



GENERAL STUDIES COURSE REVIEW

2018-19 AY

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General Studies Course Review – History 103

General Studies Review Courses

Communication 203	Math 145
Economics 103	Math 210
English 205	Music 133
History 103	Political Science 101
History 211	

Overview

General Studies Course Review: A five-year evaluation cycle established to review general studies courses. The Committee evaluates approximately 10 courses each semester, and the selection process is based on highest enrollment first. Evaluations are linked to specific criteria and are assessed by the Committee using LiveText and the GS Course Review Rubric.

GSAC is a recommending body, and committee suggestions are provided to department/program faculty and administration.

General Studies Course Review Rubric (Revised fall 2018)				
	(3 pts) Evidence of Advancing Assessment Implementation	(2 pts) Meets Assessment Implementation Requirements	(1 pt) Working Toward Assessment Requirements	NA
(1) Course Description & Rationale	Course description details are provided as well as a clear and specific rationale of how the course meets the stated SLO.	Vague rationale of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
(2) Assessment Method	Developed/adopted appropriate assignments that tightly align to specified rubric elements of the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted assignments that cannot be assessed with the rubric for the designated SLO.	
(3) Plan for Consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years that addresses consistency across instructors and modes of delivery.	Has articulated a plan for consistent assessment, but implementation is not planned over three years, or fails to address consistency across instructors and modes of delivery.	No substantial evidence of a plan for consistent assessment implementation.	
(4) Implementation of Course Revision	Clearly shows how assessment findings are used for making course revisions that better serve the SLO.	Vague indication of how assessment findings are used for course revisions.	No evidence of using assessment findings for course improvement.	
(5) Syllabus Statements	All syllabi for the current semester have clearly stated the GS SLO and include a rationale for why the course aligns with its SLO.	Most syllabi for the current semester have clearly stated the SLO and include a rationale for why the course aligns with its SLO.	Not all syllabi for the current semester have been included OR there is little/no indication the course addresses its GS SLO.	

General Studies SLOs:

- Communication:** Upon completion of the General Studies Program at WLU, students will be able to communicate effectively with clarity, coherence, and persuasiveness.
 - Oral Communication Rubric
 - Written Communication Rubric
- Analysis:** Upon completion of the General Studies Program at WLU, students will be able to apply appropriate concepts and methods to analyze, evaluate, and interpret information or texts, implementing suitable strategies to solve problems or relate analyses as appropriate. Rubric
- Self and Cultural Awareness:** Upon completion of the General Studies Program at WLU, students will reflect objectively on the human condition through investigation, appreciation, and evaluation of the products, perceptions, expressions, and interrelationships of various cultures.

Communication 203 Oral Communication

I. COM 203 GS Course Review Submission

1. Course Description and Student Learning Outcome

Argumentation and Debate (3 hrs.)

Catalog Description: Principles of argumentation, evidence, reasoning, and their application to debating. (Prerequisite: COM 101)

Student Learning Outcome: COM 203 is listed under “Advanced Communication” in the Bachelor of Arts degree program, and is not a General Studies requirement for any Bachelor of Science degree programs. COM 203 meets its assigned General Studies Student Learning Outcome, and fosters the development of clarity in communication.

- a) Clarity in oral communication refers to the ability to be heard and understood (through vocal delivery and language choices) by members of an audience.
- b) Students participate in oral, public debates; therefore, the class promotes clarity in two ways.
 - i. Emphasizes clarity in communication by evaluating the students’ ability to speak with appropriate vocal delivery (volume, rate, pausing, articulation, pronunciation, and inflection) while they participate in oral, public debates.
 - ii. Emphasizes clarity in communication by evaluating the students’ ability to utilize appropriate language strategies, while they participate in oral, public debate.

Fosters the development of coherence in communication.

- a) Coherence in oral communication refers to the ability to organize a message.
- b) Students participate in oral, public debates; therefore, the class promotes coherence (organization) in three ways.
 - I. During public debates, students must utilize nonverbal communication (pausing, eye contact, gestures, and movement) to assist in organizing their messages.
 - II. During public debates, students must utilize signposts and transitions to organize their messages.
 - III. During public debates, students must develop organized arguments (claims followed by supporting material).

Fosters the development of persuasive communication.

- a) In oral communication, persuasiveness is linked to identifying and selecting the appropriate means (appeals to reason, credibility, and emotion) to persuade a given audience.
- b) Students participate in oral, public debates; therefore, the class promotes persuasive communicative practices.
 - I. During public debates, students must select and construct arguments the audience finds reasonable and credible.
 - II. During public debates, students must use nonverbal communication which meets audience expectations of dynamic and credible (persuasive) delivery.
 - III. During public debates, students must select and construct appeals which inspire emotions which reside within audience members, without resorting to unwarranted emotional appeals.

2. Assessment Method: Students’ oral communication skills are assessed twice during the semester.

- a) Fact.Value Debate
- b) Policy Debate
- c) The debate grading rubric embeds elements and language from the [Oral Communication Rubric](#) (2019 revision). These debates were assessed in the last course offering in the fall of

- d) 2017, and will assess again in the fall 2018 semester. Since both assignments are live speaking events, the Department cannot provide samples of student work. The instructor for COM 203 uploads videos of the speaking assignments to LiveText in order for students to see their performance and critically reflect on their performance. Five of the six elements (organization, language, vocal delivery, physical delivery, and facial delivery) of the oral communication rubric are utilized in Com 203. The Debate Grading Rubric explicitly identifies organization, vocal delivery, physical delivery (appearance), and facial delivery (eye contact) as grading criteria. While the Debate Grading Rubric does not explicitly identify language as a grading criteria, the instructor does evaluate language with the “Reasoning” grading criteria. Speakers must use language to construct reasonable arguments. Improper use of language results in unrecognizable reasoning structures because improper use interferes with the audience’s ability to distinguish evidence from claims. Improper use of language results in fallacious arguments such as equivocation, amphiboly, and improper use of emotional language. Because the Debate Grading Rubric embeds elements and language from the GS Revised Oral Communication Rubric, the instructor of COM 203 can easily transfer the results tallied on the Debate Grading Rubric to the GS Revised Oral Communication Rubric. The instructor for COM 203 does not assess the use of presentation aids, because these are not required for either debate assignment. Given the nature of the debate assignments, including presentation aids proves difficult for students and the instructor.

3. **Plan for Consistency:** please keep in mind the following details:

- a) The Department of Journalism, Communication Studies, and Visual Art only offers COM 203 in the Fall Semester.
- b) Professor Ryan McCullough is the only faculty member who has taught COM 203 in the past ten academic years.
- c) The Department does not plan for other instructors to teach COM 203.
- d) The Department only offers one section of COM 203 at a time; sections do not run concurrently.
- e) Began assessing in the Fall 2017, which was the first time the department offered the course after being moved to the Advanced Communication section of General Studies. The plan for assessment implementation begins in Fall 2017. The Department already made changes based upon the results from Fall 2017. The assessed assignments, and the essential nature of oral debate, demands synchronous communication. It is possible to hold a synchronous debate via video conferencing. However, the WLU HOLI module states, “Please keep in mind that WLU ONLINE courses are 100% asynchronous. This means there are NO scheduled synchronous sessions or activities - either required or optional. Courses with scheduled sessions are identified as hybrid.” While not currently offered as an online or hybrid course, the feasibility of delivering in a class that is not face-to-face seems limited. Because of this, the Plan for Consistency excludes information on different modes of delivery. The Department can explore online and hybrid modes of delivery and would welcome any feedback from the committee on this matter. The Department of Journalism, Communication Studies, and Visual Art developed the following plan for assessment implementation.
 - i. Fall 2017-The instructor assessed debate assignments using the GS Revised Oral Communication Rubric.
 - ii. The instructor uploaded student videos of the debates.
 - iii. Fall 2018-The instructor reviewed assessment data from Fall 2017.

