
**Annual Assessment Report
Academic Year 2019-2020
Liberal Studies Program**

Executive Summary

Artifacts relating to three Liberal Studies student learning outcomes were scored by multidisciplinary teams of university faculty during a two-day workshop in June 2020. Those learning outcomes included:

- *Means of Expression*
- *Awareness of Impact*
- *Information Literacy*

Results are detailed within this report, but as a general overview,

- Student artifacts either met or exceeded the LS Program’s baseline goal for achievement in **five out of six rubric categories**
- Student work in **the remaining rubric category** came within one percentage point of meeting the LS Program’s baseline goal for achievement.

Additionally, in their qualitative comments, faculty assessors emphasized the need for:

- closer alignment between assignments and outcomes/rubrics
- in certain cases, a reconsideration of the learning outcome for the course
- a revision to one of the categories within the *Means of Expression* outcome.

Table of Contents

Introduction

1. Rationale for Assessment.....	2
2. Background on Assessment Approach	2
3. Assessment Methodology and Timeline	3
4. Artifact Submission Summary	3

Data Summary

5. Quantitative Data – Means of Expression.....	4
6. Quantitative Data - Awareness of Impact	7
7. Quantitative Data – Information Literacy	9
8. Review of Course Syllabi.....	11
9. Qualitative/Formative Feedback.....	12

Conclusion

10. Summary and Recommendations	15
11. Appendix 1 – Faculty Assessor Survey.....	18
12. Appendix 2 – Sample Feedback sent to Department Head	21
13. Appendix 3 – Sample Feedback sent to Instructor	22

1. Rationale for Assessment

WCU's Liberal Studies Program engages in an on-going assessment of student learning within its curriculum. This curriculum consists of approximately 220 courses, and its size means that it touches almost every student experience and almost every department at the university. For that reason, it is important to evaluate the extent to which the Program speaks to its intended content and objectives.

Additionally, the accreditation process requires program assessment, as SACS-COC comprehensive standard 8.2.b states that for general education competencies, the university must “identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement.” (SACS-COC, Resource Manual for the Principles of Accreditation, 2018, p. 70). In that spirit, this assessment report provides data regarding the extent to which WCU students are demonstrating three of the university’s Liberal Studies student learning outcomes – specifically *Means of Expression*, *Awareness of Impact*, and *Information Literacy*.

The Liberal Studies Committee (LSC), in Fall 2018, set a baseline achievement goal that 70% of all student artifacts should attain a score of either “meets” or “exceeds” expectations against the relevant rubric.

2. Background on Assessment Approach

This report covers the first year of the current three-year Liberal Studies assessment cycle. The current assessment plan required that the AY 2019-2020 collection of student artifacts cover three Liberal Studies student learning outcomes: *Means of Expression*, *Awareness of Impact*, and *Information Literacy*.

For reference, the table below details the text of the three outcomes covered within this report. A full list of outcomes is located on the Liberal Studies Assessment webpage, which can be found at the following URL: <https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx>

Means of Expression	Students will craft written and/or oral communication demonstrating organization, clarity, logic, and skill for various audiences.
Awareness of Impact	Students will evaluate the impact of their own and others’ actions on the human and/or natural worlds.
Information Literacy	Students will identify appropriate information sources and evaluate critically the credibility of those sources for relevance, legitimacy, and bias.

3. Assessment Methodology and Timeline

For this cycle of assessment, *Information Literacy* and *Means of Expression* artifacts were collected in the Fall 2019 semester, and *Awareness of Impact* artifacts were collected in Spring 2020.

All faculty teaching LS courses aligned with these outcomes were notified that their course would be included in assessment at least one month before the start of the semester. That initial email contained a copy of the LS rubric for the outcome being measured, and faculty members were informed that the rubric would be utilized in assessment of student work (also known as “student artifacts”). That same email asked each faculty member to consider thoughtfully how they might design an assignment for their course that would align appropriately with the applicable rubric.

Approximately three weeks after the start of each semester, those same instructors were sent a second email that included specific guidelines for electronic artifact submission (artifacts were to be submitted and stored within the Microsoft Teams environment), and they were reminded about the submission deadline at the end of the semester. As part of this same request, instructors were asked to submit 1) a **copy of their course syllabus**, 2) **instructions for the assignment**, and 3) **an optional note to the assessors explaining how the assignment met the relevant outcome**. The LS Assessment Director sent one additional reminder email approximately a month before the due date, and then followed up with all individuals who had not submitted their materials by the deadline.

