



WEST LIBERTY UNIVERSITY GENERAL STUDIES COURSE REVIEW SUMMARY

2016-17

English 102, Music 130, Social Work 201, Geography 206

Committee: Tifani Fletcher, Chair; Craig Crow; Aaron Harper; Chad Kuhns; Cathy Monteroso;
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GENERAL STUDIES ASSESSMENT COMMITTEE

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.

This document includes the course review submission and the General Studies Committee evaluation. GSAC is a recommending body only, and committee suggestions are provided to encourage consistency and improvement.

General Studies SLO's

- I. **Communication:** Upon completion of the General Studies Program at WLU, students will be able to communicate effectively with clarity, coherence, and persuasiveness.
 - A. [Oral Communication rubric](#)
 - B. [Written Communication rubric](#)
- II. **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](#)
- III. **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](#)

ENGLISH 102

General Studies SLO-Communication (Writing): Upon completion of the GS Program at WLU, students will communicate with clarity, coherence, and persuasiveness.

I. English 102 GS Course Review Submission:

1. **Course Description: ENG 102: College Composition II (3 credit hours) WLU Catalog Description:** English 102 is a continuation of English 101 and emphasizes persuasion, argumentation, and researched writing. Students will undertake a researched writing project involving several process drafts, which conclude in a well-documented academic essay. A minimum grade of 'C' is required for graduation. **Prerequisite** "C" or better in College Composition I (English 101).
2. **Course Assessment:** Because the goal of this course is for students to learn how to use research to support a written argument, every section of ENG 102 culminates in what the course description identifies as "a well-documented academic essay ." This research essay is the course's common assignment, which instructors--the majority of whom are full-time faculty members--assess using the GS Communication Rubric. While all instructors teach this common assignment, they also have the flexibility to determine the topics/subjects that their students research and write about. For example, in the spring 2017 semester, Dr. Jeremy Larance asked his students to choose a topic related to Michael S. Roth's *Beyond the University: Why Liberal Education Matters*. Dr. Angela Rehbein asked her students to write a proposal argument, in which they propose a solution to a problem. Dr. Scott Hanna's students researched the history of their hometown. Instructors also use a variety of pedagogical methods--including online discussion groups, in-class workshops, reading journals, individual conferences, and others--to achieve the course's common goals. To illustrate some of the methods used and topics/subjects addressed in the course's common assignment, a copy of assignment sheets from the spring 2017 semester are attached, from the following instructors: Dr. Scott Hanna, Dr. Wally Hastings, Dr. Dominique Hoche, Dr. Jeremy Larance, and Dr. Angela Rehbein.
3. **Course Delivery and Consistency:** This course is delivered in two ways: in the traditional classroom, and in hybrid sections. In the spring 2017 semester, there are two (2) hybrid sections, taught by Dr. Scott Hanna (sections 4 and 5), and thirteen (13) traditional sections, for a total of fifteen (15) sections. Dr. Hanna's hybrid sections meet every Monday and select Wednesdays, for a total of 50% of course time being spent in the classroom, 50% strictly online. The remaining thirteen sections meet in the classroom for the required two and a half hours per week.

In order to ensure consistency across sections, the department chair Dr. Jeremy Larance collects and reviews all syllabi prior to the start of each semester, to make sure that all instructors are including the correct course description and addressing the required course content. Additionally, instructors will meet prior to the end of the semester for a "norming" session, wherein we read student samples of the course's common assignment (with names and identifying information removed), assess these sample essays using the GS Communication rubric, and discuss/compare our respective assessments.

In order to address issues of accessibility for students with diverse learning styles, students are given opportunities to complete assignments using suitable but flexible methods, when appropriate. For example, students who find the pace of the course challenging are encouraged to schedule one-on-one conferences for personalized instruction and interaction. Students who have difficulty processing written arguments might be encouraged to seek out alternative rhetorical forms, such as recorded lectures, when gathering research materials. The very environment of the writing classroom is one of inclusivity and diversity, wherein students learn to listen to voices other than their own, and to envision themselves as members of a discursive community. In emphasizing this fact, instructors build diverse learning styles into the classroom situation.

II. General Studies Committee Review – English 102

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

1. Rationale for Student Learning Outcome

- SLO.1 Communication: Upon completion of the General Studies Program at WLU, students will communicate with clarity, coherence, and persuasiveness.
- Based on the course description and narrative it is clear that communication using writing is the major focus of the course. It is suggested in future course assessments that the GSLO is included and it is made clear which specific course learning outcomes are aligned with them.

