



# GENERAL STUDIES COURSE REVIEW

2017-18 AY

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## General Studies Assessment Committee 2017-18 Course Review Recommendations

### General Studies Course Review Contents

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### 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.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### ART 140 - Self and Cultural Awareness

Art 140	(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.	X
(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.	

1. Justification of SLO (2)
  - a. Course information is provided, and the GS SLO is identified.
  - b. The rationale provided is interesting and compelling. However, the Committee is interested in specific components of ART 140 highlight its potential to support its SLO.
2. Appropriateness of the Assessment System (NA)
  - a. [[The Self & Cultural Awareness rubric is currently being revised. Faculty were asked to identify three of six elements on the rubric and interpret these elements as they believe to be most consistent with the philosophy of their course and of the General Studies Program.]]
  - b. Three of six rubric elements are identified to be assessed in ART 140, as required.
  - c. No assessment is specified, although the submitter does indicate preference that a collection of student work spanning the semester be used for assessment as opposed to a single piece of student work. The Committee is sympathetic to the reasons given for this preference.
3. Plan for Consistency (1)
  - a. The Committee realizes that the rubric is currently under revision. We encourage faculty teaching ART 140 to develop a plan that ensures GS assessment is administered consistently across all sections of the course.
  - b. The plan should look at least three years into the future.
4. Implementation of Program Revision (1)
5. Syllabi (3)
 

Current syllabi indicate the GS SLO of the course and include GS outcome statements.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### Biology 105-106 - Analysis

BIO 105-106	(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.	

1. Justification of SLO (1)
  - a. The SLO is correctly identified as Analysis.
  - b. Although it is fairly clear to the Committee that Analysis is the appropriate General Studies SLO for the course, we would like to see, in the submitter's own words, a rationale for the pairing of the course to the SLO. In other words, we seek an answer to: How does the nature of this course correspond to the Analysis goal?
2. Appropriateness of the Assessment System (2)
  - a. Four of eight rubric elements are assessed, as required.
  - b. The Committee would like to see a detailed description of the assignment, perhaps as it would be presented to students, along with an indication of how students are scored on the rubric.
3. Plan for Consistency (2)
  - a. The Committee applauds the efforts for consistency that are described, for example, the use of a course coordinator who meets regularly with the instructors.
  - b. Diversity of learning styles appear to be accommodated.
  - c. The Committee recommends developing a (3-year) plan for assessment that includes consistent data collection across sections and instructors, revision of the assessment, and analysis of collected data with a view to changes to the course that are expected to aid in its meeting of GS goals.
4. Implementation of Program Revision (1)
 

The Committee is looking for specific examples of how GS assessment data has been used to improve the course, as well as for a mechanism by which such improvements may be facilitated in the future.
5. Syllabi (2)
 

The General Studies SLO is clearly indicated on the included common syllabus for the laboratory (BIO 106) portion of the course, which is where the GS assessment takes place. However, the BIO 105 syllabus was not included, and should have been, in the opinion of the Committee.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### Biology 124-125 - Analysis

BIO 124-125	(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.	

1. Justification of SLO (3)
  - a. The SLO is correctly identified as Analysis.
  - b. A clear and convincing description of how the course meets the GS SLO is provided.
2. Appropriateness of the Assessment System (3)
  - a. Four of eight elements are identified to be assessed, as required.
  - b. GS assessment occurs in the laboratory component of the course, which the Committee agrees is appropriate.
  - c. The brief discussion of how laboratory reports entail the four assessed rubric elements was helpful. However, the Committee would like to see (samples of) specific laboratory assignments used across sections of the course on which student performance is measured.
3. Plan for Consistency (3)
  - a. The course coordinator is responsible for consistency of content, objectives, goals, including GS goals, across sections, semesters, and instructors; the Committee is convinced this oversight effectively accomplishes the desired consistency. It is recommended that the role of the course coordinator for BIO 124-125 be, to a reasonable extent, formally outlined and documented so that this important role can transcend, and does not too heavily depend on, one faculty member.
  - b. The regular meetings with laboratory staff provide opportunities for both consistency and improvement, and are recommended by the Committee. However, the Committee also recommends developing a three year plan to serve as a visionary guide for GS assessment.
  - c. Diverse learning styles appear to be accommodated in both the lecture and lab meetings of the course.
4. Implementation of Program Revision (3)
 

Evidence of revision and improvement were provided, including moving from “cookbook” labs to a more investigative approach and an assessment data-motivated focus on students’ lack of facility handling and analyzing data.
5. Syllabi (3)
 

BIO 124 Syllabi reference “University Goals,” another name for “GS Goals;” students are provided detailed information regarding specific skills that fall under these Goals. The Committee recommends including a brief discussion/mention of GS expectations in BIO 125 syllabi.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### Chemistry 100-101 - Analysis

CHEM 100-101	(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.	

