the end of next month. She will work closely with Oliver, Nicola, and Carl to move this forward and work with ASSA.”

## Recommendations for Future ASSA Committee Work

### **Charge 1. Review policy changes recommended by the Registrar's Office (Ongoing)**

Keep—this has been a longstanding and successful ongoing charge with typically 1-3 action items or PPM changes coming from this Charge each academic year.

Perhaps add a formal separate charge about Waitlist Priority.

### **Charge 2: Review policy changes as recommended by the Director of the Student Success Center (Ongoing).**

Update to: "Review policy changes as recommended by the AVP for Student Pathways (Ongoing)."

### **Charges 5 and 6: Explore issues related to Canvas testing migration fallout: Including images in exams, Accommodations for students with disabilities, Assessment, [and] Student issues.**

**Canvas add-ons that allow Testing Centers and Disability Services to access student testing accommodations without requiring access to the entire Canvas course should be adopted and paid for by the university.**

- 1) Charges #5&6 should be collapsed into one charge.
- 2) Explore creating a Testing Advisory Executive Committee to include members of the administration, faculty, testing services, and disability services.
- 3) Explore amending the PPM to include the previously stated entities in software adoption.

### **Charge 7: Review students' access to healthcare services in the Summer if enrolled in the Fall.**

Keep as is—pilot project ongoing this summer.

### **Charge 8: Review the use of retention scores and/or initiatives to address DFIW rates/bottleneck in courses and how this information is being applied.**

Keep DFIW portion only: refocus charge on assisting coordination across colleges and between individual College Success Teams, and Provost Office initiatives. Goes to the very heart of our ASSA Committee purpose to be concerned with graduation and retention.

**Charge 10: Work with CE liaisons to ensure college-level quality in CE courses is enforced.**

Keep and transfer to new Ad Hoc Committee. If creation of new Ad Hoc Committee is not adopted by Faculty Senate, please provide guidance to ASSA (or to another committee assigned this charge, such as Teaching and Learning) as to what issues should be prioritized by the assigned committee and how Faculty Senate can assist Hal Crimmel, Academic Director of Concurrent Enrollment.

**Charge 11: Benchmark USHE schools that offer low cost or no cost designations related to OER course materials in the course catalog or course schedule to determine the feasibility of implementing this change.**

Rewrite charge to focus upon Subcommittee's recommendations:

- Continue to work with the Affordable Course Materials Task Force to explore the cost/benefits of marking courses as no-cost or low-cost courses.
- Provide recommendations on WSU's institutional terms and definition(s) of OER/Affordable Educational Resources.
- Collect data on the effect of current designations on WSU student registration and enrollment.
- Make a formal recommendation on a no/low cost designator for WSU.

**Charge 12: Create a policy that addresses best practices for verification of identity and regular substantive interactions with students in online courses.**

Keep as is, but perhaps transfer to Teaching and Learning Committee?

**Chair's Thoughts on Additional Charges:** In addition to the recommendations listed above from the various subcommittees regarding ASSA's charges for 2023-24, the Chair believes ASSA should also be tasked with investigating and recommending changes concerning advising and retention initiatives, especially in light of the discontinuation of the CERTS committee a couple of years ago, including:

- 1) Mandatory faculty advisor training and development of coordinated information flow to all faculty advisors (either directly from central WSU source, or mediated through College Student Success Committees).
- 2) Assist with creation of recommended format and rules for hearings considering amendments to Student Code.

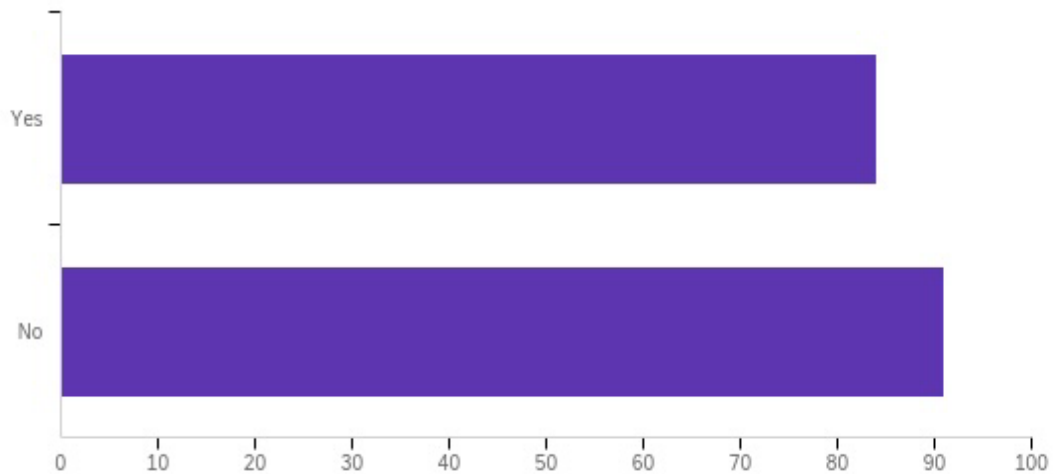
**Appendix A:**

Redlined version of Early College Proposal for Charge 1 (attached pdf document)

## Appendix B: Charge 5 Faculty Survey Results.

The following is a comprehensive summary of the survey results. The [raw data](#) is available for review.

1. Did you complete any training sessions related to the Chi Tester to Canvas migration?  
 Yes - 48% (84)  
 No - 52% (91)



2. Have you experienced any difficulties related to the Chi Tester to Canvas migration?  
 Yes - 23.84% (41)  
 No - 76.16% (131)

3. If you answered yes, please describe the difficulties you experienced. (Summary)
  - Extending time for students with disabilities.
  - Fewer options in Canvas than Chi Tester.
  - Two engines make it difficult to decide which to use.
  - Proctorio is unreliable.
  - Adding one question at a time.
  - Don't like setting up test banks.
  - One point default for questions and having to change those points for each question.
  - Assessment guidance has been minimal and unclear.
  - Must assign Outcomes to Question Banks rather than individual questions. (I currently assign random problems from Question Banks to each student, with each Question Bank containing questions on a particular chapter. I cannot do

both of these things at the same time in Canvas. Supposedly in New Quizzes you can assign individual questions to Outcomes, but for some reason I cannot access my Question Banks when creating New Quizzes [now called Item Banks?]. Also, Outcomes cannot be applied after a quiz is complete. This makes no sense, and now I have to go back and manually Assess last year's results.