On June 2-3, 2020, fourteen faculty volunteers, representing a variety of departments and programs throughout the university, attended a workshop for the purpose of scoring Liberal Studies student artifacts. Due to Covid-19, this was the first year the scoring workshop was held **completely online**. Each faculty assessor received \$400.00 for their time and effort over the two-day scoring period. At the workshop, faculty were divided into seven teams of two, and each team was given approximately 175 artifacts to score, with the artifacts divided between each of the three outcomes (*Means of Expression*, *Awareness of Impact*, and *Information Literacy*).

The type of artifacts varied widely and included student-generated PowerPoints, research papers (of varying length), reflection papers, short written responses to targeted questions, and Blackboard discussion posts. To address issues of inter-rater reliability, faculty pairs worked together to arrive at a common scoring decision for each artifact, and all scores were entered into a customized spreadsheet. After scoring each set of artifacts from a particular course, the team then answered a series of questions related to both the artifacts for that course and the course syllabus (see Appendix 1 for a copy of survey questions).

4. Artifact Submission Summary

During this annual assessment period, 110 instructors were asked to submit artifacts. In the end, 92 instructors submitted their completed student work – **an 84% response rate**.

Eighteen instructors did not submit artifacts for a variety of reasons (ranging from health issues to lack of assessment awareness to ethical objections to assessment), and 16 of those omissions occurred in Fall 2019.

Spring 2020 saw higher artifact submission rates. Despite the upheaval of the Covid-19 pandemic and the mid-semester pivot to an online teaching modality, WCU’s Liberal Studies instructors remained

committed to assessment during this difficult period, as only two instructors (out of 26 total) did not submit their student artifacts.

Ultimately, the LS Program received a total of 2,753 student artifacts from our LS instructors during AY 2019-2020. After random sampling, the seven teams of faculty in our summer workshop scored a collective **1,464 student assignments**, distributed across the three student learning outcomes.

Quantitative assessment results are outlined in the following sections of this report.

5. Quantitative Data – MEANS OF EXPRESSION

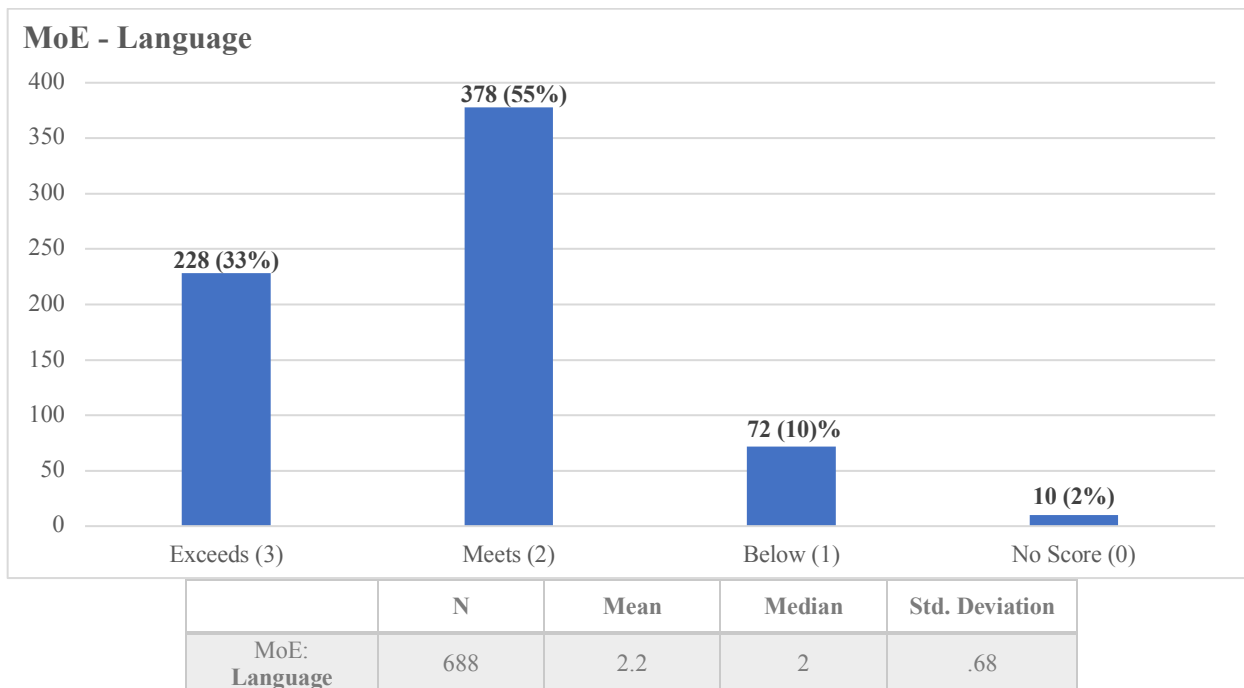
A total of 688 artifacts were scored for *Means of Expression*, representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