1. Justification of SLO (3)
  - a. Relevant course information is provided, along with the course's GS SLO.
  - b. A reasonable justification of the course's pairing to the SLO is provided and is based on specific aspects of CHEM 100/101.
2. Appropriateness of the Assessment System (1)
  - a. Six of eight rubric elements are assessed (only 4 of 8 are required to be assessed).
  - b. The assessment appears to have the potential to generate quality data; however, the Committee would like to see samples of the questions asked and how the questions are scored to the rubric.
  - c. Data is collected at the beginning and at the end of each semester. The Committee is uncertain how the data is handled—is only end of semester data used, or is the differential from beginning to end used?
3. Plan for Consistency (2)
  - a. The Committee suspects that all sections of CHEM 100/101 complete the same “online multiple choice quiz” and that consistency of scoring on the rubric is thereby guaranteed, but is not certain.
  - b. The Committee recommends establishing a formal plan to be consulted by faculty teaching CHEM 100/101 that outlines how assessment is to be administered, scored on the rubric, as well as which components of the course support the various rubric elements assessed.
  - c. A plan for the consistent administration of GS assessment over the next three years should be a part of that formal plan.
4. Implementation of Program Revision (2)
  - a. Evidence of using results of assessment data to revise the course (and program) is provided.
5. Syllabi (3)
  - a. All syllabi mention the course's SLO.
  - b. The Committee suggests including a brief indication of which aspects of the course support individual components of the SLO.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### English 101 - Written Communication

ENG 101	(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.	

1. Justification of SLO (1)
  - a. While it is reasonably clear that ENG 101 should be assessed under the SLO Communication (Writing), the Committee is nonetheless interested in seeing the rationale in the words of the course reviewer.
  - b. What specific components of ENG 101 connect it with its SLO?
2. Appropriateness of the Assessment System (2)
  - a. The assessed elements of the Written Communication Rubric are identified (all 5 are used).
  - b. The provided sample prompts for writing assignments appear to have the potential to generate meaningful data on the Written Communication Rubric. In addition, the Committee would like to have a sense of how student work is, within reason, objectively scored on the rubric.
3. Plan for Consistency (1)
  - a. The submitted material is useful and interesting. However, the Committee is interested in the consistent delivery of GS assessments in all sections of ENG 101. How is this accomplished? Of course different assignments may be used in different sections of the course, provided they are established by English faculty to be reasonably equivalent and are graded uniformly.
  - b. For purposes of collecting consistent data over time, the plan should transcend instructor, mode of delivery, and semester.
4. Implementation of Program Revision (1)
 

The Committee needs more information on the “norming sessions” to be able to speak to their value. What result have materialized from the sessions? The Committee would like to see an example of how GS assessment data has been used to modify the course to better serve the SLO.
5. Syllabi (1)
 

Several syllabi have no mention of GS assessment or the course’s GS SLO.



## General Studies Assessment Committee 2017-18 Course Review Recommendations

### English 202 - Analysis

ENG 202	(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.	

1. Justification of SLO (3)
  - a. The required course information is provided, and the SLO is identified.
  - b. A well-written rationale for why ENG 202 is assigned to the Analysis SLO delineates how specific aspects of the course serve the learning outcome.
2. Appropriateness of the Assessment System (1)
  - a. Two of eight rubric elements are indicated as evaluated. For the Analysis SLO, 4 of 8 are required.
  - b. The submission lists various kinds of assignments that faculty use in the course, but does not specify which is/are used specifically for GS assessment.
  - c. The Committee would like to see samples of assignments used for GS assessment, along with a discussion of how student work is scored on the rubric.
3. Plan for Consistency (2)
  - a. The provide information regarding faculty norming sessions is useful, but the Committee is concerned that they may apply to Communication rubric(s) and not the Analysis rubric.
  - b. Also of interest to the Committee is the process in place to ensure that the GS assessment(s) are, and will be, implemented consistently from section to section. This is necessary to secure meaningful data for ENG 202.
4. Implementation of Program Revision (2)
 

The faculty teaching ENG 202 have clearly thought about implementing GS data driven changes to the course. It would be helpful to the Committee to see examples of this from the past.
5. Syllabi (2)
  - a. Two of three syllabi contain the required mention of the GS SLO.
  - b. All syllabi for GS courses are required to state the course's GS SLO.