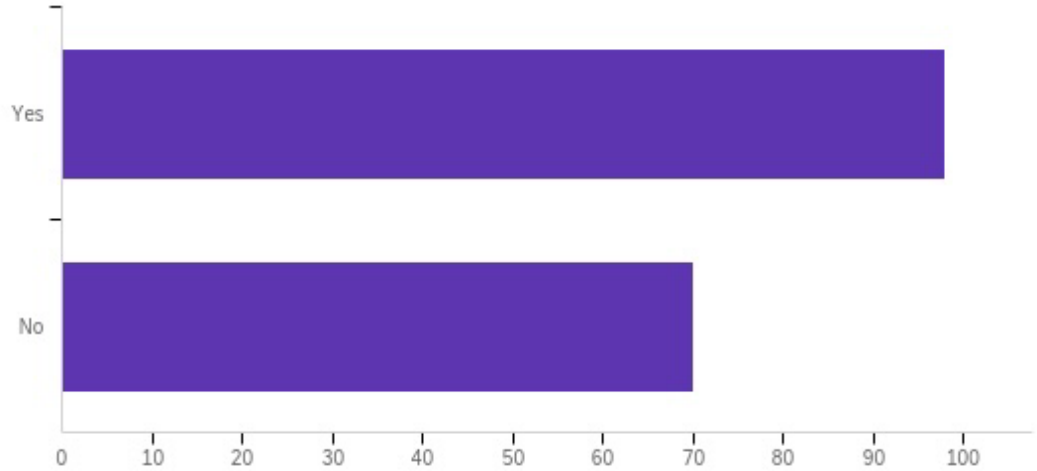
- Course evaluation report format is not helpful- faculty need to sum the results of multiple semesters for promotion and tenure, but the reports are generated in pdf format rather than excel.
- Students take exams at the Testing Centers using Canvas Quizzes. (I would like to allow students to view correct answers on their Canvas Quizzes, but only at the Testing Center. I can permit students to view the answers once, but I don't know if they have to be at the Testing Center to view them.
- The additional step required to send the Canvas Quiz to the Testing Center is easy to forget.
- Exams transferred lost a lot of images or lost data.
- Had to re-input everything manually.
- Canvas sometimes duplicates questions for no reason.
- Transferring exams was difficult and time consuming, especially transferring outcomes.
- Difficult formatting issues from Chi Tester to Canvas.
- Canvas is not well-suited to handle exams from third-parties.
- Needed help with customizing settings for the newly migrated exams.
- Lost ability to collect assessment data.
- Struggled to figure out how to review student results in the new quizzes or make other features work efficiently. Reverted to using only the old quizzes.
- Exams migrated incorrectly.
- Uploading whole exams is not possible.
- Printing exam questions is not possible.
- Tagging questions for learning outcomes is not possible.
- Grading is more difficult in Canvas.

4. Have you used the Canvas New Quizzes tool?

Yes - 58.33% (98)

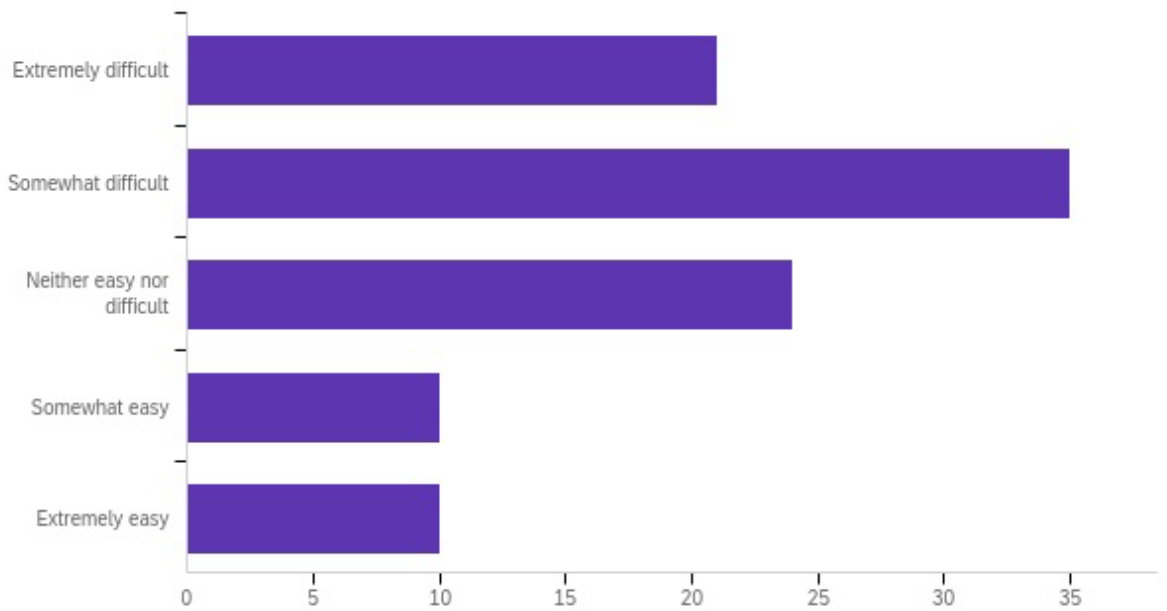
No - 41.67% (70)





5. If you answered yes, how difficult was the New Quizzes format to use?

- Extremely difficult - 21%
- Somewhat difficult - 35%
- Neither easy nor difficult - 24%
- Somewhat easy - 10%
- Extremely easy - 10%



6. Please list any issues you had with the New Quizzes tool.

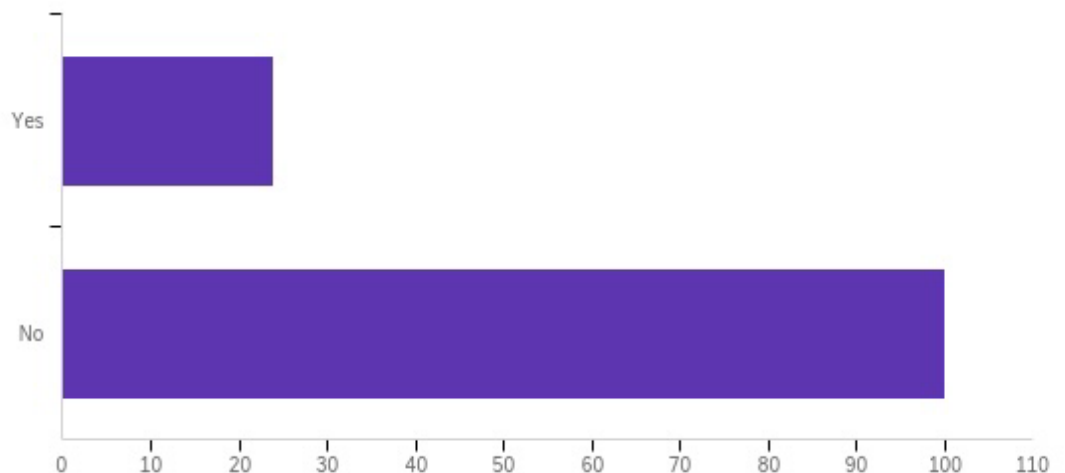
- It's cumbersome and unnecessarily complicated
- Issues with Proctorio

