



GS COURSE REVIEW SUMMARY

2015-16

Fall 2015: Physics 190-191; Math 102

Spring 2016: Art 140; Communications 101; Finance 131; Geography 205; Health 250; Psychology 101

Committee: Tifani Fletcher, Chair; Craig Crow; Aaron Harper; Chad Kuhns; Cathy Monteroso; Ryan McCullough; Paula Tomasik

GENERAL STUDIES ASSESSMENT COMMITTEE NARRATIVE COMMENTS

OVERVIEW:

Recently, the General Studies Assessment Committee (GSAC) underwent substantial changes to the [process](#) and criteria for reviewing general studies courses. An explanation of those changes is detailed in the sections below, including links to the rubrics and other general studies assessment information. Courses are assessed based on their: rationale for the designated GS student learning outcomes, appropriateness of assessment methods, plan for consistency, implementation of program revision, and appropriate inclusion of GS information in syllabi. In the fall of 2015, two courses were submitted for GS review, Math 102 and Physics 190. In the spring of 2016, six courses were submitted for GS review, Art 140, Communication 101, Finance 131, Geography 205, Health 250, and Psychology 101.

GSAC is a recommending body only, and committee suggestions are provided to Faculty submitting the review, Chair/Program Director, College Dean, and Provost.

General Studies SLO

Communication: Upon completion of the General Studies Program at WLU, students will be able to communicate effectively with clarity, coherence, and persuasiveness.

1. [Oral communication rubric](#)
2. [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. [Analysis 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. [Self and Cultural Awareness rubric](#)

MATH 102

General Studies SLO-Analysis (Quantitative): 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.

I. **Math 102 GS Course Review Submission:**

1. **Course Description:** MATH 102, Nature of Mathematics (3 or 5 hrs.) Catalog description: A course using mathematics to expose the underlying structure of problems from common experience. Topics include linear, exponential, and logarithmic functions as they apply to real world situations. Additional topics per interest of faculty and students may include: Logic, annuities and amortization, probability, graph theory, voting theory, geometry, and methods of apportionment. Pre-requisites: Math ACT 19 or SAT equivalent for entrance into three-hour sections. Students not meeting the ACT/SAT requirement will be required to take a five-credit-hour section of this course which includes two hours of weekly recitation.
Notes: As the description reads, students scoring below ACT 19 are required to enroll in the five-credit- hour section. The two additional hours of contact in five hour sections are strategically tailored to students' needs in different ways, but generally serve to fill gaps in students' backgrounds. The five-hour section is a new offering beginning fall 2015, and is intended to provide additional contact hours with faculty due to the elimination of Math 046.
2. **Student Learning Outcome: Analysis; Creating Strategies and Quantitative Calculation.**
The goal of Math 102 is to expose non-COS students to the usefulness and beauty of mathematics. To accomplish this, we exemplify the following process, also given in the attached course outline, in several contexts:
 - a) consider a problem that naturally arises from common experience
 - b) extract the essential parts
 - c) use mathematical tools to analyze the parts
 - d) reflect on underlying unity of problems that seem unrelated."Creating Strategies" in Math 102 means finding a way to adapt a given problem to a mathematical tool that we have developed (or vice versa). Also under the purview of Creating Strategies we place the process of thinking through the appropriate steps of a problem (writing nothing down) in anticipation of carrying it out. Both of these are entailed in the process listed in A)-D) above. Problems 1a) – 1c) of the attached assessment instrument [102 GS assessment Fall 2015.pdf] directly assess, in the opinion of the mathematics faculty, these targets.

Quantitative Calculation is an essential part of this course. Describing change is a major theme of the course, and always involves calculation. Calculation in Math 102 typically involves selecting an appropriate formula, extracting and inputting correct values in for the variables, and then doing the computation indicated symbolically by the formula. This is very directly assessed by problems 2a) – 2d) of the assessment instrument.

3. **Course Assessment:** The assessment consists of seven multiple choice questions broken into groups of three and four, with a group used to assess each outcome. The questions are somewhat tiered in difficulty to allow differentiation of ability; scoring on the GS Analysis Rubric is given in the .pdf document just mentioned.

In all Fall 2015 sections (two 3-hour and two 5-hour sections) the questions were embedded in the final exam in a nondescript way. We are considering doing pretesting in all Spring sections of Math 102 along with final exam embedding to capture delta information. There is no variability in the assessment instrument, or in its delivery, between sections. Analysis; Creating Strategies and Quantitative Calculation are assessed using the problems and rubric given in the attachment [102 GS assessment Fall 2015.pdf].