2. Appropriateness of Assessment Method: “A well-documented academic essay” is being used with the GS communication rubric as the assignment across all sections to measure the stated GSLO. Individual instructors are given the flexibility to determine the topics/subjects of that assignment. Five examples from five different instructors were given. Each example was supportive of slightly different ways of assessing the same learning outcome. Combined with the “norming” sessions across sections, this is a good way of combining assessment with different instructors’ styles and teaching preferences.

On the assignment instructions (across the different examples) it is unclear how it is graded/assessed and aligned to the GSLO. For example, do the students know that they will be assessed using the rubric, and is the rubric used in conjunction with the assignment grade or separate (several general studies course instructors opt to keep the assessment and grading separated, either way is fine as long as the students are aware of how they are being graded and the purpose of the assessment)? This could be addressed in the syllabi or in class, but was not specifically included in the course review. Therefore it is suggested that the alignment to the rubric could be tightened.

General studies courses are expected to incorporate three of six rubric elements for Self and Cultural Awareness, four of eight rubric elements for Analysis, and all rubric elements are required for Communication rubrics. It was stated that the communication writing rubric was being used; it should be clear that all of the rubric elements are being assessed.

3. **Plan for Consistency:** It was clearly stated that the course is offered both in class and as a hybrid class and that the department chair has taken the responsibility of examining all of the syllabi to ensure consistency across sections. Future submissions should further describe how that is being accomplished in the event someone else takes over that responsibility. A suggestion for the future is a syllabus template for the required course components that could be used by all faculty teaching this course.

The GS Course review rubric specifically indicated a clear plan for consistent assessment implementation over the next three years which was not specifically addressed in this submission.

It was pointed out that a norming session will be used in which the instructors will meet to score the common assignment. It is encouraged in future course reviews to describe the process of these norming sessions, the outcomes, and if anything has changed due to the norming process. This in turn may lead to suggestions on rubric updates and assist with other course reviews.

Addressing diverse learning styles was explained and examples of how this is met was given, such as recorded lectures and one on one conferences.

4. **Implementation of Program Revision:** This is the first submission. Future submissions should clearly show how assessment findings and data have been used in recent course/program revisions and how that ties into the plan for further course improvement.
5. **Syllabi:** All syllabi were included. All of the syllabi should include both the LiveText requirement and the GS.SLO for communication. It is also suggested that it is made clear to students how the course objectives align with the GS.SLO and that the course learning objective are consistent across the different sections (noting that how those course objectives are met do not have to be the same across every section/instructor)



Music 130

General Studies SLO-Self and Cultural Awareness (Fine Art): 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. Music 130 General Studies Course Review Submission

1. Course Description: Please provide the course prefix, number, title, credit hours, catalog description and any prerequisites.

MUS 130 Appreciation of Music (3-credits/no prerequisites) Course description: An introductory course in music featuring significant musical compositions of various styles and musical periods. Composers of note in Western music from the Baroque, Classical, Romantic and the 20th century will be studied as a basis for intelligent listening habits for life-long appreciation. Additional study in global music will be presented for a more multicultural view of the art of music and its place in man's culture in the world today. Assigned listening and concert attendance. Meets three times per week.

2. Student Learning Outcome: Please indicate which student learning outcome this course addresses (communication, analysis, self and cultural awareness) and why this course specifically addresses the outcome indicated. General studies courses are aligned to specific outcomes in the WL Catalog ([click to view](#))

Outcome addressed: Self and Cultural Awareness: *Students will reflect objectively on the human condition through investigation, appreciation, and evaluation of the products, perceptions, expressions, and interrelationships of various cultures.*

These are the specific outcomes listed in the syllabus of the course:

- a) To understand the fundamental elements of music and how musicians apply those elements in the creation and performance of music.
- b) To develop active listening skills using the elements learned in class.
- c) To develop vocabulary that allows the student to intelligently articulate musical experiences.
- d) To understand musical compositions in terms of their style period and historical context.
- e) To experience new and unfamiliar concert and listening experiences.

Students are also required to listen to classical music and reflect in listening logs regarding the music and its' place in the social, political, and cultural realms of Western and Non-Western cultures and societies.

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 exists.

A copy of the assignment from this semester is attached. The LiveText rubric for "self and cultural awareness" is used for reporting purposes. As you may observe from the essay question prompts, different ways to analyze music and composers are suggested through watching a documentary film of the life and/or works of a particular composer.

4. 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. Briefly describe how this course addresses issues of accessibility for students with diverse learning styles.

There is currently only one section of Music Appreciation being offered per term. Mr. Evan Robinson, has been teaching this course for the past three years and is deft at the use of the LiveText assessment portal. Consistency is a moot issue here, as there is only one section. However, consistency is maintained by using the same professor and the same book and methods for each semester.