- iv. The instructor will assess student debate assignments using the GS Revised Oral Communication Rubric.
- v. Ryan McCullough submits the COM 203 Course Review to the GSAC Committee on behalf of the Department.
- vi. Spring 2019-Ryan McCullough will review assessment data from Fall 2018.
- vii. The COM 203 Course Review revealed a number of issues with the GS Revised Oral Communication Rubric (see Section 6), and Ryan McCullough would like to spearhead revising the Oral Communication Rubric. This would include meeting with others who teach courses that currently use the GS Revised Oral Communication Rubric to discuss changes and facilitate a norming session for the updated Oral Communication Rubric.
- viii. Fall 2019-Assess debate assignments using the new version of the Oral Communication Rubric, and revise Debate Grading Rubric based on changes to the Oral Communication Rubric.
- ix. Spring 2020-The Department will review assessment data from Fall 2019, and Instructors using the new version of the Oral Communication Rubric will assess its viability. Develop a plan for other methods of delivery (online, hybrid).
- x. Fall 2020-If necessary, the Department will consider revising the debate assignments based upon assessment data collected. If necessary, identify other types of assessment assignments.
- xi. Spring 2021-The Department will review assessment data from Fall 2020, and will repository for assessment data from COM 203, since we will have two semesters worth of data with the new rubric.

II. General Studies Committee Review – Communication 203

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	

Economics 103 Analysis

I. Economics 103 GS Course Review Submission

1. Course Description and Student Learning Outcome

- a) Provide the course prefix, number, title, credit hours, catalog description and any prerequisites. *Econ 103: Principles of Microeconomics, 3 credit hours. No pre-requisites. An introduction to economics in general and microeconomics in particular. Topics include demand and supply analysis; consumer behavior; price and output determination of the firm and industry under a variety of market conditions; and government intervention and regulation.*
- b) Provide a clear and specific rationale of how this course meets its assigned general studies student learning outcome. This course fulfills the GS Analysis outcome, which states that: *Upon completion of the General Studies program at WLU, students will apply appropriate concepts and methods to analyze, evaluate, and interpret information or texts, implementing suitable strategies to solve problems or relate analyses as appropriate.*

Course Outcome alignment to GS Analysis Rubric Elements	
Analyze	Analyze the impacts of taxes on consumers, producers, employers, and workers
	Analyze a firm's short-run and long-run costs
	Analyze the decisions made by a firm operating in perfectly competitive markets
	Analyze the behavior of a monopoly
Evaluate	Evaluate the different effects caused by changes in demand and supply conditions
	Evaluate the models used by economists to explain how efficient production decisions are made in an environment of scarcity
	Evaluate the impacts of government actions in markets on efficiency and fairness
	Evaluate how firms in monopolistic competition and oligopoly determine their profit-maximizing strategies
	Evaluate the way factor markets determine a society's distribution of income
Interpret	Explain how free and competitive markets allocate resources through the interaction of supply and demand
Implement	Determine how rational consumers make choices to maximize their satisfaction
Problem-solving	Evaluate how firms in monopolistic competition and oligopoly determine their profit-maximizing strategies

2. **Assessment Method:** Describe the assessment method, and indicate which elements in the rubric will be evaluated. Provide specific examples of assessments that have been used in the past or that you plan to use.
 - a) Analysis: (Required to use at least 4 of 8 elements)
 - b) The assessments that are used from the GS rubric are:
 - i. Creating Strategies
 - ii. Synthesizing
 - iii. Quantitative calculations
 - iv. Evidence
 - v. Reading Comprehension
 - vi. Evaluate Solutions

Step 1-Evaluate an economic day in the life. Kyle is a notoriously motivated individual who thrives on a packed schedule. He has been the star pitcher for his college baseball team since freshman year, and balances that with his class work and a full-time job at the local grocery store. Generally, Kyle trains for 2 hours every day after school, then studies his grammar class assignments for 2 hours after that. His average for the grammar class is 80%, which is required of anyone on the team. Kyle recently started training for 3 hours a day, and has studied only 1 hour for his grammar class. Already he has seen his grade drop to 70%. That's not even accounting for his job at the grocery store! (Synthesizing, reading comprehension)

Kyle lives 25 minutes from the grocery store, so he is always watching for news on gas prices. (Evidence)

Economists believe that when gas prices rise by 10%, the quantity of gas purchased will fall by one or two percent. But Kyle remembers that in 2009 when the price of gas rose from \$3.00 to \$4.00, purchases of gasoline only fell by 3.5%. With the substantial increase in gasoline prices, the demand for ethanol has also increased. Because ethanol is made from corn, the price of corn has risen. This in turn has increased the price of many of the items in Kyle's grocery store. For example, the price of cheese has risen 25% from 2009 to 2010, and apple juice has risen 36%. (Evidence, Reading comprehension)

Step 2-Answer the Questions

With so much going on, Kyle has asked you to help get his time and expenses under control. In a one- to two-page blog entry, illustrate for him how knowledge of economics can help the rest of his day fall into place. Address the following in your blog entry, making sure to show all calculations.		(1) Creating Strategies	(2) Synthesizing	(3) Quantitative Calculation	(4) Evidence	(5) Reading Comprehension	(6) Evaluate Solutions
1	What was Kyle's opportunity cost for the extra hour training for baseball each day?	X	X	X		X	X
2	Because Kyle trained for 3 hours, what can be concluded about the marginal benefit and marginal cost of the third hour of training?	X	X	X	X		X
3	Was Kyle's decision to play an extra hour of baseball each day a rational decision? Why or why not?	X	X			X	X
4	What is price elasticity of demand for gasoline? Do you think price elasticity of demand for gasoline is inelastic, or elastic?	X	X	X	X	X	X
5	Explain why the demand for ethanol has increased the price of corn.	X	X		X	X	
6	Explain how food prices in the U.S. can rise as people in India and China become richer and can afford to buy more beef and chicken.	X	X		X	X	X
7	If Kyle finishes school and starts a business instead of working for a company, what items will you consider as his opportunity cost?	X	X		X	X	X
<p><i>Remember, it is important that you exhibit superior knowledge of the subjects being covered while still relating it in such a way that is easily understood by someone without an extensive economics background. Follow these guidelines: (Synthesizing, reading comprehension) Use clear, concise sentences; Share your enthusiasm and interest in the subject matter; Relate the material back to your own personal experience when possible; Read the entry out loud to yourself before finalizing it.</i></p>							

3. **Plan for Consistency:** Clearly outline a plan for assessment implementation over the next three years, and address consistency across instructors, modes of delivery, and semesters.
For all sections of Econ 103, the same assessment assignment is being used across sections. Each instructor uses the exact same syllabus, course outcomes and assignment in LiveText and uses the same Analysis GS rubric to ensure consistency. However, each instructor may not use a consistent scoring using the GS rubric on student work.
Each faculty assesses each student with the account in LiveText. This practice is expected of each faculty. There has not been any plan for assessment implementation as of now. Below is the future three-step plan.
 - a) Review the assessment data from 2019-2020
 - b) Develop a plan to improve student learning outcome in 2020-2021
 - c) Implement the improvement plan in 2021-2022.
4. **Implementation of Program Revision:** Describe how assessment data is used for course revision and course improvement. How do revisions support the GS student learning outcome?
Assessment data has not been used yet for course revision and improvement, however, steps listed in the plan for consistency will be undertaken in the next three years to use the data and close the loop. One revision could be that each faculty member teaching the course could develop a plan collectively to ensure consistency of scoring student work on the GS rubric.
5. **Syllabus:** Included in LiveText

II. General Studies Committee Review – Economics 103

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	

English 205 Analysis

I. English 205 GS Course Review Submission

1) Course Description and Student Learning Outcome

- a) Provide the course prefix, number, title, credit hours, catalog description and prerequisites.
ENG 205 -- American Literature Before the Civil War (3 hrs.) American writers from Colonial days to 1860 with emphasis on the Romanticists, some reference to world influence.
- b) Describe how this course meets the stated general studies student learning outcome.
This course meets its assigned general studies learning outcome (WVWLUSLO.2 Analysis) by requiring a variety of reading comprehension assignments in the form of written responses and reading comprehension quizzes. Additionally, the Analysis outcome is most fully met in the form of analytical formal response papers, short online responses to readings, and essay portions of the mid-term and final exams.