- Canvas misreports results
- Outcomes performs badly, especially in Firefox
- Only Classic Quizzes are available in the Testing Center
- Crashes while building exams
- Students can't see instruction page
- Don't like how quizzes convert from classic to new
- Can't access question banks in new quizzes
- Finding the Build button was not intuitive
- Too many menus, had to search too often
- Wasn't an intuitive process
- Didn't understand the vocabulary
- Doesn't grade correctly
- Can't see the questions after you make the quiz
- Not clear how to edit quizzes
- Lost groups when migrating from classic to new quizzes
- Students can't see the answers after taking the quiz
- Difficult to add questions from item banks
- Ungraded surveys are unnecessarily difficult
- Inability to use QTI import
- No Speedgrader button
- WSU Online doesn't support it
- Can't use it without tutorials

7. Have you had any accessibility issues with certain features in Canvas New Quizzes?

Yes - 19.35% (24)

No - 80.65% (100)

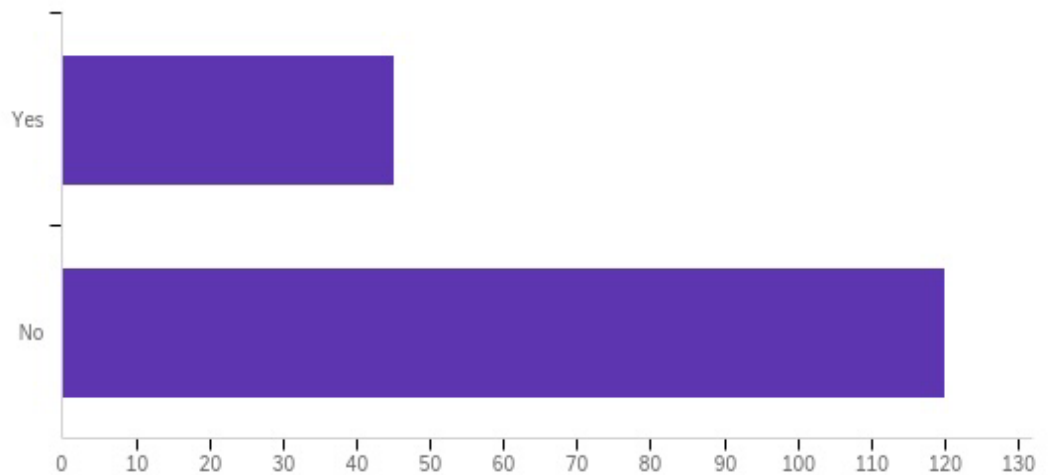


8. If yes, please describe the accessibility issue and the feature in Canvas New Quizzes?
- Trouble formatting in Firefox
  - Couldn't figure it out
  - New Quizzes not available in Testing Centers
  - New Quizzes don't work with Proctorio
  - Couldn't see students answers after taking the quiz
  - Can't do ungraded surveys
  - Can't get sound files to work
  - No customized settings
  - Doesn't update to the gradebook
  - Students can't review exams
  - Can't open exam for late-takers
  - Hot spot quizzes don't work
  - Question types don't make sense

9. Have you taken a Canvas Quizzes Training Course?

Yes - 27.27% (45)

No - 72.73% (120)

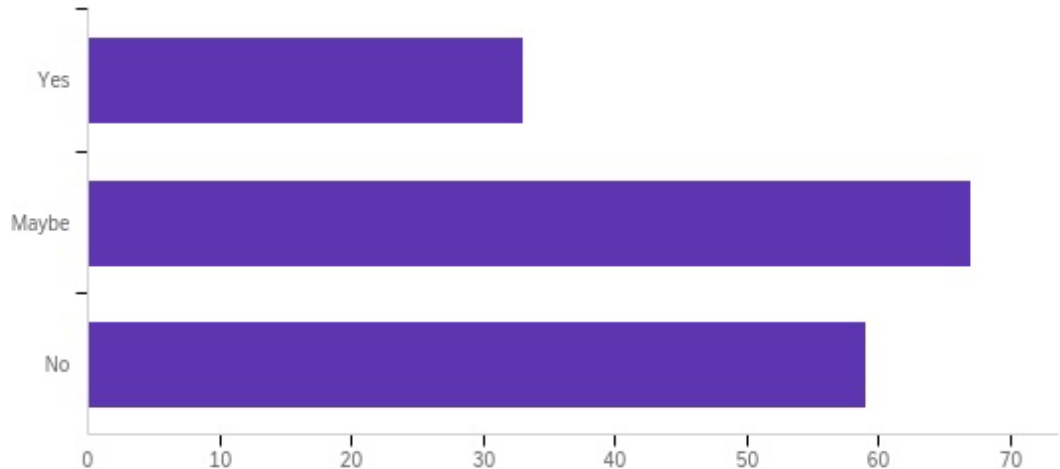


10. Are you interested in taking a Canvas Quizzes Training Course?

Yes - 20.75% (33)

Maybe - 42.14% (67)

No - 37.11% (59)



11. Please list any suggestions you have for improving testing on Canvas Quizzes.
- If a student is taking an exam remotely (with Proctorio) it would be nice to be able to upload a pdf of the document that they can then download and print at the appropriate time.
  - Stop using Canvas and Proctorio. Just stop using it. It's awful. I'm tempted to apply for grant funding so I can purchase my own secure testing environment system for my students because I routinely run into fundamental major issues with Canvas and Proctorio. What likely will happen is that I will just make every exam open book/open notes/open chatGPT/open friends, because a secure testing environment is not feasible.
  - Drop using Canvas Quizzes. It's a lost cause. Canvas quizzes are tools meant for K-12 simple tests, and they are not meant for universities. Resurrect the tool that Weber State almost completed, until the red tape process killed it last minute.
  - Would love for my comments on student responses to save WITHOUT my having to "submit". This sends a grade change notification to students and causes consternation as I grade multiple open response questions on each exam. With Chi Tester, I could save my comments and grades and then choose to transfer grades all at once to the gradebook when I was finished.
  - Provide a concise overview (recording) before classes begin.
  - Provide online resource/ workshops for the use of Outcomes on Canvas to perform Assessment. Remove extra step required to make Quiz available at Testing Center, or make it more automated.
  - Being able to re-open for a specific student if it is past the due date
  - They should all be available in the testing centers, some students really don't like taking tests with Proctorio.
  - I know I have some, but unless I'm actually building a quiz, it's hard to remember what my suggestions are.
  - Help with Proctorio integration with our subject specific software and Canvas.
  - It needs to work correctly, there should also be an export/import test option so we can write the quiz on a word document and then import it to canvas.
  - Reviewing quizzes from year to year is onerous if the question count is more than 25. In order to see the actual answers and confirm their accuracy, I have to have a separate window open with the preview exam.