Mr. Robinson strives to accommodate those with diverse learning styles. Music is inherently an auditory style, and through the methods of teaching, this course offers auditory (music itself, the use of documentary film, YouTube, Spotify, CDs, live performances, etc.), visual (the music scores) and kinesthetic (writing about the things a student hears, class discussion, etc.) Students have opportunity to demonstrate knowledge through class participation and feedback, group project, essay, test, quizzes, listening logs, concert reports, etc.

II. General Studies Committee Review – Music 130

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:** 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. The specific outcomes of the course from the syllabus were given; however, there needs to be a description of how they align with the GSLO. Conceptually it seems to be there, but it should be made explicit so that students can understand how the course relates to the GSLO.
- Appropriateness of Assessment Method**
 - The 20th century composer documentary project is being used with the GS self and cultural rubric. On the assignment instructions it is not explained how the assignment will be scored. For example, do the students know that they will be assessed using the rubric, and is the rubric used in conjunction with the assignment grade or separate (several general studies course instructors opt to keep the assessment and grading separated, either way is fine as long as the students are aware of how they are being graded and the purpose of the assessment)?
 - General studies courses are expected to incorporate three of six rubric elements for Self and Cultural Awareness, four of eight rubric elements for Analysis, and all rubric elements are required for Communication rubrics. Based on the information in the assignment, it is not evident which of the elements in the rubric are being assessed.
 - In the course assessment description, it was stated that the assignment is examining “different ways to analyze music ...” On the assignment document, &/or on the syllabus, it is suggested to clearly state the learning outcomes and how they relate to both the course objectives and the general studies objectives, thus tightly aligning the assessment to the learning outcomes.
- Plan for Consistency:** It was clearly stated that there is one instructor for this course, which is offered in class only, with the same assignments throughout. Only one section per semester is offered, and there is only one corresponding syllabus. This was given as evidence for consistency; however, there needs to be a plan in the case where a different instructor would teach the course – for example, a syllabus template for the required course components could be used to make sure that it aligns with the course, program, and general studies goals.

4.
 - a) The GS Course review rubric specifically indicated a clear plan for consistent assessment implementation over the next three years which was not specifically addressed in this submission.
 - b) Evident in the syllabus are examples of how different learning styles and accessibility issues are addressed.
5. **Implementation of Program Revision**
 - a) The GSAC strongly suggests that in future submissions to include a plan for consistency that does not rely on only having one instructor and one course.
 - b) This is the first submission, and future submissions should clearly show how assessment findings and data have been used in recent course/program revisions and how that ties into the plan for further course improvement.
6. **Syllabi:** All syllabi were included. The syllabi should contain the GSLO 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. It is also suggested (as stated in the rationale section) to create a tighter alignment of the GLSO and the course LO for future course assessments.



SOCIAL WORK 201

General Studies SLO-Self and Cultural Awareness (Perceptions & Culture): 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. Social Work 201 Course Review Submission

- 1. Course Description: Please provide the course prefix, number, title, credit hours, catalog description and any prerequisites.**

SWK 201 – Ethnicity, Diversity, and Cultural Awareness (3-credit-hours) Course

Description: This course focuses on ethnic and cultural diversity. The purpose of this course is to increase students' awareness to the numerous and various multicultural groups and components that create the fabric of our country. There is an examination of the various ethnic groups, which came to America, their histories, and their influence of culture on human behavior.

- 2. Student Learning Outcome: Please indicate which student learning outcome this course addresses (communication, analysis, self and cultural awareness) and why this course specifically addresses the outcome indicated. General studies courses are aligned to specific outcomes in the WL Catalog.**

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. SWK 201 is divided into four sections and addresses the above specific outcomes by focusing on the following:

- a) Section one focuses on the individual by exploring personal values, interpersonal communication, and how individuals develop attitudes toward others based on perceptions of group identity. Concepts of bias, unconscious/hidden bias, stereotypes, prejudice, discrimination and oppression are addressed.
- b) Section two focuses on culture by reviewing the pattern of historical responses in American society toward immigration and increased diversity as a result of immigration patterns.
- c) Section three describes the interrelationships among culture, individuals and institutions addressing the "isms" and discrimination based on race, age, ability, religion, gender, sexual orientation, and social class.
- d) Section four advocates for change and reviews changes that have been implemented to reduce levels of prejudice, discrimination, oppression and bias with a focus on major American institutions.