- 2) **Assessment Method:** Describe the assessment method, and indicate which elements in the rubric will be evaluated. Provide specific examples of assessments that have been used in the past or that you plan to use.

Synthesizing: The synthesizing element is met through a variety of written Responses--short reading responses, essay exam questions, and formal response papers--within which students are prompted to consider connections across multiple texts, to compare and contrast texts from the same or varying literary periods, and/or to consider literary texts within the historical context in which they were written. See attached exams, response prompts, and response paper assignments.

Evidence: The evidence element is met through a variety of written responses--short reading responses, essay exam questions, and formal response papers--within which students support their assertions with specific examples or direct quotations from primary texts. See attached exams, response prompts, and response paper assignments.

Reading Comprehension: The reading comprehension element is met through reading comprehension quizzes as well as through written responses on response papers and essay exams.

Textual Analysis: The synthesizing element is met through a variety of written responses--short reading responses, essay exam questions, and formal response papers--within which students are prompted to provide analysis of assigned texts and to consider the historical and cultural context within which that text is produced. See attached exams, response prompts, and response paper assignments.

The only other professor to teach the course in the last several years has been Dr. Criniti. Both his and my syllabi, assignments, and exams are attached in order to support the course meeting the learning outcomes as defined by the rubric.

Attachments: Included in LiveText

- 1) [ENG 205 Final Exam.pdf](#)
- 2) [ENG 205 Mid term.pdf](#)
- 3) [Response Paper 1.pdf](#)
- 4) [Response Paper 2.pdf](#)
- 5) [Response Prompts for Online Lessons.pdf](#)
- 6) [ENG 205 Mid term Exam Objectives.pdf](#)
- 7) [midterm exam Criniti.pdf](#)
- 8) [final exam Criniti.pdf](#)
- 9) [ENG 205 01 Syllabus Criniti.pdf](#)
- 10) [short paper Criniti.pdf](#)

- 3) **Plan for Consistency:** Clearly outline a plan for assessment implementation over the next three years. Be sure to address consistency across instructors, modes of delivery, and semesters. Your response should include an indication of how faculty members teaching the course to ensure consistency of scoring student work on the GS rubric.

As this course is offered once per year in the Fall Semester, I have been the only instructor of the course for the last several years. Dr. Steve Criniti taught the course in 2014, and as illustrated by his syllabus, assignments, and exams, the sections maintain a level of consistency as far as kinds of assignments and other assessments. Over the next three years, I plan to implement assessment data to ensure that the course remains aligned with the General Studies Analysis rubric. Any design of new assignments, exams, or projects will be aligned with the rubric.

- 4) **Implementation of Program Revision:** Describe how assessment data is used for course revision and course improvement. How do revisions support the GS student learning outcome?
There has been no data collected for this course as of yet.

- 5) **Syllabus:** Included in LiveText

II. General Studies Committee Review – English 205

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	

History 103 Self and Cultural Awareness

I. History 103 GS Course Review Submission

1) Course Description and Student Learning Outcome

History of Civilization I (3 hrs.) Traces the evolution of human civilization from earliest time to 1500. This course is one of four that fulfills the history portion of GS self and cultural awareness.

History of Civilization I is an integral part of the Self and Cultural Awareness SLO. By investigating the human condition in a variety of locations across time, students are taught how to identify and reflect objectively on a plethora of cultures (and their products and expressions) from the origins of civilization up to and including the Renaissance.

In many ways, the Self and Cultural Awareness SLO is also a description of History 103. By its very nature, students in History 103 will be exposed not only to the human condition, but to how it evolves over time in relation to the physical world and each other. In doing so, students come into contact with religions, philosophies, political structures, and art from all over the world. History very literally encompasses the study of all things related to humans from economics, science, technology, and literature. Students are given a chance to evaluate how and why civilizations chose the course that they did in the context of their time, place, and culture. To do this properly, students need to delve into the experiences of historical civilizations so as to come to grips with the meaning behind the expressions created by said culture.

Course Objectives:

- a) Identify the key persons, events, and issues for global human civilizations up to 1500 CE.
- b) Describe the relationships between events and developments of the era with attention to geographic and cultural boundaries while comparing relevant issues to relevant and appropriate contemporary issues and events.
- c) Critically analyze the key issues and opposing points of view within these diverse civilizations as well as how the issues were resolved.
- d) Present content, options, and issues from the period both orally and in writing more effectively than prior to taking the course.

2) Assessment Method: The three most applicable elements of the Self and Cultural Awareness rubric are:

- a) **Adopts Multiple Perspectives:** In History 103, students are routinely exposed to foreign civilizations as well as the origins of their own civilization. In order to fully understand and successfully complete the course material, students must examine all of these cultures and be able to contextualize their beliefs and behaviors.
- b) **Understands Cultural systems:** As with the above, History 103 exposes students to a multitude of civilizations. In particular, we examine how cultures came to believe the things they did and how politics, economics, religions, etc... intersect and change said cultures. Besides these wider systems and institutions, students also investigate the impact of historical individuals on these systems, institutions, and wider cultures.
- c) **Understands the Human Condition in Historical Context:** The relevancy of this element is made plain in the title since History 103 introduces students to how humans behaved, interacted, and developed their civilizations from pre-history to the end of the medieval world.

3) Plan for Consistency

History 103 has both online and in-class lecture formats. Since the online class is a property of the University, it follows the quality matters rubric, and therefore, regardless of who teaches it internal consistency is maintained. Besides the occasional adjunct led class, the lecture based History 103 is taught by one regular, full-time faculty so internal consistency is maintained there as well. As for consistency between the online and in-class versions of the course, the online version was developed

in conjunction with a former WLU history professor to follow the basic guidelines and format of a regular world history class. While the pace and individual details in the classes differ, the overall content is essentially the same in that both classes cover the development of the major civilizations over time from pre-history to 1500 CE. In addition to historical content, students are introduced to the same widely accepted historical themes that occurred during this period as well.

As for the assessment assignments, both classes have required written assignments that gauge students' ability to understand, interpret, and analyze historical information drawn in whole or in part from exposure to primary sources. Although the sources may be different, the exercises are similar in that students must formulate an argument about some historical aspect of the civilization under study.

4) Implementation of Program Revision

Due to the recent development of a new Self and Cultural Awareness rubric due to the old one being deemed insufficient, we have no recent data with which to undertake a review. However, based upon previous data from the old rubric I reorganized my lecture based class in order to give students less to digest in each section. By moving from 3 to 4 sections, students are able to spend more time learning about individual time periods. Additionally, the essay portions of the exams for each section, which are rooted in cross-cultural analysis of historical trends during the era, then give them an extra opportunity to demonstrate their command of the materials. The hope is that the extra practice in writing analytically will translate to better performance on the written assignment from the end of the semester that is used for assessment purposes.

5) Syllabus: Attached in LiveText

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
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History 211 Self and Cultural Awareness

II. History 211 GS Course Review Submission

1. Course Description and Rationale for the Student Learning Outcome

- a) Provide the course prefix, number, title, credit hours, catalog description and any prerequisites.
History of the US Since 1876 (3 hrs.) Continuation of History 210; A Survey from Reconstruction to the present.
- b) Provide a clear and specific rationale of how this course meets its general studies student learning outcome.

2. Assessment Method: Describe the assessment method and indicate which elements in the rubric will be evaluated. Provide specific examples of assessments that have been used in the past or that you plan to use.

These are the WLU general studies program goals/SLOs and the assessment methods used in History 211 to attain them.