4. **Course Delivery and Consistency** (All sections are delivered in lecture format). A major area of concern among math faculty was that two "versions" (3/5 hour) of the course are being offered and are being assessed in the same way. There are several confounding variables between the versions that (potentially) induce differences not only in GS assessment results but also exam scores. These variables include considerable differences in mathematical aptitude (if only as measured by ACT

score) and differences in instructional time. Arguably these two cancel each other out to an extent, but how much is unclear. So, we did the following:

- a) A course outline was developed by the course coordinator outlining agreed upon policies (the outline is attached as [102 outline fall 2015.pdf] and will be updated with our findings for Spring 2016).
- b) Met biweekly the first half of the semester with all math faculty members to discuss ways to maintain uniformity, teaching techniques we are trying that have proved useful, and ways the 5 hour sections are using their recitation hours. These meetings were very productive.
- c) Developed, at the recommendation of co-chair Douglas Swartz, a materials repository containing old exams, handouts, worksheets, projects, etc. that we have used. Also in this repository are sample syllabi and the above mentioned course outline.
- d) Frequent informal discussions about the course between pairs of faculty teaching sections of 102 were held.

A variety of teaching methods are used. However, a typical lecture across the sections consists of a combination of a lecture period during which ideas and problems are motivated and exemplified, time for students to work themselves on a problem or two alone or in groups, and a summary. Variations on this would include students presenting their work on the board and presenting their work to others in groups.

During the two additional recitation hours we have mandated that homework problems are not to be worked on—for help on those, students should see their instructor during office hours. What has been done by faculty in the extra hours is diagnose and fill gaps in their background knowledge. In some cases, this has involved reviewing very basic concepts such as arithmetic with fractions, order of operations, graphing functions, etc. However, this is viewed by the math faculty as a worthwhile use of the extra time, and is consistent with the notion that these hours are to some extent replacing the role of our former Math 046. Also during this time core Math 102 material is of course re-covered and practiced.

5. **Comments:** Math 102 is not a new course, but has undergone significant changes in the last 1.5 years. The reader is directed to the section “Overview of the course” in the course outline for perspective on the broader role of this course as it serves our students. Because of the recent changes, the course is still settling in to what it will become, but we believe it has the potential to accomplish the following:
 - a) reduce anxiety through its fresh (and less-“mathy”) feel,
 - b) expose students to what modern mathematics “cares about”—reducing problems to their essence and analyzing that core, and, in consequence of these two,
 - c) increase retention as non-COS students have successful experiences in their general studies math course.
 - d) As necessary to hit the target outcome, we will adjust our assessment instrument on the basis of data from the four sections that ran Fall 2015.

II. General Studies Committee Review – Math 102

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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.

- Rationale for Student Learning Outcome
 - Instructors of Math 102 assess two of six elements with embedded questions. More [recent developments](#) have determined one additional element would be necessary to meet standards. A critical review of the rubric could probably result in another element being assessed with little to no change to the current assessment.
 - The stated learning objective on the syllabi are not the same.
- Appropriateness of Assessment Method: The outline is helpful, however, indicating where the assessment is taking place, that it can't be changed or excluded, and that the GSO must be listed would help ensure stronger consistency.
- Plan for Consistency: Moving in the right direction.
- Implementation of Program Revision: A clear plan is needed, and it is understood that this is the early stages of assessment. It is suggested that a plan is created that will deal with how program revisions will be addressed in the future.
- Syllabi: Consistency is needed in the syllabi



PHYSICS 190-191

General Studies SLO-Analysis (Scientific): 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.

I. Physics 190-191 GS Course Review Submission

- Course Description:**
 - Physics 190-The Physical World (3 credit hrs.)** An introduction to the fundamental principles of physics, chemistry, astronomy, and geology. The course is designed for students who have very limited or no science or mathematics background.
 - PHYS 191, Physical World Laboratory (1 credit hr.)** A series of laboratory experiences in the areas of astronomy, chemistry, geology, and physics designed to complement the topics covered in Physics 190. Course requires a prerequisite or taken concurrently with Physics 190.
- Student Learning Outcome:** Physical World enriches the education of a student majoring in a non-science field of study in two ways. First, it enriches the international global awareness of the student by

introducing the person to a few of the concepts and principles common to the physical world which composes the environment in which all human beings reside. Secondly, it illustrates to the student the simple application of some of the mathematical skills learned in high school and post-secondary mathematics courses to solve some simple problems relating to some simple situations encountered in nature by a resident of planet Earth. It is the advancement of the student's ability to analyze these simple situations through Quantitative Calculation which is the outcome to be assessed in this course. Physical World Laboratory allows for a hands-on experience of concepts discussed in the Physics 190 course. Students majoring in any non-science field will perform scientific experiments relating to physical science topics. Students will use critical thinking and problem solving to perform experiments with equipment provided. Lab reports, questions and tests will be used to analyze the results of the student's experiments.