- 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 exists.**

The GS SLO is assessed through a Group Presentation Assignment (Appendix I); however, each student is graded individually. The rubric (Appendix II) utilized for grading is the same as for assessment. My rubric basically identical to the WLU GS Self & Cultural Assessment rubric criteria. There is no variation across sections. The only variant is the issue assigned to the group. Please see attachments for the assignment and the assessment rubric which is also the grading rubric.

- 4. 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. Briefly describe how this course addresses issues of accessibility for students with diverse learning styles.**

All three sections are FTF classes. All three syllabi are exactly the same except for day and time of class schedule. Our LMS, Sakai, is used for testing, and supplementation in case of instructor absence or school delays/closures. All three sections utilize the same test bank. All three sections have the exact same assignments and course content.

This is a social work course about diversity and that includes diversity within learning. I teach broad based concepts with all three sections having access to the same core content. I vary the presentation of course material to best meet students' needs. All three sections have small and large group work; presentations; and the opportunity for extra credit to pursue a topic in greater depth. All three sections have the same opportunities for extra credit. My syllabi are color-coded; movies, podcasts, and

PowerPoints are utilized in class and online. Socratic discussion and questions are the norm more often than not. All tests meet ADA timing standards.

II. General Studies Committee Review – Social Work 201

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

1. Rationale for Student Learning Outcome

- Makes a connection to the course content and stated SLO and gives reference to specifics within the syllabus. WVLUSLO.
- 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. Make sure to include "Self" as part of "Self and Cultural Awareness."
- It was explained that the course is divided into four sections which address the GSLO above. A good example of how the course is aligned with the GSLO is evident in section 3 "interrelationships among culture..." which directly aligns with the GSLO of reflection on the interrelationship of various cultures. Even though the focus seems to be within America, there is broad interpretation of "culture" and various subcultures within America are specifically addressed in this course.

2. Appropriateness of Assessment Method

- The group presentation assignment was identified as the main assessment measure of the alignment between the course learning outcomes and the GSLO. The same rubric with minor alterations to address the group aspect of the assignment is used and consistency across sections was stated. It was not clear what specific alterations were made to the rubric. The GS rubric, as is, should be used for the purposes of general studies assessment. If data from another rubric is plugged into the GS rubric, we are not collecting data with the established GS rubric and will not have consistency across the GS courses. The rubric can be altered, or added to, for the purposes of the assignment grading or assessment for the course.
- General studies courses [are expected](#) to incorporate three of six rubric elements for Self and Cultural Awareness, four of eight rubric elements for Analysis, and all rubric elements are required for Communication rubrics. A group current event meme rubric was attached, and it is not evident how this relates to the Self and Cultural awareness rubric. A group current event meme presentation

- c) assignment instruction sheet was also included. On this document, and/or on the syllabus, it is suggested to clearly state the learning outcomes and how they relate to both the course objectives and the general studies objectives, thus tightly aligning the assessment to the learning outcomes. There seems to be prima facie alignment with the assignments and the SLO where the alignment is implied rather than explicit. It might be prudent to include the SLO in the objectives of the assignment that will be assessed. Moreover, there is a concern that if individual performance for the GS is being assessed in relation the SLO, perhaps a group assignment should be avoided unless somehow individuals could be assessed for the purpose of the GSLO.
3. **Plan for Consistency:** It was clearly stated that there is one instructor for this course, which is offered in class only, with the same assignments throughout. Therefore, consistency in instructors and coursework is evident, but not sufficient in case a different instructor or multiple sections are offered. Is there a plan in the case where a different instructor would teach the course, for example, a syllabus template for the required course components could be used. The GS Course review rubric specifically indicated a clear plan for consistent assessment implementation over the next three years which was not specifically addressed in this submission. Evident in the syllabus are examples of how different learning styles and accessibility issues are addressed.
4. **Implementation of Program Revision:** This is the first submission. Future submissions should clearly show how assessment findings and data have been used in recent course/program revisions and how that ties into the plan for further course improvement.
5. **Syllabi:** All syllabi were included and contain the GSLO 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. Make sure to include the "Self" in Self and Cultural awareness and have the live text requirement in all syllabi.