- a) Critical Thinking: On completion of the required courses in the General Studies program, students will learn to and have experience in critical thinking.
 - i. Students will be able to generate or create new ideas when trying to solve real life problems.
 - ii. Students will be able to make and justify persuasive arguments.
 - iii. Students will be able to use the skills necessary to distinguish facts from opinions.
 - iv. Students will be able to reflect on what, how and why learning has taken place.
This course will address the development of critical thinking, communication in both oral and written media, and problem solving skills. Students will be encouraged to question, pose alternative theories and explanations, challenge traditional and currently accepted theories, and analyze historical data and developments in an effort to expand knowledge, insight, and appreciation for the areas under discussion in this course. Critical Thinking is the most important element sought in writing, written essays and reports, and many test questions, especially multiple choice.
 - v. Assessment methods include: lecture and question interaction, written projects, and tests.
- b) Effective Oral Communication: On completion of the required courses in the General Studies program, students will have and demonstrate effective oral communication skills.
 - i. Each student will have at least one required oral presentation in class. Students will be expected to and will learn better to express themselves in written and spoken English, read written works and view films critically, use email and the internet, and listen effectively. All students will be asked to participate in class discussions on a regular basis as well as to ask questions and question any thesis or theory.
 - ii. Assessment methods include class discussions and questions directed to during the class.
- c) Effective Writing: On completion of required General Studies courses, students will demonstrate writing proficiency.
 - i. Students will be proficient in utilizing Modern Language Association (MLA) guidelines [or other superior formats] for writing and researching and will be able to produce written material according to those guidelines.

- ii. Students will be able to produce written work which is coherent, unified, developed, and organized and which demonstrates proper syntax, correct grammar, accurate mechanics, precise language, and prescribed format
This course will require students to communicate clearly and well in written and oral presentations and work, with emphasis on organization and presentation of materials, sound English and language skills including grammar, and effective communication and evaluation skills in communication. Written projects include book analyses, comprehensive essays on a variety of topics related to the course content, library and/or internet research, etc. There always will be a high standard for grammar, syntax, tense, word usage/vocabulary, and in general a proper use of English in this work.
- iii. Assessment methods include essay and short answer tests and exams.
- d) Technology Literacy: On completion of the required courses in the General Studies program, students will demonstrate technology literacy. They will also learn about the impact of technology on people and societies, specifically the U.S.
 - i. The course will include the use of technology as relevant to assist classroom and material presentation and student study, i.e. in web-based assignments and research; discussion and analysis of the impact of technology and science on the human condition, in areas including but not limited to communication, transportation, environmental issues, science, warfare, urban and rural development, agriculture and food production, aero-space technology, and the impact on society of these developments and innovations. Professor and students will use electronic resources and communication, i.e. internet and email, in the course.
 - ii. Assessment methods include use of internet resources, films, and other technologies in and outside class.
- e) Global/International Perspectives: On completion of the required courses in the General Studies program, students will adopt a global view of the world and demonstrate knowledge of diversity.
 - i. The course includes discussion of the need for awareness and appreciation of cultural diversity and differences, similarities and comparative differences in perspective, especially related to minority groups in the U.S., including African-American, Native-American, Asian-American, and Latino perspectives on issues and developments in U.S. history, including women's and minority civil rights movements. Students will be encouraged to compare and appreciate cultural similarities and differences and see history from perspectives other than their own or only traditional ones. Global perspectives are a key component of the course, since foreign relations and policy issues constitute a major portion of the course content and reading material.
 - ii. The course includes discussion and analysis of international issues during class to aid in understanding of multicultural differences and cultural similarities, values of other cultures, multi-cultural nuances and perspectives on the issues and topics addressed in this course. The course includes discussion of the need for awareness and appreciation of cultural diversity and differences, similarities and comparative differences in perspective, especially related to minority groups in the U.S., including African-American, Native-American, Asian-American, and Latino perspectives on issues and developments in U.S. history. Students will be encouraged to compare and appreciate cultural similarities and differences and see history from perspectives other than their own or only traditional ones.

- iii. Assessment methods include essay and short answer tests and exams, and class discussions.
- f) Awareness of Human Impact on the Environment: On completion of the required courses in the General Studies program, students will demonstrate knowledge of the impact of national and personal life style choices and economic activities on the natural environment. Issues relating to the environment, including industrialization, urbanization, atomic energy/weapons, and global warming/climate change are important content areas of the course.
Assessment methods include essay and short answer tests and exams, and class discussions.
- g) Social and Behavioral Sciences and Fine Arts- Humanities:
 - i. Knowledge/Content Areas: In addition to the ‘facts’ of history, the course and materials emphasize the importance of the human factor and contribution in history, the impact of people and events on society and historical developments, and the role of environmental and external factors on history and human development. Students will see the human condition and national developments from a broader cultural perspective including but not limited to the perspectives from the arts, values, other cultures, and other times relevant to the material in this course. Students will be encouraged and expected to discover, describe, and explain human history and ideas related to historical developments, analyze and think through the important historical issues and developments in the course, and develop a greater appreciation for the persons, events and period under study. Students will gain appreciation for the interdependence and relations of peoples, nations, and events; the global environment and economy; and the interchange of ideas across time and space throughout the period and events under study. The course will include comparison of issues and topics with other relevant issues and developments in other historical areas, and in the disciplines of art, political science, technology, science, geography, etc. to provide a perspective and broad overview of this course material and the broader historical and human elements and issues of the world, its peoples and its history. This element is very important to history majors going on to graduate school [Graduate Record Exams [GRE’s], Law School Admission Tests [LSAT’s] and PRAXIS and other similar tests for aspiring teachers in the social science/history education area.
 - ii. Assessment methods include essay and short answer tests and exams, and class discussions.
- 3. **Plan for Consistency:** All WLU faculty who offer History 211 frequently communicate in person, by phone, or email, to discuss the course, its content, objectives, and student reactions to the course and our innovations. Although faculty may use/require different texts, readings or assignments, all are faithful to the common Content and Key Topics, Learning Goals and Objectives, and Student Learning Outcomes noted above. All History 211 courses include test and classroom questions that require and assess critical thinking, present a variety of points of view, and essay questions that address all general studies program goals/SLOs and assessment methods [plus research papers in all upper level history courses]. Currently HIS 211 is offered in a traditional classroom setting and format. None of the faculty involved believes that an on-line version would be nearly as effective, or personal, or offer the same quality of discourse, presentation, and commitment to addressing the common Content and Key Topics, Learning Goals and Objectives, and

General Studies Course Review – History 211

Student Learning Outcomes or the general studies program goals/SLOs and assessment methods. Finally, our common goals are always academic quality, high standards, and student service.

4. **Implementation of Program Revision:** For several years, History 211 was included in the general studies “Livetext” Assessment Protocols. That changed recently and there is now no method in place for that type of non-graded assessment. The question for History 211 was similar to the one I used for History 210. Both related to issues of race and diversity in U. S. History and conformed to the Global Perspectives / Cultural Diversity aspects of the General Studies mandate. A copy of my History 211 “Livetext” Assessment Protocol is appended FYI. For future revision and improvement, we will use data related to History 211 course review and assessments. These efforts will be collaborative and team-based. These future data will help us assess readings, assignments, content, new scholarship, and writing assignments based on effectiveness and relevance to course purpose and content and to General Studies goals going forward. For example, I recently changed texts from a good but dated text [Farragher, Out of Many] to a newer, better balanced, more accurate, easier to read, and IMO qualitatively better text, Shi, America: A Narrative History.
5. **Syllabus Statements:** Included in LiveText.