3. **Course Assessment:** Attached is the General Studies rubric for Quantitative Calculation by which the students are evaluated. Attached is the Physical World Mathematical Skills Assessment document which the students must complete as a quiz during class time. The completed document is graded and the results used in determining the level of achievement each student has attained on the rubric. Also attached is the Critical Thinking Lab assignment of finding unknown densities assigned to students to complete. The lab report will be collected and graded. These scores will then be used to evaluate the level of knowledge gained according to the general studies rubric.
4. **Course Delivery and Consistency: Face-to-face and hybrid course delivery**
 - a) Physics 190: A taskforce was convened and given the task of creating a course outline of the topics that are covered in all course sections. A summery copy of the resulting outline is attached.
 - b) Physics 191: Laboratory topics are determined by the instructor from lecture and text.
 - c) In addition to the in-class presentations and discussions, resources and worksheets are posted on Sakai. Assignments are also made from problems found at the end of each chapter of the textbook.
 - d) Students who need additional help in learning the material are encouraged to come to the office or obtain a tutor from the Learning Center.
 - e) Students who need special accommodations, especially with regard to test taking, are encouraged to contact the Learning Center for these services.
 - f) Lab follows these same courses of action

II. General Studies Committee Review – Physics 190-191

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.

1. Rationale for Student Learning Outcome
 - a) The syllabus needs a clear statement of the General Studies Program Goal/SLO. In addition, the syllabus should have LiveText Student Edition as one of the required materials for the course.
 - b) Description of lab comes closer to articulating the course's analytic components.
2. Appropriateness of Assessment Method
 - a) More description/explanation needed on how assessments lines up with specific items from the rubric
 - b) Only one element is assessed with what appears to be two separate assessment tools. Faculty within the program should review the rubric and assessments to see if the current assignments can be assessed with additional elements or if modifications are needed to address at **least 4 of the 8 elements**.
3. Plan for Consistency
 - a) The course outline is an effective way to create consistency. It should be addressed how consistency will be maintained over time and who/what position is responsible for overseeing it.
 - b) Explicit indication of activities and quizzes that must be administered in the course outline and/or syllabi would be helpful.
4. Implementation of Program Revision: More specifics on how this will be done are needed. It is understood that this is the early stages of assessment. It is suggested that a plan is created on how program revisions will be addressed in the future.
5. Syllabi: Some consistency is created by the assignment and course outline. There is no indication of the GS objective or which assessments are being used to assess the outcomes. Please indicate so they can be maintained over the semesters.



ART 140

General Studies SLO-Self and Cultural Awareness (Fine Arts): 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.

I. Art 140 GS Course Review Submission:

1. Course Description: Art Appreciation (3 credit hrs.)
An introductory survey course in the visual arts emphasizing the development of perceptual and conceptual awareness through an investigation of the nature of art. Significant artists and artworks from western and non-western cultures throughout history are studied to form the basis for a life-long appreciation of the visual arts. Attendance at local and/or regional art exhibitions and museums is required. Meets three times per week.
2. **Student Learning Outcome (SLO)**
At the completion of this course students will be able to:
 1. Demonstrate knowledge of the language used for discussing and evaluating art.
 2. Demonstrate knowledge of artist's materials.
 3. Demonstrate knowledge of the purposes and functions of art.
 4. Demonstrate knowledge of the themes that artists use and the roles they play in society.
3. **Course Assessment:**
Please describe how the outcome identified is assessed in the course. Please be specific and include the assessment description or attach a copy of the assignment. Please also describe any variation in assessment across course sections if any exist. Assignments and projects will be evaluated according to the following criteria:
 - a) Adherence to all specific assignment guidelines/content requirements.
 - b) Adherence to deadlines.
 - c) Level of technical difficulty attempted and achieved. More sophisticated work may receive higher scores.
 - d) Creativity and Originality: Solving the assignments in an imaginative and unique way may lead to a higher score.
 - e) Honesty: Submit your own work. West Liberty's Academic Honesty Policy can be found in the Student Handbook on West Liberty University's website

4. Course Requirements (These are the assignments I expect that the class will complete): Group Presentation: Art History assignment-Oral visual (collaboration). In this presentation, assigned students will collaborate in researching and presenting information on an important art movement in the history of art. The students will design a pre- and post-test that will be given to the class and grades will be recorded. These presentations are not just for the people who present them!! It is expected that the presentations will teach fellow classmates about the art movements.