## General Studies Assessment Committee 2017-18 Course Review Recommendations

### English 204 - Analysis

ENG 204	(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.	

#### 1. Justification of SLO (1)

The pairing of ENG 204 to the stated SLO is not justified. The Committee would like to know how, in the words of the faculty teaching the course, the course achieves the Analysis outcome.

#### 2. Appropriateness of the Assessment System (2)

The submission needs to provide either a detailed assignment description or sample questions that unequivocally demonstrate the potential to meet the SLO. While the Committee believes that “essays” certainly have the potential to provide meaningful assessment data, we are unable to judge absent a sample assignment.

#### 3. Plan for Consistency (1)

#### 4. Implementation of Program Revision (1)

The Committee would like to see an example(s) of the use of assessment data to make an informed change to the course, along with a glimpse of the mechanism by which future revisions can be planned and implemented.

#### 5. Syllabi (1)

The GS SLO should be referenced on the syllabus. The Committee also recommends indicating on the syllabus specific expectations of students relative to the GS Goal.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### French 101 - Self and Cultural Awareness

French 101	(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.	

1. Justification of SLO (3)
  - a. The SLO is correctly identified as Self and Cultural Awareness.
  - b. A thoughtful, detailed, and convincing description of why the course meets the SLO is provided.
  - c. The Committee is convinced that the assessments and the course are capable of serving the SLO.
2. Appropriateness of the Assessment System (2)
  - a. Three of six rubric elements are assessed, as required.
  - b. The examples of essay prompts on the final exam appear to support the SLO, although to judge the alignment to the elements the Committee would need fuller descriptions of the assignments.
  - c. The Committee recommends producing, if one is not already in use, a scoring rubric that spells out how student work will be placed on the 3 elements of the SLO. This will aid in consistency across instructors.
3. Plan for Consistency (2)
  - a. The Committee likes the idea of selecting a single assessment from which to extract GS data. In addition, the planned efforts to standardize placement on elements of the rubric (i.e., norming) between faculty members is an important step the Committee was glad to see in the works.
  - b. The Committee would like to see an outline of a plan for assessment implementation over the next 3 years, along with a discussion of how diverse learning styles are accommodated.
  - c. Although only one section of French 101 is typically offered and the pool of instructors teaching the course is relatively small, the Committee recommends implementing a system for ensuring consistency across semesters and instructors.
4. Implementation of Program Revision (2)
  - a. Because the GS assessment in French 101 is being changed and standardized, plans to alter the course are not given, and alterations would be premature.
  - b. A target date for using assessment data to improve the course has been identified, and the Committee looks forward to receiving that report.
5. Syllabi (3)
 

The GS SLO is mentioned on all syllabi. The Committee requests that a brief discussion of how the course meets the SLO be added to future syllabi.

**General Studies Assessment Committee**  
**2017-18 Course Review Recommendations**

**History 104 – Self and Cultural Awareness**

History 104	(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.	
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1. Justification of SLO (2)
  - a. The Committee agrees that the pairing of HIST 104 to its SLO is “self-evident,” but asks, nonetheless, that a rationale be given in the GS course review. The given justification is a start but fails to tie specifics of HIST 104 to the SLO.
  - b. The course description from the University catalog should be provided.
2. Appropriateness of the Assessment System (1)
  - a. [[The Self & Cultural Awareness rubric is currently being revised. Faculty were asked to identify three of six elements on the rubric and interpret these elements as they believe to be most consistent with the philosophy of their course and of the General Studies Program.]]
  - b. Three rubric elements were selected for GS assessment.
  - c. The Analysis assessment described has, we expect, the potential to be well-suited to assessment under the SLO. However, the assessment is not described in any detail.
  - d. It would be helpful to the Committee to see an explanation of how student work is scored on the rubric.
3. Plan for Consistency (2)
  - a. While only one faculty member is currently responsible for teaching the course, the Committee recommends preparing for the possibility that another instructor may take on a section of HIST 104. How might consistency of assessment be guaranteed?
  - b. For purposes of collecting consistent data over time, the plan should transcend instructor, mode of delivery, and semester.
4. Implementation of Program Revision (1)
  - a. In this section of the review, the Committee is interested how collected assessment data has been, or is anticipated to be, used to revise the course to better serve its GS SLO.
  - b. While an interest in improving the course is indicated, the Committee recommends incorporating a study of how the course promotes the Self and Cultural Awareness SLO as well as indicators of such in assessment data.
5. Syllabi (1)
 

The provided syllabi do not include a mention of the GS SLO that HIST 104 serves, nor of how the course endeavors to meet the SLO.