III. General Studies Committee Review – History 211

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	

Math 210 - Analysis

I. Math 210 – GS Course Review Submission

1. Course Description and Rationale for the Student Learning Outcome

- a) Provide the course prefix, number, title, credit hours, catalog description and any prerequisites
Math 210 Calculus and analytic geometry (4 hrs.) Catalog description: First of three semesters in a Calculus sequence. Topics include limits; derivatives; rules of differentiation; applications of derivatives; Riemann sums; basic antiderivatives; and the Fundamental Theorem of Calculus. Prerequisites: Successful completion of Math 145 with a grade of C or better or Math SAT score of 580 or ACT score of 25 or permission of instructor.

- b) Provide a clear and specific rationale of how this course meets its general studies student learning outcome

Rates of change are widespread in the modern world. When we talk about the unemployment rate or the increase in Earth's average temperature, we are talking about a rate of change. In Math 210, students study the mathematics of change and learn the appropriate concepts and methods to analyze and evaluate change. Students are first introduced to change through several applications such as average and instantaneous velocity in physics and the problem of finding a line tangent to a curve in geometry. Next the concept of a derivative of a function is developed. The derivative is the mathematical way of measuring the rate of change of a function at a particular instant and it is a useful tool for analyzing change. Specifically, the derivative is used to analyze the velocity and tangent line problems. Students also learn how to interpret the graph of the derivative and how to use the graph of the derivative to analyze the original function. Suitable strategies involving the derivative are then developed to solve various problems involving rates of change. Near the end of the semester, a very different problem is considered. Areas of irregular shapes can be estimated using rectangles. By changing the number of rectangles used, one gets more and more accurately estimates of the true area. Thus this problem also involves the study of change. As it turns out the area problem is related to the concept of the derivative, but in a very different way than in the velocity or tangent line problems, so the knowledge of the derivative can be applied to analyze the area problem as well. In summary, the student in Math 210 learns tools that can be used to measure change and then applies these tools to analyze and solve problems involving rates of change.

2. **Assessment Method:** Describe the assessment method and indicate which elements in the rubric will be evaluated. Provide specific examples of assessments that have been used in the past or that you plan to use.

The Math 210 assessment will evaluate the elements of Creating Strategies, Synthesizing, Quantitative Calculation, and Evaluating Potential Solutions. The assessment consists of 8 free response questions (2 for each element) which can be embedded into the final exam in a nondescript way. Equivalently, the instructor has the option to embed the questions on exams given throughout the semester instead of putting them all on the final exam. Since the same questions are asked of the student, this ensure consistency over multiple instructors. The questions can be found as an attachment in this section.

The first 2 questions assess the learning objective Creating Strategies. The first question can be solved by making use of the quotient rule, but this is lengthy and leaves room for computational errors; a better strategy is to rewrite the function as $(1-x^2)^{-1}$ and then differentiate it using the chain rule. The second question requires the student to distinguish between two related problems that each require their own strategy. In part b) the student needs to use geometry to find the relationship between the distances between the trains, whereas in part c) the student needs to use techniques from calculus to find the relationship between the velocities of the trains. Questions 3 and 4 assess the objective of Synthesizing. Both of these problems require the student to use a solution strategy in which

they need to take the derivative of a function; however, in these problems the functions have integrals in them so the student must combine the Leibniz rule for differentiating integrals with their chosen solution strategy. Questions 5 and 6 assess the objective of Quantitative Calculation. In question 5 the student needs to use the rules for simplifying integrals to calculate the integral of a complicated function. In question 6 the student must calculate a limit by first using algebra to simplify the numerator and the denominator and then applying limit laws to evaluate the limit. Questions 7 and 8 assess the learning objective of Evaluating Potential Solutions. In question 7, the student must maximize the volume of a box and then verify that their solution does in fact give the largest volume for the box. This requires the student to consider several potential solutions and determine which one results in the box with the largest volume. In question 8 the student is given the graphs of 3 functions and must identify which graph is the original function, which is the first derivative and which is the second derivative. Since there are 3 options for each graph, the student must carefully evaluate each option to determine the identity of each graph.

Each question is graded on a scale of 0-4, which corresponds to the guidelines in the analysis rubric (i.e. a grade of 4 corresponds to a grade of Advanced, a grade of 3 corresponds to a grade of Proficient and so forth.) Afterwards the student's grades in each element are calculated by averaging their grades on the 2 assessment questions on each element. If this would result in a fractional number, it is rounded down. For example, if a student scores a 3 on the first Creating Strategies question and a 1 on the second Creating Strategies question, then their average is 2, so they would be assessed as Adequate in Creating Strategies. If this student scores a 4 on the first Synthesizing question and a 3 on the second Synthesizing question then their average is 3.5, which is rounded down to a 3, so they would be assessed as Proficient in Synthesizing.

3. **Plan for Consistency:** Outline a clear, consistent plan for assessment implementation over the next three years. Address consistency across instructors, modes of delivery and semesters. Include an indication of how faculty teaching the course ensure consistency of scoring student work on the general studies rubric.

Over the next 3 years, Math 210 will be assessed by having the 8 assessment questions appear on either the final exam or exams given throughout the semester. The mathematics faculty who teaches the course will meet to create a rubric for these questions that relates the specific features of each question to the guidelines given in the analysis rubric. This rubric will then be utilized by the professor in charge of assessing the course to guide them in the assessment process. This will ensure consistency in scoring student work across instructors, modes of delivery, and semesters. The mathematics department strongly believes that a course as computationally heavy as Math 210 should not be conducted online and there are no plans in the foreseeable future to create an online section of Math 210.

4. **Implementation of Course Revision:** Describe how assessment data is being used for course revision and improvement. How do revisions support the GS student learning outcome?

Math 210 has not previously been assessed for general studies. There are several issues that hinder the implementation of course revision and course improvement in Math 210. While Math 210 is considered a general studies course, it is also the first course in the three course calculus sequence and topics in the second and third course of the calculus sequence build off topics learned in Math 210. This means that certain topics must be covered so that the student is prepared for the next course in the sequence, and hence the topics covered in Math 210 cannot be changed too dramatically. How the course can be improved largely depends on the techniques used by the instructor and the applications that the instructor chooses to emphasize. By having assessment data available, the Math 210 instructor is able to see which elements of analysis students tend to struggle with and is able to emphasize applications and techniques that address these elements.

5. **Syllabus Statements:** Note that the Spring 2019 syllabus did not originally contain the General Studies Assessment Goals section. This was added as part of the Math 210 General studies review and will appear on all Math 210 syllabuses in the future.

II. General Studies Committee Review – Math 210

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	

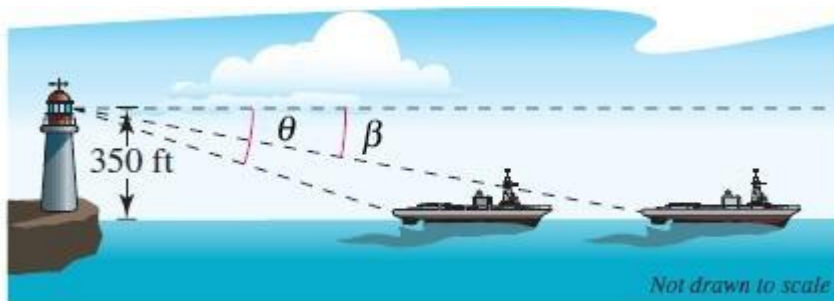
Math 145 - Analysis**I. Math 145 GS Course Review Submission****1. Course Description and Student Learning Outcome**

- a) Course Description: Math 145: Pre-Calculus (4 hrs.) PreCalculus is intended to prepare students for Calculus. This is a course that consists of the algebraic, graphic, numeric, and modeling approach to the study of functions, with or without technology, and with appropriate symbolic manipulation skills. It includes the use of appropriate mathematical language, including symbolism, to define, evaluate, and analyze the characteristics of functions. Functions that will be introduced in this course consist of Linear Functions, Quadratic Functions, Absolute Value Functions, Radical Functions, Polynomial Functions, Rational Functions, Exponential Functions, Logarithmic Functions, Trigonometric Functions, Inverse Trigonometric Functions, and Piecewise Functions. Pre-requisites Math ACT of 22 or Math SAT of 520 or grade of C or better in MATH 140. Meeting the assigned general studies student learning outcome
- b) Student Learning Outcome: Math 140, PreCalculus, is assigned to the second standard of general studies student learning outcomes: WV-WLU-SLO.2, namely, Analysis. The analysis standard states: Upon completion of the General Studies program at WLU, students will apply appropriate concepts and methods to analyze, evaluate, and interpret information or texts, implementing suitable strategies to solve problems or relate analyses as appropriate.