Art Presentation: Grading Criteria:

- a) The Presentation: informative, effective visuals, and two cited sources
- b) The Delivery: practiced and engaging

Purpose: Provide an opportunity for you to actively participate in your learning and to teach others what you have learned. Each student is responsible for researching and presenting an assigned art movement.

- a) "Art 21" Journal assignments (individual, online)
- b) Midterm and Final Exams (individual)
- c) Completion of in class and homework assignments (combination)
- d) Class attendance and participation: There will be a number of in-class assignments and quizzes. You must be present to earn credit. There will be no makeup assignments or quizzes offered. No extra credit is offered in this class.
- e) Grade Percent
 - A= 90-100 D= 60-69
 - B= 80-89 F= 59 ↓
 - C= 70-79

5. **Course Delivery and Consistency:** Please describe ALL methods of delivery (including number of sections of each) and procedures in place to ensure consistency across the sections. Please also BRIEFLY describe how the course addresses issues of accessibility for students with diverse learning styles.

METHODS OF DELIVERY:

- a) Lectures: supported by slide presentations. At least 12 art topics are introduced and discussed during the semester.
- b) Discussions: either during lectures or after. Students are free to ask questions or 'think- at-loud' during my presentations. It usually leads to interesting and stimulating critique of art idea or art history movement.
- c) Online Research: Each Friday students work on Art Journal. Students are required to visit <http://www.pbs.org/art21/> and review one artist a week. Students must submit at least 12 entries at the end of the semester. Journal is checked periodically. (assignment attached)
- d) Group Presentations: students work in groups (usually five students in a group) on an assignment. Students are required to research and present specific Art Movement as a group. They need to work outside of classroom. Each group has one presentation a semester. (attached)
- e) Practical Hands-on Art Production: two or three session of art making during the semester. (example of assignment attached)
- f) Film Session: we have a few in-class film screenings introducing art methods, movements and significant figures from art history.
- g) Outside of classroom engagement: Gallery/Museum Report **BRIEFLY describe how the course addresses issues of accessibility for students with diverse learning styles:** I possess the ability to get all students to "speak up"—even those who might hold different views than myself (challenging question: is this art? Why or why not?), or than those of many in the classroom. In the college environment, all students will gain a new perspective in hearing the voices of those whose perspectives are shaped by forces quite different than their own. I believe that a student with relatively weak academic abilities has the potential to make great strides towards success and mastery, even if there is a bit of a struggle to get there. This diversity in assessment allows students who might be weaker test-takers to prove themselves in another format (example: art journal, presentation or hands-on art project)

II. General Studies Committee Review – Art 140

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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	Not all syllabi for the current semester have been included or there is little/no consistency of implementation of general studies assessment.

1. Rationale for Student Learning Outcome
It is not evident which and how the course is aligned with the proper student learning outcome. While the course SLOs seem strong, the submission needs to directly link the course SLOs to the [General Studies](#) SLOs
2. Appropriateness of Assessment Method
 - a) Assignments are listed but it is unclear which assessments will be used for specific rubric points.
 - b) While a significant number of these assignments could be aligned with the GS Self and Cultural Awareness Rubric, the submission does not make an explicit connection between the assignments and the rubric. If the instructor is going to make a global, summative assessment based on all of these assignments, then the **submission needs to indicate that this will be done.**
3. Plan for Consistency
Description of the course assignments were provided, however, it is unclear if all of these instructional methods will be used in all sections of ART 140. Even if they are used in all sections of ART 140, the submission does not indicate a plan to ensure that all sections will use this method of instruction.
4. Implementation of Program Revision
No evidence provided on using, or how they will use (as this is in the early stages of development), program findings for implementation and revision may not be available yet.
5. Syllabi
 - a) Is there an outline syllabus for all instructors who teach the course to use (this would help with consistency)?
 - b) Syllabus should also include that the use of Live Text is required.

Note: Many of the above items could be made clearer with a resubmission and explanation for each of the rubric items from the submitter, in addition to the information copied from the syllabus. The GSAC suggests resubmission so that the issues above can be addressed. The GSAC is available to meet in person to discuss this if requested.



COMMUNICATION 101

General Studies SLO-Communication (Oral): Upon completion of the General Studies Program at WLU, students will be able to communicate effectively with clarity, coherence, and persuasiveness.