- Fix all of the glitches associated with modifying questions. Fix all of the glitches associated with question delivery. Fix Canvas quizzes so that fudge points only need to be entered once. Fix Canvas quizzes to make it easy for an instructor to vary the points for individual questions. Fix Canvas quizzes so that one can see all of the options for a multiple-choice question. Fix Canvas quizzes so that it is easier to add bonus questions.
- Better integration of mathematical symbols and graphs/figures.
- One feature I would like to see is a "Copy and Paste" for each question. I would use this option to build polled questions. Right now, there isn't an option to copy a question easily (I know you can pull from a bank, but that is a bit tedious). I would also like to be able to move questions from one quiz to another easily. For example, if I build weekly quizzes in canvas, I would like to easily move those questions to an exam assignment. Again, I know you can do this through the banks, but the banks need to be planned on the back end very carefully. Usually I'm building a quiz "as needed" in my class.
- Give an option for students to see incorrect responses and answers after they take the quiz in a testing center but not outside the testing center.
- I can't do an ungraded survey without jumping through needless hoops. Way to take away features. New Quizzes suck.
- Could you possibly share little snippets or videos with some of the features in New Quizzes being explained. I love the training sessions that WSU Online does, they are super helpful. However, it is hard to refer back to something you previously learned when you are in a pinch.
- The points system for multiple-select questions is flawed. I liked the chi-tester version better.
- Ability to offer students the option of taking the quiz online in timed format or in a testing center location untimed.
- Need the ability to re-grade. Also need the "Copy Leaks" function to work within Classic quizzes so essay questions are screened.
- The new discussion including graded discussions sucks. I have to expand the threads and reorder with every use.
- There were lots of training opportunities and announcements provided by campus support departments. There are also excellent guides online. Do you mean improving New Quizzes? Or Classic Quizzes? I think Canvas could combine some of the features to make it easier to use.
- I wish that I didn't have to pick a correct answer like in the old quizzes.
- If there was ever a way to grade one question for all students at once (like Chi Tester allowed), that is so much easier than going through each students' entire test at a time.
- Is ASSA charged with compiling feature requests for Canvas?
- I find it annoying that I have to have the designation "Remotely Proctored" as part of the quiz name if I use Proctorio. In my online classes I want those students who live close enough to a Weber State testing center to take the quizzes there. Students get confused when they see that designation. I was told that we cannot remove that part of the title if we are using Proctorio in any way. Canvas told me they do not have the capability to change it. Why not?
- Making it as easy as possible to tag material to learning outcomes for assessment. Transferring material to new quizzes seems confusing and tedious.
- I think that it would be better to give our suggestions on the Canvas Community page for Instructure to see. WSU Online also can talk to our Canvas rep and give them ideas.
- We should make it possible for paper tests to be administered at multiple testing sites. Also, we should make it so that faculty can pick up student scratchpaper on an online only test so that students can learn from their work processes. Exams are more than summative events and we need to give feedback to students as much as possible.

- Do not ever use ANYONE"s beta-version testing software!!!
- I don't know when a quiz bank question that's edited will be reflected in the students' quiz. It seems like the quiz bank changes, but they're delivered the old version when they take the quiz. (not sure if you cover that in the training)
- Allow for questions to address multiple learning outcomes without requiring that they be in separate 'test banks'--I can envision that a single question might appear 4 times on an exam if it's randomly drawn from the 4 learning outcome 'banks' that the question addresses.
- I feel that overall new quizzes is a great improvement over regular quizzes. However it would be nice to see stronger automatic grading capabilities in some of the question formats, such as ordering questions. I have also had an issue that occurs on rare occasions where Canvas marks correct answers as incorrect.
- It needs the ability to give access to specific students after a test so a learning coach can review the test with the student with all of the distractors visible. As it is, to see the distractors, the test has to be released to all of the students.
- I don't know. Maybe the problem was me, but I don't have time to convert all of my quizzes to a format that is not as useable as the old one. I don't know what to suggest because I don't really know where things went wrong.
- Complete the integration with the testing center
- Canvas does not grade multiple response quizzes correctly. I also miss some of the features available to us in Chi tester.
- Easier to align assessments.
- Throw it away and get Chi Tester back! Canvas is not built for quizzing - the data banks are the worst organization I have ever seen and there is no batch processing available. We have to go through several hundred clicks to manage a data bank or prepare and deliver an exam - I can create a paper exam in 1/10th the time it takes to manage the item bank in Canvas.
- While we may have lost some functionality relative to Chi-Tester, Canvas quizzes can get the job done.
- They need to allow extra credit quizzes. In assignments this is accomplished by giving points for an assignment that is worth zero points.
- It would be great if you had an automatic regrade option after catching a mistake in a Canvas quiz like ChiTester had. It is a huge pain to have to go through each students exam manually. Also test banks are cumbersome in Canvas, they were much easier to use in ChiTester. Lastly aligning learning outcomes is also cumbersome and I considered it not worth the effort.
- Go back to the old quizzes?
- I want the students to be able to see the answers after they take the quiz but for only a specific amount of time. I don't see a way to do that.
- Seems to work ok for us. I wouldn't mind some more options for quiz types, likes autograded quizzes with fill in the blank type answers.
- Allow bonus questions. Drag to order questions. Allow to pull multiple choices questions randomly from large old quizzes quiz banks. Clearly distinguish quizzes from exams. Option to allow students to take quiz for no-points practice after a gradeine. Add a suggestions box somewhere... There are a lot more features I'd like to see, but when I contact instructional design about them I'm always shrugged off. If we're serious about improving the experience, encourage students and faculty to weigh in when we think of things, not just in a one-time survey!
- I like the chi-tester way of grading essay responses (all in the same space instead of one at a time) - I would at least like the option

- The Canvas Quiz should be linked with the testing center homepage. So that we don't have to set up the testing criteria twice in different places.
  - All the training in the world will not change the ridiculous amount of time it takes for it to save information.
  - Seems to work fine for our department; we really like how question banks can be used to populate multiple assignments and can be linked to outcomes, which the students use to assess competency through the learning mastery.
  - Don't get rid of old quizzes.
  - I would like an option to have a "correct" answer, but still give students full points (like in a survey). Currently you have to do a work around of manually regrading if you want students to see a correct answer but still receive full points for things like a practice quiz.
  - it is imperative to continue support for classic quizzes until all new quizzes content is exportable. it is unsustainable to build online quizzes in a new LMS every few years, and so QTI export/import needs to be a requirement for any LMS that the university contracts with.
  - Allow new quizzes to be used in the testing center.
  - Provide support for it.
  - LET STUDENTS SEE FEEDBACK PER QUESTION!!!
  - Move to a real examination software, not a LMS system that you are trying to get to function.
  - It would be nice if students could come in and out of the testing center for some projects that I do via canvas quizzes--like open-book essays.
  - I would like an option other than Proctorio to secure testing (i.e., Respondus browser lockdown) and a way to be able to assess plagiarism and AI generative text on short-answer and essay questions in Canvas.
  - If the number of questions is higher than 25, I'd appreciate canvas to show their answer when I am editing the quiz.
  - Bring back the same functionality we had in Chi Tester. For example, allowing students to only see the questions they got wrong, not the entire quiz/exam.
12. Please list any suggestions you have for improving testing at Weber State?
- Choose a different testing platform.
  - We absolutely need testing centers and remote proctors. We have tried for years to get Proctorio to work, and it's just not sufficient. Despite repeatedly training students how to set up a proper testing area and discussing to avoid while taking a test, students are routinely violating this. In our last faculty meeting one professor asked how other professors are managing students violating Proctorio guidelines. Everyone else just shrugged their shoulders and many of us remarked that we simply gave up trying to enforce it.
  - Use something other than Canvas quizzes.
  - Try to focus on more authentic assessment.
  - There seems to be no way that Testing Center staff can preview/test out an exam in Student View. This is very frustrating when students are having problems. They leave the Testing Center, tell me about the problem, and when I call the Testing Center there is no way to recreate the problem. Further, staffing/training is limited and they never contact me in the moment when a student is having problems so that we could work together to fix it in real time.