Upon completion of the study of Math 145, students will learn to recognize and make use of many different functions, ranging from linear functions to trigonometric functions. For each function, the students will learn (1) how the function is defined, (2) for which kind of data (domain) this function is defined, (3) how the function can be evaluated, (4) what features the function has, (5) which kind of real world problems the function can be applied to, and finally, (6) how the real world problem can be solved using the function. Therefore, upon completion of the study of Math 145, when students are faced with a real world problem with given information or texts, they will be able to identify relevant quantities, use variables to denote those quantities, determine which is an independent variable and which one is a dependent variable by analyzing the relation among different quantities, and develop a sense for how outputs change as inputs change for various function. As an example, students will be able to recognize when a relation is a linear or exponential, and then model the relation by a linear function or an exponential function accordingly. Finally, students will use mathematical techniques for manipulating each class of functions they study to solve problems. The students will be also able to explain their solutions using their own words (natural language) to a general audience. Each of these aspects of the nature of Math 145 is consistent with the Analysis outcome stated above.

2. **Assessment Method:** Four elements from the GS analysis rubric are used for the assessment, which are No.1: creating strategies, No.2: synthesizing, No. 3: quantitative calculation, and No.7: evaluate potential solutions. Assessment methods includes Multiple Choices, Fill in the Blanks, and Free Response questions. All assessment problems will be embedded in the final exam and will be graded separately according to the four elements. The assessment for each element is described below.
- 1) **Creating strategies:** In order to evaluate students' ability of creating strategies, both pure math problems and applied math problems are used. For this part, we mainly use free response questions and require students to write their solutions in detail. One sample pure math problem and one applied math problem are listed below.
- Sample pure math problem: Solve the following equation $3\sin 2x - \sin x - 2 = 0$
- By this problem, we test whether the students can use variable substitution first: $y = \sin x$ to transform the equation to a quadratic equation $3y^2 - y - 2 = 0$ and then solve the quadratic equation. Also, in order to solve the quadratic equation, we test whether the students can use the quadratic formula or factorization method. In this example, knowing the strategy of using substitution to convert the trigonometric equation to a quadratic equation is essential.
- Sample applied math problem: Under ideal conditions, a certain bacteria population doubles every three hours. Initially, there are 1000 bacteria in a colony. How many bacteria are in the colony after 15 hours?
- By this problem, we test whether the students know the increasing of the bacteria population follows an exponential function and therefore can be solved by developing an exponential model. In this example, knowing the strategy to develop an exponential model is essential.
- 2) **Synthesizing:** In order to evaluate students' ability of synthesizing, two or more mathematical techniques or skills are required to use in each assessment problem. Each technique or skill belongs to different sections or chapters. In this part, we also use both pure math problems and applied math problems. The following are some sample problems that are used to assess students' ability to combine multiple techniques in a skillful manner.
- Sample pure math problem: Solve the polynomial equation $x^3 - 4x^2 - 2x + 5 = 0$. Hint: Find a rational solution first. In order to solve this problem, the students must know the principle for finding a rational solution for a polynomial equation as well as the quadratic formula. They must also know how to use one rational solution, use it to form a factor of the polynomial, and then use synthetic polynomial division to factor the left hand side of the equation. In summary, the solution synthesizes the following techniques:
- Relation between zeros of a function $f(x)$ and the solutions of the equation $fx=0$.
 - Necessary conditions for a rational number to be a zero of a polynomial function with integer coefficients
 - Synthetic division or long division for polynomial functions
 - Using quadratic formula for solving quadratic equations

- A. Sample applied math problem: An observer in a lighthouse 350 feet above sea level observes two ships directly offshore. The angles of depression to the ships are $\beta=4^\circ$ and $\theta=5.5^\circ$ (see figure). How far apart are the ships. (Round your answer to one decimal place.)



This is an applied math problem. In order to solve the problem, the students must know the following math techniques and combine them in a reasonable way:

Identifying related quantities

- 1) Mathematically modeling the problem using geometry
- 2) Solving triangles
- 3) Using calculators for trigonometric functions
- 4) Switching between different modes (degree mode and radian mode) when using calculators

Quantitative calculation: Includes basic arithmetic calculation and function evaluation, which is embodied in two aspects: manual operations and calculator operations. Assessment of quantitative calculation is possible in almost all math problems including the sample problems described above. It can also be assessed separately. Some sample problems are listed below.

- 1) Use calculators to evaluate $\sin 35^\circ$.
- 2) Without using calculator, evaluate $\log 216$.
- 3) Use the quadratic formula to solve the equation $2x^2 - 3x - 7 = 0$.
- 4) Represent 330° in radians.

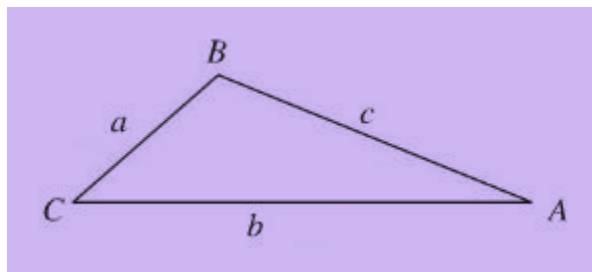
Evaluate potential solutions: For this assessment element, we test whether the students know a potential solution for a math problem, which methods can be used to solve the problem, and which method is best when more than one method can be applied. Problems used to assess evaluating potential solutions can be solved in more than one way. Some sample problems are listed below.

- B. Sample pure math problem: Solve the inequality $x-1 < 2x-3 < 0$. Three persons use different methods to solve it.
- 1) Person A solves the inequality by solving the three inequalities $x-1 < 0$, $x-2 < 0$, $x-3 < 0$, respectively, and conclude the solutions are $x < 1$, $x < 2$, and $x < 3$.
 - 2) Person B solves the equation $x-1x-2x-3=0$ first and get $x=1$, $x=2$, $x=3$. Then he uses the three numbers to divide the number line into four intervals $-\infty, 1$, $1, 2$, $2, 3$, and $(3, \infty)$, and finally pick an inner point from each interval to test the sign of the function on the left hand side of the equation, and find the solutions are $(-\infty, 1) \cup (2, 3)$.
 - 3) Person C also solves the equation $x-1x-2x-3=0$ first and get $x=1$, $x=2$, $x=3$. Then he immediately concludes based on the graph features of polynomial functions that the solutions are $(-\infty, 1) \cup (2, 3)$.

Based on the three solutions, determine which one(s) is/are correct and which one(s) is/are incorrect. Use fundamental math principles to demonstrate your judgement. By answering this question,

students can be tested on whether they know how to solve a polynomial inequality and also the geometrical meaning of inequalities.

- C. Sample applied math problem: In the triangle below, suppose that $B=67^\circ$, $C=55^\circ$, and $c=10$ cm. Find the area of the triangle.



This question asks students to find measures for other sides a and b , and the other angle A . In trigonometry, a lot of techniques are introduced, including trigonometry for right triangles and trigonometry for any triangles. The later one contains Sine Law and Cosine Law. This problem tests the student in the following points.