**General Studies Assessment Committee**  
**2017-18 Course Review Recommendations**

**History 210 – Self and Cultural Awareness**

History 210	(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.	X
(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.	

1. Justification of SLO (1)
  - a. The SLO is not identified in the submission.
  - b. No discussion of how the course meets its assigned Learning Outcome is provided. The Committee would like to see a brief but clear rationale for how the course promotes Self and Cultural Awareness, as it is outlined in the University catalog.
2. Appropriateness of the Assessment System (NA)
  - a. [[The Self & Cultural Awareness rubric is currently being revised. Faculty were asked to identify three of six elements on the rubric and interpret these elements as they believe to be most consistent with the philosophy of their course and of the General Studies Program.]]
  - b. Rubric elements to be assessed are not identified.
  - c. Only the form ("essay," "analysis papers") of the instrument to be used for GS assessment is provided; the Committee would like to see detailed description of the assessment itself, perhaps examples of assessments that have been used as well as a description of how student work on the assessment is paired to the elements identified.
3. Plan for Consistency (1)
  - a. The submission indicates that "faculty will meet" annually to guarantee consistency.
  - b. The committee recommends considering implementing additional safeguards to ensure consistency of assessment across instructors, semesters, and modes of delivery. Such a safeguard should ensure that the instrument(s) used for GS assessment in all sections of the course be equivalent in nature and administered/scored in equivalent ways.
  - c. The plan should span the next three years.
4. Implementation of Program Revision (1)
  - a. Faculty study of "in class exams and papers...for results and tendencies" is stated as the means of using GS assessment for course improvement.
  - b. The Committee would like to see, perhaps, an example of course revision made based on GS data.
5. Syllabi (1)
  - a. No mention is made in the syllabus of the GS SLO, nor of expectations for skills students will develop in the course relative to the SLO.
  - b. All syllabi for GS courses are required to state the course's GS SLO.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### Math 140 - Analysis

Math 140	(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.	

1. Justification of SLO (3)
  - a. The SLO is correctly identified as Analysis.
  - b. A detailed and convincing description of why the course meets the SLO is provided.
  - c. The Committee is convinced that course assignments are tightly aligned to the SLO.
2. Appropriateness of the Assessment System (2)
  - a. Four of eight rubric elements are assessed, as required.
  - b. Pairings between elements and assessments was given, and then justified in what the Committee views to be reasonable ways.
3. Plan for Consistency (2)
  - a. Given the many changes to the structure and delivery of the course, the Committee understands that GS assessment will inevitably be subject to some flux until the dust settles. However, a plan to maintain consistent assessment would ideally be in place and actionable independent of HEPC requirements and changes in faculty.
  - b. Also in the ideal, GS assessment could be accomplished among the core topics of Math 140, away from which the course is unlikely to sway.
  - c. The course is delivered in online and lecture formats.
  - d. Consistency across faculty teaching sections of the course and across delivery modes is clearly maintained. The role of course coordinator is important to this consistency, and appears to be functioning well. It is recommended that the role of the course coordinator for Math 140 be, to a reasonable extent, formally outlined and documented so that this important role can transcend, and does not too heavily depend on, one faculty member.
  - e. The assessments are highly standardized across sections of the course and appear to be very consistently scored on all 4 chosen elements of the Analysis rubric.
4. Implementation of Program Revision (2)
  - a. The Committee is sensitive to the major revamping of Math 140 to accommodate marginally prepared students and the impact it has on reaching and measuring GS goals.
  - b. The Committee would like to see specific instances in which data collected from the GS assessment(s) was used to confirm success of, or to modify, some aspect of the course.
5. Syllabi (3)
 

Common syllabi are generated by the course coordinator. Each has clearly stated GS goals, assessments to be used, and pairings of the assessment to elements of the Analysis rubric. The Committee was quite satisfied with the syllabi.

## General Studies Assessment Committee 2017-18 Course Review Recommendations

### Math 160 – Analysis

Math 160	(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.	