- The testing center is not viable for online courses. Proctorio sucks. There is no copy leaks, integration into canvas quizzes, so students are constantly cheating on online exams.
- Talk to faculty and ask for requests before making these big changes! The forced migration was extremely frustrating and poor timing coming when we were still reeling from the COVID workload. Having to rethink all of my chitester exams and assignments while just trying to survive as a faculty member burned a lot of my belief in Weber actually caring about student experiences. Also, the new system makes it harder to deal with students requiring special accommodations because of off campus emergencies (Proctorio is apparently the only option now, which is invasive), and I've had issues setting up disability accommodations that I didn't have before the migration. Chitester wasn't perfect, but it was ours, and canvas quizzes have been improving but it's been slow and frustrating to have lost functionality for so long.
- See prior response. Weber State seems to have felt they had a budget win by offloading all exam issues to faculty. It has resulted in me spending many additional hours per semester to attempting and failing to create a secure testing environment.
- Remember that WSU Online and Testing Services work for the faculty, not the other way around.
- REPEAT - If a student is taking an exam remotely (with Proctorio) it would be nice to be able to upload a pdf of the document that they can then download and print at the appropriate time.
- Purchase respondis!!! I'd love to be able to just have students take exams at home, but have their browsers locked down.
- Provide help with proctoring exams. Proctorio is decent but has required professors to take on the role of proctoring, and with big classes it can be difficult to keep up with.
- Proctorio is a mess, but proctored distance testing has become a necessity. I would like to see the University explore new options, with an intent to invest in our students in this way.
- Proctorio is a great option for students since it is free. The cost per test used to be a barrier for a lot of our students so proctorio was a great new tool. However, it is far from perfect and we worry that it's much easier to cheat with proctorio and I wish there were better safeguards in place. It would be nice if the student had to watch a video about room scans and/or testing policies prior to being able to take a test in proctorio - every time!
- Please have the testing centers be responsible for reviewing Proctorio flags again.
- Please give us a testing tool that works well, saves our work expediently, aligns questions to learning outcomes expediently, and gives reports that meet our assessment requirements.
- Please do not switch to another method that would involve more hours of redoing the work that we have already done. Since we have now entered everything in Canvas please seek to improve Canvas and do not switch to another new platform as I have heard others suggest. Thank you!
- None at this time
- Need a more secure remote proctoring option than Proctorio.
- Maybe you can do this but I would like to have a place I can put a bunch of test questions already formatted, then I can just drag and drop them into my quiz/test. That way I can change it each semester easily without redoing the exam
- Maybe not pick on the tool and look more at process, pedagogy, and student needs
- Make a youtube page on how to use Canvas Quizzes.
- Look and analyze at how space is used near testing centers, e.g., tutoring center in Tracy Hall. Would it be a better use of space to make more testing center and less



tutoring center? There have been times when certain testing centers are overwhelmed with students wanting to take exams. Tutoring can happen at many places on campus such as the library/

- It would be nice to have a place for students to write where they could be kept from the temptations of AI and be free of distractions from the web. We need a writing lab, where students can come and go, but that is also free of AI.
- It would be nice if you had people who reviewed proctorio tests. I do not get paid for this and I do not have the time.
- It is still difficult to use Canvas for generating assessment data and apparently impossible to do so retroactively, that is once you've given an exam
- Instructors should not have to proctor exams.
- I'd like to be able to allow Excel or Excel Online on exams. We use Excel a lot in class, and students often ask how they will be tested on what they know if Excel is off limits. We find ways to test their knowledge but it is a challenge to students. In the workplace, they will be using Excel for these kinds of tasks.
- I would really love it if we could get Canvas Quizzes to allow students to only get the questions they missed on a retake of the exam. That was a great feature in ChiTester that is nonexistent in Quizzes.
- I would like to learn more about how to make testing more secure.
- I would like an option other than Proctorio to secure testing (i.e., Respondus browser lockdown) and a way to be able to assess plagiarism and AI generative text on short-answer and essay questions in Canvas.
- I think the credibility of our remote testing is essentially zero at this point. There are so many ways to game the Proctorio System. It is sad to me that we have done so little to think collectively about test integrity.
- I don't like that quizzes and tests are on the same platform.
- I can't do an ungraded survey without jumping through needless hoops. Way to take away features. New Quizzes suck.
- Get rid of Proctorio
- Get rid of Canvas Quizzes - New or old and get a real program designed for delivering exams online. There are some functions in the new quizzes that I like but overall the amount of effort it takes to manage the item banks is NOT worth the fight. The Student review is VERY important for learning and Canvas does not provide adequate functionality in the review to make it a real meaningful learning process while protecting the integrity of the exam. If a bank or business developed a user program with the same problems Canvas - they would not stay in business. We put up with it because we have to - no choice!
- Find a way to move away from faculty needing to monitor exams through proctorio. Can we compile a list of sites and have someone manage it like we used to do with chitester. The load on faculty to ensure exam security (in fields where exams are the norm and board exams are required) is heavy.
- Do not ever use ANYONE's beta-version testing software!!! Do not change testing software so frequently!!!
- Ditch Canvas quizzes, which was never designed to be a comprehensive testing program, and reinstitute the development of XZam. Given the number of universities that expressed in licensing it from us, it would pay for itself and would be far superior to Canvas quizzes.
- Canvas quizzes is only an OK program. ChiTester was nicer and it was great that it was in house. It is too bad that the plug got pulled on Weber's newer in house testing platform that was going to replace ChiTester.
- Can we have an Exercises link, a Quiz link, and an Exam link?