- 1) Which trigonometry applies this problem, that of right triangles or that of general triangles?
 - 2) Which law can be used to find other sides, Sine Law or Cosine Law?
 - 3) How to use angles and sides to calculate the area?
3. **Plan for Consistency:** According to the past five years, we always offered one section for PreCalculus. Also, it is always me (Fuhua Chen) who taught this class. In this academic year (this semester and the spring semester), it is still only me who teaches this class. But it is possible that another faculty member will teach this course from next academic year. Since there are always over forty students registered to this class each semester in recent years, it is also possible that we will add a section of this course in the future. Therefore, even possible that we will have more than one faculty member teaching this class in the same semester. In order to make the assessment consistent, we have taken or will take steps guarantee two points: consistency in content of delivery, consistency in content of assessment, and consistency in grading scale.

First, according to the requirement of WV HEPC, the mandatory content that must be delivered is strictly described in our syllabus. When other faculty teach this course or a same instructor teaches this course in different semesters, they must also follow the requirement and deliver the same content. So far, our math faculty have only two modes to deliver the content, either use the board work or use projector. Although there is some difference of teaching style among our math faculty, there could not be essential difference among the delivered content for two reasons: on the one hand, it is described in detail in the syllabus that what content must be delivered; on the other hand, we use the same textbook and therefore, even the examples we used are almost the same. We will also use the same online software-Webassign to assign homework for the students. The online homework can be copied to successive semesters. Therefore, the content of delivery will be quite consistent.

Second, in order to make consistency in content of assessment, we always use the textbook from the same author. Although the textbook can be updated after a couple of years with different editions, the difference is usually only on the methods of organization and presentation. Its content won't change

essentially as PreCalculus is a very classic course. Sometimes, it may add or change some examples or add or change some questions in the part of exercise questions, but it won't change the mandatory part described in the syllabus. Moreover, all the questions that are used for assessment each semester by each faculty will be collected and saved, which can be used for the reference for other faculty to use for next semester's assessment. All the questions will be embedded into the final exam. In this way, we can guarantee the consistency in the content of assessment among different faculty in different semesters.

Third, considering that different faculty have different grading scales even for same questions using the same rubric, all our faculty participated in a norming session during Fall 2018. In detail, we picked a few samples from a test and let all math faculty who are teaching this course or who have taught this course to grade the same copies of the test and then compare the scores. In this way, we can find whose grading is more tough and whose grading is more generous, and then we can adjust our grading scale in assessment accordingly. For example, according to the grading game we already had for Math 140, my grading led to the lowest score for the student, around 10% lower than the average. Therefore, when I do the assessment, I will be a little more generous based on a 10% scale. That means to add around 10% to the original score that I assigned. Similarly, another faculty's grading is most generous, about 10% higher than the average. Therefore, if she teaches the class in the future, we will suggest her to grade more tough also based on a 10% scale. That means to lower down 10% of the original score. In this way, we can guarantee our grading scales consistent among different instructors.

4. **Implementation of Program Revision:** Based on the assessment result in the four chosen elements, we can revise our teaching accordingly. This contains two parts: new content and prerequisite content. New content is that which the student will learn in the course, and prerequisite content is that which the students are supposed to have learned before they take the course. If we find that the students are weak in prerequisite content, we will try to include more examples that contain such content when introducing new material. We can then help review the old content along the way, and particularly right before it is needed. If we find that our students' learning of new content in this course is poor, we will pay more attention to this content, and its logical prerequisites, in the future.

In the following, we use two elements to describe how we revised our teaching based on past assessment to improve teaching effectiveness. Quantitative calculation is a basic skill in PreCalculus. So the requirement is fundamental. Based on the assessment, we found that our students are especially weak in two aspects: operations of fractional numbers and operation of calculator for complicated expressions. Operations of fractional numbers are not a new part in PreCalculus. So it is not an emphasis in this course. But it is very necessary for studying this course. Based on the assessment we did last time, we found that many of our students are very weak in this part. We therefore show more examples with fractional numbers and show more details in our examples whenever fractional numbers are involved. Another weakness of our students is that many of them could not use calculators properly when the math expression is somehow complicated. For example, when evaluating $3+42+3$ on a calculator, many students did not know that they should use parentheses for the numerator and the denominator when using calculators, and therefore obtained a wrong answer. Based on this discovery, I also emphasized on adding parenthesis whenever the numerator or denominator contains more than one terms. In order to let our students pay more attention to these parts, I purposely add some exercise in class and some questions in quizzes or exams to force the students to fix their bad (wrong) habit.

Synthesizing is another weakness of our students as manifested by assessment data. For example, many students know how to find possible rational zeros of a polynomial function with integral coefficients, how to solve a linear equation or a quadratic equation, and polynomial division (long division or synthetic division). But when they are asked to find all zeros for a degree three or degree four polynomial function, they don't know how to start. Therefore, in our teaching, we add more examples to show how all they have learned can be combined to solve such a multi-step problem.

In summary, we can always revise our teaching strategy to improve our teaching effectiveness based on assessment result.

5. **Syllabus** – Included as attachments in LiveText.

II. General Studies Committee Review – Math 145

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	

Music 133 Self and Cultural Awareness

I. Music 133 GS Course Review Submission

1. Course Description and Rationale for the Student Learning Outcome

- a. Provide the course prefix, number, title, credit hours, catalog description and any prerequisites.

MUS 133-Rock Appreciation 3-hours/No Prerequisite

Catalog Description: An introductory course in music that traces the origins and history of rock music, from blues to modern day styles. This course will explore the musical and cultural impact that rock has had on society. Emphasis on listening will be used to acquire an understanding of the various styles and musical influences on rock music. The study of early blues and rock& roll from the 1950's will highlight the multicultural aspect of rock's beginnings.

- b. Provide a clear and specific rationale of how this course meets its general studies student learning outcome. Rock music is presented in both cultural and musical contexts. To that end, the class starts with the history of American popular music before rock, the history of the African American experience and musical tradition and how those elements combined the musical traditions of the Appalachians and other folk styles to form the basis of Rock and Roll. Further discussion is spent on the rise of youth culture in post-war United States and how the economic boom of the 1950's combined with the musical changes led to the emergence of rock. Beyond the initial history, the music is always presented in the context of the cultural movements occurring at that time. Students are required to write about the music in listening logs which have pre-chosen listening lists by the instructor representative of the genre and time period being discussed. They are encouraged to write both about the musical as well as the cultural elements that influence the particular song. In addition, exams and tests are given that contain questions pertaining both to musical and cultural elements of rock.

2. **Assessment Method:** Describe the assessment method and indicate which elements in the rubric will be evaluated. Provide specific examples of assessments that have been used in the past or that you plan to use. The elements of the rubric that I use for this class are:

- 1) Adopts Multiple Perspectives
- 2) Recognizes the Role of Cultural Products
- 3) Understands Cultural Systems
- 4) Understands Impact of His or Her Beliefs and Behavior
- 5) Develops Strategies for Improving Quality of Life:
- 6) Understands the Human Condition in Historical Context

In addition to the assignments and assessments listed above, students are also required to attend a screening of a rock related film that displays cultural as well as musical themes related to rock and then write an essay reflecting on the musical and cultural issues raised in the film. I have chosen the assessment method I am currently using after carefully considering the best way to address the cultural issues well as musical as it relates to rock, and how they could be combined into one assignment that would reflect a demonstrable outcome with regards to the Self and Cultural Awareness rubric. I use a prompt for each assignment to encourage students to explore the themes each of the films explore. This prompt is designed to help the student address the issues that are related to the Self and Cultural Awareness rubric. Four different films are screened (American Graffiti, A Hard Day's Night, Gimme Shelter and Don't Look Back)

outside of normal class times. The students are required to attend at least one of these screenings to fulfill the basic obligation for the class.

3. **Plan for Consistency:** Outline a clear, consistent plan for assessment implementation over the next three years. Address consistency across instructors, modes of delivery and semesters. Include an indication of how faculty teaching the course ensure consistency of scoring student work on the general studies rubric.