I. Communication 101 GS Course Review Submission

1. **Course Description: Communication 101, Fund of Oral Communications (3-hr)** Catalog Description: A practical course in interpersonal communication including elementary phases of oral language training, short speeches, articulation, and pronunciation. Emphasis is on effective communication. A minimum grade of "C" is required for graduation.
2. **Student Learning Outcome: Fundamentals of Oral Communications (COM 101)** addresses the Communication Student Learning Outcome (SLO) of General Studies (GS) Program at West Liberty University. The Communication SLO of the GS program requires students that have completed the GS program to be able to communicate with "clarity, coherence, and persuasiveness." COM 101 addresses all three aspects in its course specific SLOs, assignments, and assessment measures.
 - a) **Clarity:** Students in COM 101 are expected to communicate with clarity. Oral communication requires clarity in both verbal and nonverbal communication. In COM 101, communicating with clarity is emphasized by providing instruction in both. First, verbal communication instruction includes the development of research and outlines to construct content for prepared speeches. Second, nonverbal communication instruction includes the development of controlled vocal and physical delivery for prepared speeches.
 - b) **Coherence:** Students in COM 101 are expected to communicate with coherence. Coherent oral communication requires organization of ideas. In COM 101, communicating with coherence is emphasized by providing instruction in organization of prepared speeches. Students learn to construct speeches that are organized. They learn to organize speeches around an identifiable introduction, body, and conclusion. In addition, students learn to use transitional devices to make the different portions of a speech into a coherent whole.
 - c) **Persuasiveness:** Students in COM 101 are expected to learn to communicate with persuasiveness. Persuasive oral communication requires the development of credible, logical, and emotional appeals. In COM 101, communicating with persuasiveness is emphasized by providing instruction in the development of a variety of appeals for prepared speeches. Students learn to communicate with credibility by presenting research and personal experience to audiences in persuasive contexts. Students learn to communicate logically by developing their understanding of the reasoning process and by basing claims in evidence in persuasive contexts. Student learn to communicate with emotion by using language strategies to evoke specific feelings within audience members in persuasive contexts.
3. **Course Assessment:** The Communication SLO will be assessed in the course using the GS Revised Oral Communication Rubric, designed specifically for the assessment of oral communication, and will be used to assess the major speeches identified in the course syllabus. There are three major speeches (one informative speech, two persuasive speeches) in COM 101, so students will be assessed three times over the course of a semester. Some sections, due to time constraints, might not be able to administer all three major speeches in one semester, but, at a minimum, students will be assessed by the instructor using the rubric at least once.

The major speeches are a Departmental Course Requirement established by the Director of Oral Communication Studies, who also constructed the assignment details included for all three major speeches. COM 101 instructors are required to include the Departmental Course Requirement in their individual syllabi and use the same assignment details. As a result, there is little, if any, variation between course sections regarding assessed assignments and assessment methods.
4. **Course Delivery and Consistency** - All sections of COM 101 are currently delivered as a Lecture Schedule Type using the Lecture Instructional Method. Currently, eight sections of COM 101 are being offered; however, there is one additional Honors section of COM 101.

The Director ensures consistency across all sections of COM 101 by setting Departmental Course Requirements, course SLOs, assignments, and assessment methods. The Director created a Skeleton Syllabus (attached) which all instructors are expected to use to construct their individual course syllabus/syllabi. The assignments attached in the above section are used by all COM 101 instructors. In addition, the Director meets with all COM 101 instructors prior to each semester. If a meeting is not

possible (many COM 101 instructors hold adjunct positions), then the Director will communicate important information via email (see the attached “Spring Semester Notes”). While the Honors COM 101 is administered with some slight modifications to assignments and expectations, students are still assessed in ways commensurate with the Communication SLO and other sections of COM 101. To ensure accessibility for students with diverse learning styles, instructors of COM 101 are required to include an ADA compliance statement in their individual syllabus/syllabi. Accordingly, all instructors are required to accommodate students that are protected under ADA statutes.

II. General Studies Committee Review – Communication 101

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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.

1. Rationale for Student Learning Outcome
2. Appropriateness of Assessment Method: In reading the assignment descriptions, it does seem evident that these assignments are aligned with the rubric. However, much of the summary provided for GSAC addresses consistency rather than alignment.
3. Plan for Consistency: It is apparent that there is consistency from the use of notes with the skeleton syllabus and any changes would be implemented consistently. You may want to note that [all elements](#) are being assessed.
4. Implementation of Program Revision: Evidence of a plan is in place. Future documentation should address how assessment findings were used for improvement. It is understood that this is the early stages of assessment. It is suggested that a plan is created on how program revisions will be addressed in the future.
5. Syllabi: Objectives are clearly stated implementation of assessment is clear. Required use of LiveText is evident.



FINANCE 131

General Studies SLO-Analysis (Economics/Finance): 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.