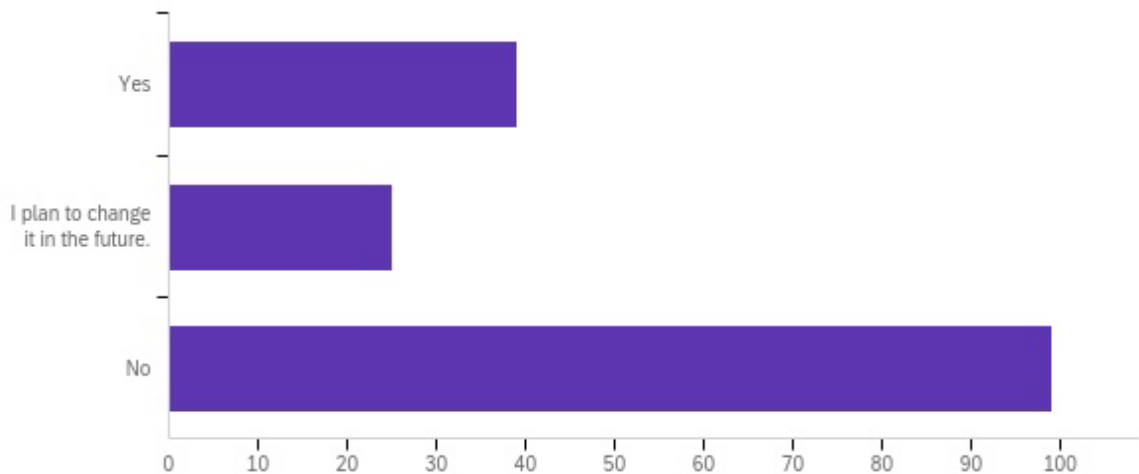
- Because of increased plagiarism I now have to send students to the testing center to write essays that used to be written at home. Good essays are best written with multiple drafts over multiple days. However, the testing center currently doesn't allow this practice because the current testing tool limits attempts to one day. We need to allow students to take a test and write an essay over multiple days. (BTW, ChiTester allowed this)
- Approve distance proctors which students physically attend for distance testing. Proctorio is a JOKE and is not secure.
- All tests should be available to be administered both online and in the testing centers.
- "Testing" right now at Weber State is a total joke. Students are cheating all over the place in just about every course that uses Proctorio. Very few departments are even watching the videos, let alone doing anything about discrepancies or cheating. This is a major issue and no one is doing anything about it.

13. Have you changed your testing practices because of AI chatbots?

Yes - 23.93% (39)

I plan to change in the future - 15.34% (25)

No - 60.74% (99)



14. If so, how have you changed your testing practices because of AI chatbots?

- Take at home tests are now largely abandoned. Questions can no longer be simple. Questions require more detail such that an AI chatbot can't understand it but a human can.
- I do not test that much
- I have always used the Testing Center for exams, but now this has become necessary.
- All is done in Proctorio or at Testing Centers.
- Until there is a dependable method to prove a student has used AI, there is little I can do.

- N/A
- I do more group projects and presentations for final exams
- Shift to requiring exams in WSU testing center or Proctorio with strict parameters.
- My assessment of learning is now driven mostly, and in some cases exclusively, by proctored exams. Testing centers will be critical in the future for instructors who want to truly measure whether their students are learning.
- Testing centers only. Proctorio is a complete joke.
- N/A
- I use GBTzero to check essay responses.
- My expertise so niche, chat bots cannot get it. Also its a very technical subject and so far no chatbot has been able to really get it. They write jibberish for my exam questions.
- I explicitly state whether a student may use AI for an assignment or not
- I'm going to probably have to have students take exams at the testing center. Currently, I have students in my online courses take exams at home, but I'll need to change that. I might still just allow all their notes, but at least not have them using Chat GPT.
- More "nebulous" phrasing to make a "cut & paste" into AI chats to (at least) require their efforts to re-phrase based on content. More end of class "Exit Tickets" that have a tight turn around and deadline: less time to AI explore for a response.
- more algorithms, less short answer questions that can be answered via ChatGPT
- put the test in the testing center instead of at home
- For listening selections, I do not ask what the name of the song is, or who the artist is. Instead, I ask other questions about the selection.
- I use the Copyleaks for written assignments - however it appears to flag many false positives
- I try to have assessments that authentic to the field and do not focus solely on multiple choice tests for that, so AI has not had a big effect on my testing.
- The information is out there, I can't control students access, but I can place time limits and I have increased case study specific essay questions.
- I plan on using hidden easter eggs to determine whether there is academic dishonesty going on using AI.
- I do paper exams in class
- n/a
- Have students record small videos explaining their work.
- I used to allow students to complete Canvas quizzes during class time, in my room. However, I had a student use an AI extension for Canvas while completing a quiz. I now send them all to the testing center.
- I haven't because I don't know alot
- Use Proctoria and this helps protect the use of AI in testing and dissemination of the questions and answers online. Quiz design with open input response has proven to be the best indication of whether or not a student can do the work.
- I am allowing generative AI on writing assignments and asking students to disclose their use of generative AI and to give me all the prompts they used. Based on that, I can determine if the use of AI was appropriate or if students need additional guidance.
- More in class tests and more tests in a physical testing center.
- More essay tests using Proctorio (which has a setting to disallow open browsers)
- I am unaware that chat boxes are available through Canvas quizzes.
- More multiple choice, less writing. Playing an AI detective is time consuming and confusing as to whom do I give credit and grade, the student or GenAI..
- I have moved exams to the testing center.
- I still require students to use the testing center for exams, and make quiz questions complex enough that good luck getting help from a chat bot... Also, in general, I've come

to take the attitude of cheaters are going to cheat and it's their educational loss, not my problem. I can't be God.