GEOGRAPHY 206

General Studies SLO-Self and Cultural Awareness (Perceptions and Culture): 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 206 General Studies Course Submission

1. **Course Description:** Geography 206 World Regional Geography (3-credit hours) Catalog Description: A survey of world geographical regions to include: economic development, people and resources, physical environments and cultural patterns. Prerequisites-none
2. **Student Learning Outcome:** Geography 206 addresses the self and cultural awareness student learning outcome. The rationale for World Regional Geography to be linked to this particular SLO is simple and self-evident. Geography is concerned with the distribution of various phenomena over space. Geographers examine both physical phenomena such as climate, landforms, resources and natural disasters, as well as cultural phenomena such as economic systems, migration patterns, population densities, urban planning, political systems, religions and varying cultures from across the world. The Geography 206 course at West Liberty examines these cultures in their regional settings. As shown on the attached syllabus, the course moves from one world region to another throughout the semester. During the examination of each region, cultural awareness makes up roughly 50% of topics covered, while the physical geographical setting in which these cultures exist comprise the other half. Regions covered include Latin America, The Caribbean, Sub-Saharan Africa, The Middle East, South Asia, Former Soviet Union, East Asia and Southeast Asia. Cultural relationships between these regions and Europe or North America are often explored through topics such as colonialism, cultural diffusion and globalization. In short, no other class at the university level may be so appropriately linked to a Cultural Awareness learning outcome as Geography 206.
3. **Course Assessment:** The Self and Cultural Awareness outcome is assessed through each student's completion of the Cultural Diffusion Project. More accurately, cultural awareness is assessed through each map quiz, exam, assignment, forum post and paper completed by students in 206, but we contribute to university level general studies assessment through the cultural diffusion project. This assignment pre-dates the self-and cultural awareness rubric, further detailing the deep connection between geography and cultural awareness. Attached is a copy of the cultural diffusion project, used in all sections of 206, both in the classroom and online.
4. **Delivery and Implementation:** The delivery methods for Geography 206 include both classroom and online classes. Each semester at least two sections are offered by Professor Massey in the classroom. No other professor currently offers, or has recently offered 206 in the classroom. When departmental funds allow an online version of 206 is taught by an adjunct, Dr. Stephen Butcher. Professor Massey will occasionally offer this course online in the summer as well. The geography faculty ensure consistency across the various delivery methods by utilizing the same textbook, LiveText cultural diffusion assessment project, and by meeting frequently to discuss issues pertinent to the structure of Geography 206. Professors Massey and Butcher also both have completed the HOLI training for online learning to ensure properly organized and presented online content. Both the online and classroom sections of Geography 206 utilize diverse teaching and learning methods including lectures, readings, videos, music (especially in relation to cultural diffusion), online forums and out of class assignments.

II. General Studies Committee Review – Geography 206

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

1. **Rationale for 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. Submission makes a connection to the course content and stated SLO and gives reference to specifics within the syllabus.

Suggestion: In the description, make a stronger link to the stated SLO so that the course outcomes are shown to be in alignment with the GSLO. For example "In this course, various cultures across different geographical regions are investigated" thus being consistent with the GSLO terminology and the Course LO terminology. A good example of where this was completed on the syllabus is "-Develop your appreciation for the importance of location, place, spatial relationships, movement and regions in human interactions and the human-environment interface."

2. **Appropriateness of Assessment Method**

- a) The cultural diffusion project was identified as the main assessment measure of the alignment between the course learning outcomes and the GSLO. The goals stated in the project were "Goals of this project include encouraging development of research skills, familiarization with presentation of academic material, and practice in communicating research to an "audience"."
- b) General studies courses are expected to incorporate three of six rubric elements for Self and Cultural Awareness, four of eight rubric elements for Analysis, and all rubric elements are required for Communication rubrics. It was clearly stated on the cultural diffusion project that elements 1, 3, and 5 (self and cultural awareness, cultural diversity, and understanding global systems) will be assessed using the general studies rubric.
- c) It is suggested that a stronger alignment between the assessment rubric and the assignment be described. For example, in what part of the assignment is the student assessed on the self and cultural awareness.

3. **Plan for Consistency**

- a) It was clearly stated that there is one instructor for this course, which is offered both in class and online, and that sometimes an additional instructor is used for an online portion of the class. Therefore, consistency in instructors is evident. Both instructors have received HOLI training, however, it was not specified when that occurred and if it was required to teach the course, or plans to renew HOLI training in the future. Is there a plan in the case where a different instructor would teach the course – for example, a syllabus template for the required course components could be used.
 - b) The GS Course review rubric specifically indicated a clear plan for consistent assessment implementation over the next three years which was not specifically addressed in this submission. It is suggested that a plan for consistency in assessment between both instructors and courses online vs in class are addressed in future submissions.
4. **Implementation of Program Revision:** This was not specifically addressed in this submission, and this is the first submission for this course. It is suggested that a plan on how assessment findings would be used for future course improvement be developed.
5. **Syllabi:** While information regarding general studies is on the syllabus, the specific GSLO for the self and cultural awareness for all syllabi (in class and online) should be included. Consistency with online and in class syllabus should be evident.