I. Finance 131 GS Course Review Submission

- Course Description:** Finance 131 - Financial Literacy (3 hr.)
Introduces student to concepts, tools and applications of personal finance and financial planning. The emphasis is on a practical life-cycle approach to financial planning. Topics covered include personal financial statements and budgets, liquidity and credit management, tax planning and strategies, purchasing decisions, insurance protection, investing, asset management, retirement and estate planning, and the time value of money. This course is open to all students University-wide
- Student Learning Outcome: Analysis:** The outcome is assessed using the following homework question: Discuss the pros and cons of long-term-care insurance. Does it make sense for anyone in your family right now? Why or why not? What factors might change this assessment in the future?
- Course Assessment:**
- Course Delivery and Consistency:** Currently, the course is only offered face-to-face, but it will be offered online starting in the summer of 2016. Each semester typically two sections of this class are offered. All instructors use the same syllabus and textbook for the course.
- Course Syllabi and Documents:** submitted via LiveText

II. General Studies Committee Review – Finance 131

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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.

- Rationale for Student Learning Outcome: A clear rationale for SLO is needed, lack of this effects the ratings for the other rubric items due to a lack of clarity for how the course aligns with general studies.
- Appropriateness of Assessment Method: "Discuss the pros and cons of long-term-care insurance. Does it make sense for anyone in your family right now? Why or why not? What factors might change this assessment in the future." This was given as the assessment for the outcome. Additional description and explanations of which outcome, and how this will be assessed, is needed. It was assumed that this was part of a larger assignment.
- Plan for Consistency: There seems to be a plan for consistency with using the same textbook and syllabi, however, needs to align directly with SLO

4. Implementation of Program Revision: This was not addressed in the provided documents. It is understood that this is the early stages of assessment. It is suggested that a plan is created on how program revisions will be addressed in the future.
5. Syllabi: Not all syllabi for all sections were provided. Learning outcomes should be included on all syllabi and the requirement for use of LiveText for assessment purposes.



GEOGRAPHY 205

General Studies SLO-Self and Cultural Awareness (Perceptions and Cultures): 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.

I. Geography 205 GS Course Review Submission

1. **Course Description: Geography 205 Introduction to Geography (3 credit hrs.)** "World distribution of various elements of the natural environment and man's adjustment to this distribution; resultant changes in cultural, politics and economics" -WLU Bulletin
2. **Student Learning Outcome (SLO): Self and Cultural Awareness** Since Eratosthenes coined the term "geography" more than 2200 years ago, the focus of the discipline of geography has been on the relationships between ways of life and the landscapes, both cultural and natural, that host them. These relationships are mediated by the patterns and distributions of cultural traits around the globe. In order for students to gain insight into their place in the world, they must have the opportunity to learn about the geographical frameworks for understanding the world and their place in it. Hence, Geography 205 addresses the general studies *Self & Cultural Awareness*, SLO comprehensively and in terms of one of the oldest and traditional disciplines in the Academy.
3. **Course Assessment:** The *Self and Cultural Awareness* SLO is assessed in several ways in Geography 205.
 - a) Examinations (multiple choice): Students are asked to recognize key terms and concepts in physical and human geography.
 - b) Census Data Mapping Project: Students complete a Mapping project in which they analyze the distribution of social and cultural variables in a particular area in the United States. This project requires that students create online maps based upon census data and analyze the ways in which the variables are distributed geographically and how they may be spatially correlated.
 - c) Short Response Paper (LiveText): In an assignment due approximately 2/3 of the way through the semester, students are required to choose among journal articles that address various themes in geography. They are then required to compose a 3-5-page paper that addresses specific questions aligned with three of the areas of the *Self and Cultural Awareness* rubric. The three areas used to assess this assignment are:
 - 1) Global Self Awareness
 - 2) Perspective Taking
 - 3) Understanding Global Systems
 - d) The LiveText Short Response Paper Assignment instructions for Geography 205 are as follows.
 - 1) Introduction to Geography
 - 2) Please peruse the Short Response Paper articles in the Resources file and select one that interests you.
 - 3) Read the article several times.
 - 4) Write 3-5 page paper that has the following parts:
 - i. SUMMARY (about 1.5 pages)
 - ii. RESPONSE AND REFLECTIONS (2-4 pages)
 - e) Please make sure this section addresses the following:
 - 1) Identify the different viewpoints or perspectives expressed in the article. Compare and contrast them in terms of power structures and global cultural patterns.
 - 2) Identify ways in which the article addresses the relationships between human activity and the natural environment.
 - 3) What types of decisions, ethical dilemmas or issues of personal responsibility might arise from the topic described in the article. What would some possible impacts of those decisions be?