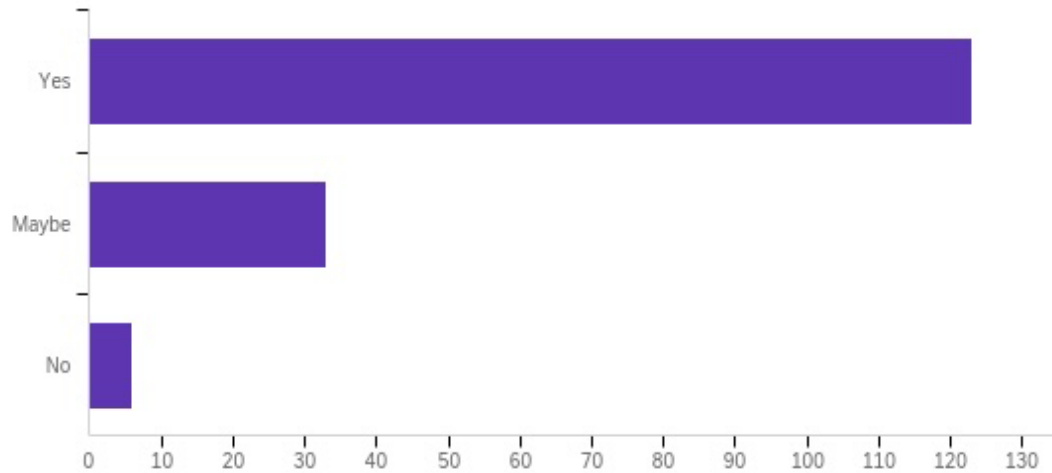
- I have students created video responses. I use both written and video responses
- Had to use some type of proctoring situation (proctorio) to ensure students actually gain the education and learning outcomes.
- I used to give take-home essays, because of AI, I assign several essay prompts and pick up two essays and let students to go to the testing centers to write their short essays.
- I have all but eliminated exams, because there are no good options for us. Canvas quizzes has no AI checks. Can't use testing centers for online courses, according to WSU online best practices.
- I've moved assignments where I don't want AI to the testing center and been explicit about when its use is ok in other assignments.
- I don't offer tests, everything is writing, but I've had to change what kind of prompts I am asking for, etc.
- Using the testing center
- I've opted for test alternatives, rather than a typical tests. More chapter assignments instead of aggregate exams.
- I moved some assessments into the testing center
- We do not allow testing via proctorio
- Frankly, just way fewer tests. I don't believe in the ethics of Proctorio, and short of something like that (draconian privacy violation that flags students who live in actual, messy lives) there isn't a way to prevent students from using AI tools. I do also try to AI proof my essay exams/assignments, but I focus that mostly on assignments and move away from tests.
- I have made it so that the students have to describe what their code is doing, not just writing code
- I send my students to the testing centers to do writing that previously they did at home.
- I make students write essays in testing center via canvas which works but isn't perfect. Testing center staff have been great, btw.
- I now have to manually run any short-answer or essay questions that look suspicious through one (usually several) AI detectors. Additionally, I am considering different methods (including pencil-and-paper tests in face-to-face classes) for multiple choice tests, because ChatGPT is very effective at answering multiple choice questions. I have already moved to timed tests but I would rather now use Proctorio because of privacy and equity concerns, About half of my classes are now online, so testing centers are not an option. We should also have access to a browser lockdown software for testing.
- the types of questions I ask
- It was very difficult to go from students having proctors to Proctorio and each faculty reviewing flags. Half the time I don't know what I'm doing and I guarantee there's more cheating going on now than ever before.
- My exams are multiple choice, open-note and open-book. I have tried to keep up with my understanding of AI chatbots for written assessments in my courses.
- Reduced short answer/essay questions, plugged suspicious answers into an AI detector, generated an AI use policy I baked into my syllabi for acceptable use/best practice.

15. Do you think faculty should be consulted before Weber State University adopts new software or technological platforms?

Yes - 75.93% (123)

Maybe - 20.37% (33)

No - 3.70% (6)



16. Please share any final thoughts you have about Canvas Quizzes or technology adoption.

- I am skeptical this survey will generate any helpful changes given how Weber State badly dropped the ball on testing improvements in the last seven years. I have used this comedy of errors as a central example when arguing how Weber State's red tape can't manage tech teaching tools correctly. Weber State has too many administrators with veto power who don't understand how technology works.
- Tech changes at WSU are messy and come off as ill-considered. Canvas Quizzes was not ready for us to migrate to, though it rapidly improved (anonymized grading, grading one question at a time, etc). Other tech initiatives, like the Google migration, are announced without input from varied sources.
- I had no clue it was changing when I imported it so I could figure out how to fix the new ones.
- As I understand it, at the recommendation of Brian Stecklein, our current provost ditched the development of XZam. As I serve on the Faculty Testing Advisory Committee, I know that we were never consulted on the advisability of this. It was a travesty.
- WSU Canvas support staff have always done their best to help me solve problems. Unfortunately, many problems cannot be fixed at the University level. There are problems that have been submitted to Canvas years ago, with many "upvotes" on their forum, that have yet to be corrected.
- I'm aware of several cases of a new software being adopted and as far as I'm aware, the relevant users are NEVER asked for input or to beta test the options. So WSU consistently adopts terrible software.
- I really like the new quizzes, it was also much easier to align outcomes directly to entire quizzes or to individual questions

- Of course you should consult faculty about technology adoption significantly impacting assessment. Why would you not do this?
- We need a decent AI detector. The new plagiarism tool does not detect AI well at all.
- Canvas quizzes is an inferior interface to Chi-Tester.
- There are plenty of alternative platforms that are more stable with a better user interface than Canvas Quizzes.
- Faculty do a lot of work with the technology provided. Changes in technology can cause major issues in courses we have spent many years developing. Is frustration to have things given and then taken away. For example, I'm using Feedback Fruits polling system as a free polling system in my class. I've heard rumors that Feedback Fruits will be going away. It would be frustrating to build this into a course, only to have it removed and have to figure something else out later.
- Faculty MUST be involved in the decisions about adopting new education technology. We actually use it. Programmers and purchasers don't teach and cannot foresee issues encountered with new technology that faculty and students often experience.
- When it comes to learning new things, or rearranging current structures, that means more time that teachers spend on work with no additional pay.
- I'd suggest running new proposed changes by faculty so that WSU Online can figure out what functionalities most faculty would want/need and adapt that at the front end rather than trying to adapt on the fly and roll things out slowly.
- I'm still evaluating things
- Yes, if it might be something that will impact how we teach or what we have already created, then it would be worth looking at before adoption.
- I think any change is hard. Faculty don't like change, but honestly the more I've used the New Quizzes, it's good enough to use. It took me some time to figure out the test bank. But I do think it is better now that I'm using it more.
- Another request: bring back the emoji options in Canvas grading: a Help chat response noted that was available by institutional options and Weber had opted out.
- I think we need to keep it simple, easy, and straightforward. We don't need a complex solution.
- It baffles me why the university would consider rolling out any new software or technological platforms without consulting faculty???
- I don't think faculty as a whole should be consulted, but there should absolutely be a subset of faculty beta testers before a software is officially adopted.
- Users should decide and have significant exposure & trials before decisions.
- It's difficult to find a platform that will fit any and all needs. Using Quizzes in Canvas made logical sense even if it's not perfect and I think the University has done a good job of making it work with other systems.
- I think faculty have expertise in lots of things but that staff at the university should be recognized for the expertise

## **Appendix C: White Paper for CE Ad Hoc Committee Proposal (from Charge 10)**

Among ASSA's charges from Faculty Senate for the 2023-24 academic year was charge 10: "Work with CE [Concurrent Enrollment] liaisons to ensure college-level quality in CE courses is enforced." A subcommittee of ASSA was assigned to this charge consisting of David Hartwig (chair), Shaun Adamson, and McKenzie Wood. The chair of the subcommittee met with the academic director of Concurrent Enrollment, Hal Crimmel, and reported findings to the rest of the subcommittee and then to ASSA. It was determined at that time that the job of ensuring that CE courses are qualitatively college-level across all offerings was too large in scope and magnitude for a three-person subcommittee to successfully complete. In consultation with ASSA Chair Mark Denniston, the subcommittee therefore evolved the charge into determining the scope and magnitude of the task and proposing a workable solution.