1. Justification of SLO (3)
  - a. All relevant course information is provided
  - b. The course is convincingly paired to its assigned SLO.
2. Appropriateness of the Assessment System (3)
  - a. Four of eight elements on the Analysis rubric are selected
  - b. Each of these selected elements is interpreted in the context of MATH 160
  - c. GS assessment is incorporated into the final examination. Sample problems used in GS assessment are included as an attachment, and problems paired to each element of the rubric are indicated.
3. Plan for Consistency (3)
  - a. The Committee is convinced that consistency of GS assessment from instructor to instructor, and across the 3 and 5 credit hour variants of the course, has been adequately addressed, at least for the time being.
  - b. Looking to the future, and to address the real possibility that other faculty members will teach this multi-section course, the Committee strongly suggests generating a “course outline” to be used as a guide. In such an outline would be described such matters as are described in the course review—which four rubric elements are selected, how final exam problems are paired to rubric elements, etc.
4. Implementation of Program Revision (2)
 

The submission mentions that faculty will meet to discuss changes to the course that recommend themselves in consequence of GS assessment data, and indicates that “if the assessed data and SLO’s do not align properly,” that instructional techniques and assessments “must be revisited.” This is encouraging. However, the Committee suggests you outline specifically both how misalignment would be identified and in what ways the course would then be modified.
5. Syllabi (3)
  - a. A master syllabus, used in all sections of the course, is included.
  - b. The Analysis SLO is given on the syllabus.



## General Studies Assessment Committee 2017-18 Course Review Recommendations

### Philosophy 201 - Analysis

Phil 201	(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	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.	X
(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	Most syllabi for the current semester have clearly stated the SLO and include a rationale for why the course aligns with	Not all syllabi for the current semester have been included OR there is little/no indication the course addresses its GS SLO.	

1. Justification of SLO (3)
  - a. All relevant course data is provided.
  - b. The Committee is convinced that the course is well-aligned to its GS SLO, based on the provided justification.
2. Appropriateness of the Assessment System (2)
  - a. [[The Self & Cultural Awareness rubric is currently being revised. Faculty were asked to identify three of six elements on the rubric and interpret these elements as they believe to be most consistent with the philosophy of their course and of the General Studies Program.]]
  - b. Rubric elements on which the course should be assessed are indicated. The Committee realizes this selection of elements is contingent on an appropriate interpretation thereof.
  - c. The GS assessment used is described in general terms. It would be helpful to the Committee to see a small collection of sample "essay questions" used.
3. Plan for Consistency (3)
  - a. Regular meetings between the two faculty members who teach the course are certainly helpful to the maintenance of consistency across instructors.
  - b. To address consistency across semesters and modes of delivery (PHIL 201 is currently only offered in face-to-face lecture format but this could change), the Committee suggests considering the development of a formal "course outline" or a document repository that may be used as a reference.
4. Implementation of Program Revision (NA)
  - a. Because PHIL 201 was recently (Fall 2017) moved from Analysis SLO to its current SLO, data collection has been reset.
  - b. A plan for how future data may be used is provided (e.g., text selection, selection of major personalities), along with an example of a specific change that was made based on feedback.
5. Syllabi (3)
  - a. All current syllabi are provided, and each one specifies the GS SLO, indicating where the course fits into the GS Program.
  - b. Once the SCA rubric is revised, the Committee suggests including the wording of the SLO on syllabi.



## General Studies Assessment Committee 2017-18 Course Review Recommendations

### Religion 250 - Self and Cultural Awareness

REL 250	(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.	X
(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	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.	

1. Justification of SLO (3)
  - a. A strong rationale for pairing the SLO to the course is provided.
  - b. Required course information is provided.
2. Appropriateness of the Assessment System (NA)
  - a. [[The Self & Cultural Awareness rubric is currently being revised. Faculty were asked to identify three of six elements on the rubric and interpret these elements as they believe to be most consistent with the philosophy of their course and of the General Studies Program.]]
  - b. Rubric elements on which the course should be assessed are indicated. The Committee realizes this selection of elements is contingent on an appropriate interpretation thereof.
  - c. The GS assessment used in the course is said to appear on the final exam. However, the assessment was not provided to the Committee, and so no statement as to its appropriateness can be made.
3. Plan for Consistency (2)
  - a. The same instrument is used for GS assessment in the course which, at least for now, guarantees consistency.
  - b. Although only one faculty member currently teaches REL 250, the Committee recommends considering drafting a "course outline" that could be used in the event that another faculty member were to take on this important course. The outline would, at a minimum, detail the nature of the GS assessment used in the course and how it is to be implemented consistently across sections, instructors, and semesters.
4. Implementation of Program Revision (1)
 

The value of GS assessment data lies in its potential to elucidate ways in which the course may be improved. Although the course is taught somewhat infrequently and the rubric is somewhat faulty, the Committee is nonetheless hopeful that information can be collected that meaningfully informs course design.
5. Syllabi (1)
  - a. Current syllabi are provided.
  - b. The syllabus does not reference the course's GS SLO or give any indication of how GS assessment will be completed. Both of these should appear on each REL 250 syllabus.