Consistency is maintained with the regular Music Appreciation class in two ways: there is a concert attendance requirement for regular Music Appreciation outside of normal class hours and also in that there is a required viewing and response to a Documentary about a 20th century composer that is similar to this assignment. The assignment I have employed for MUS133 is designed to align with the MUS 130 concert attendance requirement and the assignment used for assessment review on Livetext as much as is practical between two classes that are similar in some ways, but also have a different emphasis in the central area of study. I have used this assessment method since the inception of the course. In fact, this assessment predates the Livetext assessment requirement. Since the advent of the Livetext assessment, I make revisions to the prompt and pre-screening lecture after seeing outcomes. Being as I am the only instructor who has taught this course to date, the issue of consistency between instructors has not been applicable so far. However, as noted above, I have made every effort to align this assessment as closely as possible with the regular Music Appreciation class that I teach as well.

4. **Implementation of Course Revision:** Describe how assessment data is being used for course revision and improvement. How do revisions support the GS student learning outcome?
Through the assessment data, I have adjusted the class from its inception to reflect more of the cultural issues surrounding rock. While I am not neglecting the musical part by any means, the class is largely made up of non-music majors, and as such, I can only expect so much as far as their ability to analyze musical elements. Fortunately, rock is a musical style that is intertwined with its concurrent cultural movements as no other, and as such, makes it ideal to explore the Self Awareness and Cultural outcomes as few other musical styles can.
5. **Syllabus Statements:** Included in LiveText

II. General Studies Committee Review – Music 133

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	

Political Science 101- Self and Cultural Awareness

I. POLS 101 - GS Course Review Submission

1. Course Description and Student Learning Outcome:

POLS 101. Basic Concepts in Politics and Government (3-Hrs.)

Catalog Description: This course will provide a conceptual and experiential introduction to politics utilizing lectures, small group discussions and simulations. No prerequisites

Student Learning Outcome: The purpose of Political Science is to observe and accurately describe the world. In Political Science we observe and describe the political world, value judgements of what should and should not be done politically are avoided. Avoiding value judgements helps Political Science teach students to objectively evaluate the world around them and to critically assess all perspectives, including their own. Political Science fits the Self and Cultural Awareness rubric well, with the caveat that culture must be broadly defined to include political institutions and participation. This course provides a broad introduction to Political Science, touching on many sub disciplines in Political Science including comparative politics, international politics, and American politics. Comparative politics is comparing political systems and describing how they produce different outcomes. International politics focuses on how countries interact with one another. American politics focuses on the American political system. Through touching on each of these sub disciplines students learn be aware of the world around them, how political institutions impact their world, and how their actions can influence the outcomes of political institutions.

2. Assessment Method:

The four elements from the new Self and Cultural Awareness Rubric I believe are most applicable to this course follow below. The assessment method for the four elements is a final paper where students choose a quote from a politician where the politician has made a claim about the impact of a policy and they argue both the claim in the quote is credible and the claim is not credible, students must provide multiple real world examples to support their argument. This assignment is used for the in person section of the course. In the online version of the course a similar assignment is used where students are asked to argue for and against a government policy, again providing evidence to support their claims.

- 1) **Adopts Multiple Perspectives:** Within the course students are asked to understand different perspectives on multiple topics, such as different perspectives on the relationship between government and the economy, and different international relations theories. The paper assignment is to support two opposing perspectives. Assumed in the design of both assignments is students will pick a quote from someone they already agree or disagree with, thus in the assignment they must not only explain their own perspective, but adopt the opposing perspective.
- 2) **Understanding Cultural Systems:** This course directly covers how and why political systems develop, from the reasons why people form political systems, to topics such as how interest groups shape outcomes in political systems and whether or not how countries interact in the international system changes overtime. Students taking multiple perspectives on a claim allows them to see how that politician is attempting to influence the system through the promotion of a single perspective on an issue that has multiple perspectives. For the online course paper, through providing evidence in support and against a policy, students gain a better understanding of the impacts government policies have on society
- 3) **Understands Impact of His or Her Beliefs and Behavior:** Learning how politics works and the interactions that occur within politics allows students to critically assess how they are influenced by the surrounding political world and how they are a part of this world. By examining the credibility of a claim made by a politician and the evidence on each side, students gain an understanding of how politicians attempt to influence the public helping

them to develop the skills needed to be critical of those who attempt to influence them. The online course paper has a similar intent, through understanding the arguments for and against a policy students gain a better understanding of how only having information on one side of an issue can influence how people think about an issue.

- 4) Understands the Human Condition in Historical Context: Political Science constantly draws on history to better understand the present world. For example, major theoretical developments in international politics are a result of theorist trying to explain what existing theories cannot explain. Political Science is fundamentally the observation of the relationships among groups. Within both paper assignments students bring in examples to support their arguments, these examples are events in the past, although they tend to be from the recent past. Being able to accurately describe how their examples support their arguments shows understanding of how the past shapes opinions in the present.
3. **Plan for Consistency:** Currently POLS 101 is only taught by one faculty member, making consistency a matter of making sure I maintain the same standards from semester to semester. Should another faculty member be hired to teach POLS 101 the plan to maintain consistency is to go over with the new faculty member how I score assignments on each of the four elements. POLS 101 is also occasionally offered online, generally during the Summer. In the online version of the course a slightly different assignment will be used for assessment of the new rubric. This assignment asks students to pick any government policy and argue in favor and against this policy. This assignment fulfills the same goals as the assignment asking students to argue a claim is and is not credible, students are asked to take multiple perspectives, to understand the impact of the policy, understand how their views on the policy are shaped, and understand the evidence for and against the policy. Both of these assignments are structured similarly making assessment consistency a matter of applying the same expectations to each of the assignments.
4. **Implementation of Program Revision:** Given that the Self and Cultural Awareness rubric was recently updated there is no data from the current rubric to work with. To ensure consistency across the two assignments discussed above, when assessing the aggregate scores from each of the elements that are assessed in the rubric will be compared. The most major change as a result of previous assessment was to the POLS 101 online course. Specifically adding a paper assignment where students are asked to argue in favor and against a policy. This was an assignment I previously used in my classes that worked well for assessment, and also worked well for assessing the broad skills I want students to gain from the course, mainly learning how to think critically about the world around them. I changed the in person class assignment to assessing the credibility of a quote to see if it would better capture the skills I want students to learn, I believe it does about equally as well. The other major change I made is the use of more current events in my class to help students better connect with the material we are learning and to help them better understand how what they are learning relates to current politics, I made a similar change to the online version on the course, adding current event assignments to the course.
5. **Syllabus** - Included in LiveText

II. General Studies Committee Review – POLS 101

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements	NA
1) Course description and rationale for SLO	Course description details are provided as well as a clear and specific description of how the course meets the stated SLO.	Vague description of how the course meets the stated SLO.	No indication that the course is aligned to the correct SLO.	
2) Assessment method	Developed/adopted appropriate assignments that tightly align to the rubric for the designated SLO.	Developed/adopted appropriate assignments for the designated SLO, but alignment to the rubric should be tightened.	Developed/adopted appropriate assignments that cannot be assessed with the rubric for the designated SLO.	
3) Plan for consistency	Outlined a clear plan for consistent assessment implementation over each of the next three years, that includes all delivery formats, online/face-to-face, for full and part-time faculty and addresses accessibility for students with diverse learning styles.	Has articulated a plan for consistent assessment but implementation is not planned over three years, and/or does not include all delivery formats, faculty, and/or address students with diverse learning styles.	Show no evidence of a plan for consistent assessment implementation, delivery formats, personnel or student learning styles.	
4) Implementation of program revision	Clearly shows how assessment findings have been used in recent program revisions, and has identified a plan for further course improvement.	Incomplete plan for future improvements based on current data.	Shows no evidence of using assessment findings for course improvement.	✓
5) Syllabi	All syllabi for current semester have clearly implemented consistent expectations for general studies assessment, and the appropriate GS student learning outcome is included on the syllabi.	MOST syllabi for the current semester have clearly implemented consistent expectations for general studies assessment, but the GS student learning outcome for the course is not included on the syllabi	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.	