- 4) Please use 12 pt. Times New Roman Font and Double-space your paper. WHEN YOU HAVE COMPLETED YOUR PAPER, PLEASE UPLOAD IT TO THE ASSIGNMENT IN LIVETEXT
4. **Course Delivery and Consistency:** In the past, Geography 205 has been offered both online and in classroom sections with approximately 40 students per section. At this time, the course is only offered in classroom sections. With my return to full-time teaching, I now teach three sections of Geography 205 each semester and use the same syllabus and text in each section. Opportunities are offered to students with diverse learning styles such as:
- a) Audio files of lecture summaries available on Sakai
 - b) Video instructions for the Census Data Mapping Project available on Sakai
 - c) PowerPoint lecture slides available on Sakai
5. **Course Syllabi and Documents: submitted via LiveText**

II. General Studies Course Review – Geography 205

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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.

1. Rationale for Student Learning Outcome
2. Appropriateness of Assessment Method: Explicitly state and indicate the [general studies objective](#) and assessment.
3. Plan for Consistency: Suggest a plan for consistency across sections in the event multiple instructors teach the course.
4. Implementation of Program Revision: It is understood that this is the early stages of assessment. It is suggested that a plan is created on how program revisions will be addressed in the future.
5. Syllabi

Note: Good example of what the GSAC is looking for as part of the GS course review.



HEALTH 250

General Studies SLO-Self and Cultural Awareness (Perceptions and Cultures): 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.

I. **Health 250 GS Course Review Submission**

1. **Course Description:** Health 250 Introduction to Health (3 hrs.) Knowledge and attitudes concerning one's personal health; a study of major health problems with emphasis on mental health and current health problems of our society. Not open to health education majors or minors.
2. **Student Learning Outcome:** 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. Self-awareness-students are exposed to a wide variety of aspects that affect the human condition. They are being instructed on many health issues that will affect them now and as adults. For example, mental health. The students investigate the causes and result of stress, loneliness, depression, etc., evaluate and reflect on their own strengths and weaknesses, and construct plans for the future. Another example is that the state of fitness and the obesity rate in this country is well known. It is a goal of these classes that students acquire an appreciation for their physical and mental well-being through a fitness and diet plan they design to meet their individual needs now and throughout adulthood.
3. **Course Assessment:** The following are examples of the assessments used throughout the course: Accessing your health-Chapter one is about accessing your health. Answer the following questions in a one-page paper. Refer to Chapter 1 of your health book. Note: Double space/ Font 12/ Times New Roman
 - a) (Step 1) Increase Your Awareness. What obstacles do you wish to overcome in regards to your health? You might have several aspects of your health that you wish to change. List the positives and negatives of your health.
 - b) (Step 2) Contemplate Change. Examine your current health habits. Identify how long has this habit been going on? How often? What are the consequences if this behavior continues? Who else is involved in the behavior?
 - c) (Step 3) Prepare for Change. Set a realistic goal by using the SMART system. What barriers do you think you will face?
 - d) (Step 4) Take Action to Change. Your health book lists several ways of behavior change strategy. Which strategy or strategies do you think you will use? (Visualization, countering, controlling the situation, changing your self-talk, rewarding yourself, and journaling). Why will this strategy work for you?
 - e) Grading Rubric (40 points possible) 10 pts-Length/Writing: One page writing assignment; 20 pts.- Content: Answering the four steps; 10 pts.-Spelling/Grammar: Correct

Assignment Instruction: How stressed are you? College lifestyle can be tough and stressful....let's try to lower some of the stress in your life!

 - a. Assess yourself using the worksheet for Week 2-1 Stress (found under RESOURCES). Fill out the worksheet to answer the following questions below.
 - b. Interpret your scores. What are your overall scores/results?
 - c. Which area do you excel in (biggest strength)?
 - d. Which area needs work (lowest scores)?
 - e. What can you do to improve the two lowest areas that are most stressful?
 - f. What is the cause of stress for you?
 - g. Name at least two areas on pp. 80-86 that are highlighted in orange that cause you stress. Be specific.
 - h. Based on you answer in #2, name at least 2 recommendations for managing stress on pp. 86-94 that are highlighted in orange you think would be most beneficial for you and explain why? Be specific.

Assignment Instructions: Eating Healthy! The college lifestyle can become very busy! Let make some healthy food choices! Keep track of what you eat for five days, then answer fill out the worksheet appropriately. Please attach the completed worksheet when you submit your assignment. (Go to

RESOURCES [left hand column] and find the Week 4 EATING HEALTHY Worksheet. Fill out the worksheet to answer the questions below). Create your own fitness program (see attachment)

4. **Course Delivery and Consistency:** The class is currently only being offered online, and no matter who teaches the course, the content stays the same. The class follows the protocol established by the Center of Student Success for diverse students.
5. **Course Syllabi and Documents: submitted via LiveText**
6. **Comments:** This class also addresses the other student learning outcomes in the following ways:
 - a) **Communication:** Upon completion of the General Studies Program at WLU, students will communicate with clarity, coherence, and persuasiveness. Students are required to do the following: write papers, review articles, respond to questions on Sakai through forums, blogs etc.
 - b) **Analytical Skills:** 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.
 - c) Students are required to analyze their current status in several health areas, (mental health, alcohol consumption, diet, fitness, etc., evaluate their responses, and interpret and plan for the future correcting their areas of concern in each area.