In accordance with the Faculty Senate Constitution, ASSA therefore recommends the establishment of a Faculty Senate Ad Hoc Committee to carry out this charge. Per PPM 1-13, Article B-V. Section 6, an ad hoc committee is appointed when there is a need "to carry out a specific function and none of the existing committees is in a position to accept the responsibility." What follows is...

1. a proposed name for this ad hoc committee,
2. our rationale for this charge's reporting to Faculty Senate rather than housing this ad hoc committee in another administrative body of the University,
3. an overarching charge for this ad hoc committee,
4. a more detailed description of the various charges that fall under the overarching charge,
5. the entities and stakeholders that this ad hoc committee will need to coordinate among and between,
6. our suggestions for the membership of this ad hoc committee, and
7. As these charges are being put forth in order to seek a resolution to ASSA's standing charge, we conclude with our suggestion for the dissolution of the ad hoc committee once the charges have been fulfilled, with the understanding that the ad hoc committee may recognize an ongoing need for the oversight suggested here, or if the charges will take more than two years to

complete, then the ad hoc committee may initiate discussion toward a standing committee or other oversight body.

1. Concurrent Enrollment Oversight Ad Hoc Committee

2. Several of the qualitative academic issues relating to Concurrent Enrollment would benefit from faculty oversight and input, since the program is first and foremost an academic program, similar to General Education, for example, in its scope and complexity. We feel that there should be a formalized reporting structure from Concurrent to Faculty Senate, to ensure the flow of information between faculty and Concurrent Enrollment administration. While CE does have an Academic Director, who is a faculty member of the University appointed to this position, it is the position of ASSA that this work is both too monumental in scale and too vital to the continued success of the University to be entrusted to one appointed individual without faculty senate oversight. One of the tasks of this ad hoc committee will be to ensure that responsibilities that require academic oversight are properly overseen and there are clear reporting lines from CE to Faculty Senate.

3. The overarching charge for this ad hoc committee is to help ensure that CE offerings are of college-level academic quality.

4. As part of the above overarching charge, ASSA recommends the following specific charges for the proposed ad hoc committee...

- A. All matters that require academic oversight will fall under the auspices of the committee, led by a faculty member with an advanced/terminal degree and will be reported back to Faculty Senate at regular intervals during the two-year window of the ad hoc committee, and explore how permanent and clear lines of reporting from CE to Faculty Senate can be accomplished.
- B. Examine the process by which new CE courses or course offerings are approved to ensure that departments are fully informed of these proposals and that the proposals are thoroughly reviewed. If necessary the committee will help coordinate with department chairs and/or CE liaisons, and confirm the process is in keeping with USHE policy.



- C. Departments are tasked with reviewing and approving CE instructors to ensure that minimum qualifications as set out by the University -OR- by USHE's Qualifying Experience Rubric are met. The committee would examine how to coordinate this approval process with departments and CE and how to report on CE instructor qualifications to Faculty Senate.
- D. Ensure that all departments are providing adequate training for CE instructors and that CE instructors are adhering to professional standards of their relevant disciplines. This may include the creation of a "best practices" guide for training CE instructors that can be implemented across departments.
- E. Ensure that the process by which CE instructors are reviewed is clear and consistent with University policy, and that those reviews are assessed by department chairs and are actionable.
- F. Confirm with Departments that all CE courses are run through the University's Canvas system in accordance with the USHE mandate.
- G. Ensure that all departments offering CE courses have syllabus shells which include the course learning outcomes, textbook requirements/options, and other necessary materials, and that these materials are actually implemented in CE classrooms. Explore the ways in which Open Educational Resources and/or affordable course materials are or can be integrated into CE course structures.
- H. In conjunction with GEIAC, ensure that all departments offering CE courses assess those courses as part of their regular assessment process. As most CE courses provide General Education credit, work with the GEIAC chair to ensure that the assessment is qualitatively equal to that of on-campus courses, and that the assessment loop is closed: the data must be distributed to the CE instructors and remedial action must be taken if a course/instructor consistently fails to achieve the prescribed learning outcomes. With GEIAC, the committee will report to Faculty Senate the results of assessment for the CE courses bearing Gen Ed. The committee will also report to Senate on the assessment of CE courses that are non-Gen Ed.

- I. Work with CE to ensure that the processes for handling academic complaints are in alignment with the Academic Complaint process spelled out on the WSU Due Process webpage at: <https://www.weber.edu/complaint/academicissues.html>.
  - J. Work with departmental CE liaisons to ensure that they are provided adequate time and resources to complete their responsibilities, that the oversight workload is distributed and/or compensated equitably and appropriately, and that liaisons report regularly to their respective department chairs and/or the CE academic director. Part of this charge could include assessing current policies and procedures to ensure that they are adequate and recommending/implementing changes based on that assessment.
  - K. Work with CE instructors, CE liaisons, department chairs, the CE Executive and Academic directors, and the University student success coordinators to emphasize the success, retention, and matriculation of students enrolled in Weber State University CE courses to baccalaureate degree programs at the University. Ensure that appropriate academically-focused recruitment to WSU strategies are in place to help mitigate against the decline in enrollment of lower-division on campus courses as a result of the growth in Concurrent Enrollment offerings.
5. The proposed ad hoc committee will need to coordinate among and between the CE Academic Director, CE Executive Director, chairs of departments with CE offerings, CE liaisons resident in those departments, the chair of GEIAC, and the Faculty Senate. The goal of this coordination will be to ensure open avenues of communication throughout all areas of CE, and proper reporting structures that ensure faculty shared governance over issues relating specifically to Academic Affairs.
6. It is ASSA's recommendation that this committee be chaired *ex officio* by the CE Academic Director, and that the CE Executive Director and chair of GEIAC also serve on this ad hoc committee *ex officio*. Beyond those roles, committee membership should be determined according to the rules that govern membership in Faculty Senate standing committees, however it is ASSA's recommendation that members be encouraged to represent departments with CE enrollment, and therefore have a vested interest in the quality of CE offerings.

7. In keeping with Faculty Senate rules regarding ad hoc committees, it is ASSA's recommendation that this ad hoc committee be appointed for one year, beginning in the Fall 2024 semester, with the likelihood that the scope of the workload will necessitate carrying this committee over for a second year. In the second year, it is possible that this committee could complete the work of establishing sustainable Faculty Senate oversight to ensure college-level quality in CE courses, and could be dissolved, provided that the proper reporting structures are clear and can be maintained. It is also possible that a need for ongoing faculty oversight and input is recognized during the two year ad hoc period and that the ad hoc committee could recommend a permanent standing committee of the Faculty Senate and/or some other structure that will ensure continued college-level quality in all CE courses.