II. General Studies Committee Review – Health 250

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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.

1. **Rationale for Student Learning Outcome:** The course description is specific, but it is not clear which and how the course is aligned with the specific student learning outcome(s).
2. **Appropriateness of Assessment Method:** Assignment information was very descriptive and specific. [Alignment to GS rubric](#) is unclear and how it will be assessed in LiveText.
3. **Plan for Consistency:** Designation that the assessment indicated cannot be changed and is offered online only.
4. **Implementation of Program Revision:** It is understood that this is the early stages of assessment. It is suggested that a plan is created on how program revisions will be addressed in the future.
5. **Syllabi:** Need to indicate the general studies alignment on the syllabus, include the general studies learning outcomes, and the live text assessment information.



PSYCHOLOGY 101

Analysis (Logic/Critical assessment): 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.

I. Psychology 101 GS Course Review Submission

1. **Course Description: Psychology 101 Introduction to Psychology (3 credit hrs.)** Basic principles essential for a scientific investigation of human behavior. No prerequisites
2. **Student Learning Outcome (SLO): Self and Cultural Awareness:** Psychology 101 provides an overview of the use of scientific method in a variety of contexts across the field of psychology, which is the scientific study of the mind and behavior. The course specifically promotes Analysis by providing students with knowledge and understanding necessary to create strategies for solving problems, synthesize ideas or solutions in new ways and in new contexts, evaluate evidence in order to determine the legitimacy of claims, and determine the extent of information needed to make a coherent argument.
3. **Course Assessment:** The following test questions will be embedded within the final comprehensive exam, and these essays will be holistically evaluated using the following rubric:
 - a) Mrs. Kaufman spends a lot of time stroking, cuddling, and rocking her two-month-old son and seems to be highly aware of the baby's actions and needs. Mr. Kaufman worries that his wife's interactions with the baby will lead the child to cry easily when frustrated, fearfully cling to his mother, become unfriendly toward other people, and become withdrawn and uninterested in his surroundings. Evaluate the research on social development and give a detailed response that supports or refutes the father's concerns.
 - b) David's history teacher asked him why so many German people complied with Hitler's orders to systematically slaughter millions of innocent Jews. David suggested that the atrocities were committed because the Germans had become unusually cruel, sadistic people with abnormal and twisted personalities. Use your knowledge of the fundamental attribution error, Milgram's research on obedience, and any other related research to provide a detailed analysis of David's explanation.
4. **Course Delivery and Consistency:** Face-to-face and online. All sections of Psychology 101 have the

3.1	Problem Solving/ Analysis	Creating Strategies	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
3.2	Problem Solving/ Analysis	Synthesizing	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.
3.4	Problem Solving/ Analysis	Evidence	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
3.6	Problem Solving/ Analysis	Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information(sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.

same course outcomes and will use the same embedded questions in the comprehensive final. This course is designed to provide information in a variety of sensory formats through the use of written material, videos, discussions, and activities designed to engage students of a variety of learning styles. The course is offered in traditional face-to-face formats, face-to-face with an online learning component, or 100% online to provide students with options that best fit their preferred method of learning.

5. **Course Syllabi and Documents:** submitted via LiveText

II. General Studies Committee Review – Psychology 101

GS Course Review Rubric	3 pts. Evidence of advancing assessment implementation	2 pts. Meets assessment implementation requirements	1 pt. Working toward assessment requirements
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.

1. **Rationale for Student Learning Outcome:** A suggestion for a clearer relationship between the SLO and the questions. While the alignment seems intuitive, a clearer, explicit explanation of the alignment is needed.
2. **Appropriateness of Assessment Method:** Assessment method was aligned with the rubric.
3. **Plan for Consistency**
4. We assumed there was an oversight for the consistency plan from the program director.
5. **Implementation of Program Revision:** It is understood that this is the early stages of assessment. It is suggested that a plan is created on how program revisions will be addressed in the future.
6. **Syllabi:** SLO need updating on syllabi and inclusion of all sections for next assessment
Note: Given that this is the first submission for PSYC 101, the committee thought that the information and assessment was well documented.