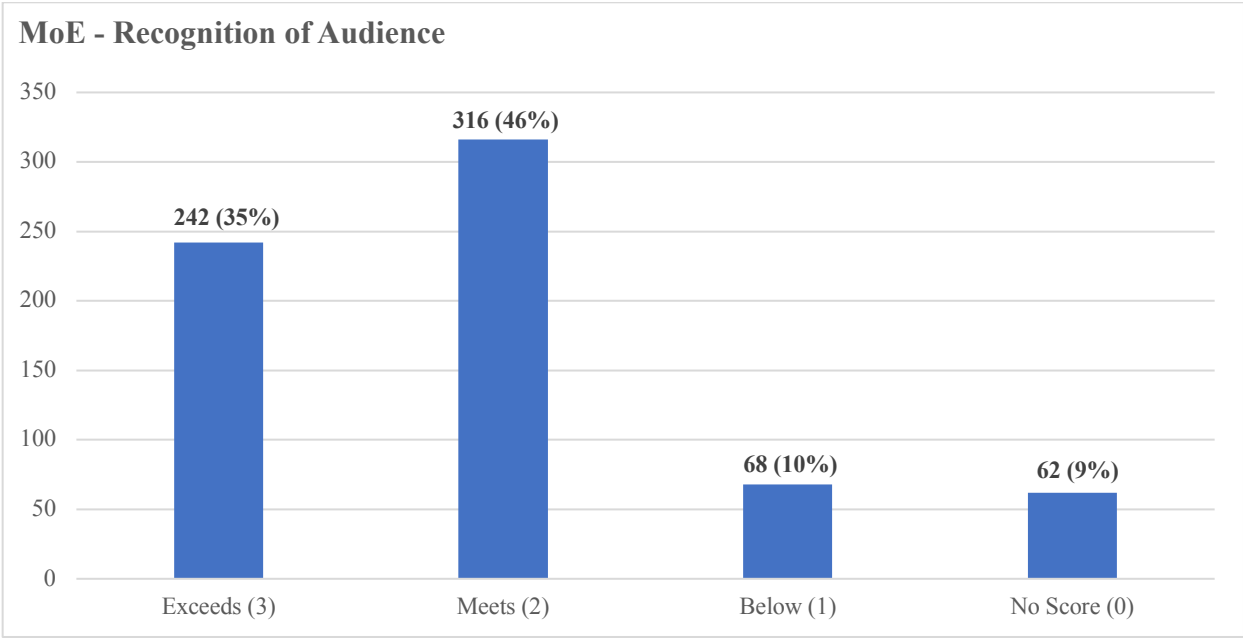
ENGL 101 – Writing and Rhetoric
ENGL 202 – Writing and Critical Inquiry
ENGL 191 – Creative Writing
COMM 201 – Foundations of Communication
MATH 101 – Mathematical Concepts
CS 191 – How Does Software Work?
PSY 320 – Developmental Psychology 1: Childhood
PSY 331 – Human Sexuality
ACCT 195 – Introduction to Fraud Examination
CIS 195 – The Information Society at Work
LAW 406 – Media Law
MKT 407 – Negotiations/Relationship Marketing
SPAN 301 – Spanish Conversation and Composition
SPAN 101 – Spanish & Spanish Speaking World
CM 190 – Green Building and Sustainability
ENVH 190 – From Black Death to Bioterrorism
HIST 220 – Ancient Empires
HIST 222 – European History since 1517
PAR 304 – Ancient Greek Thought
PAR 320 – Philosophical and Religious Classics

Artifacts aligned with *Means of Expression* were scored against the rubric on the next page, and that rubric measures three aspects of the outcome – **use of language, recognition of audience, and strength of central message**. Thus, all scores are divided into those three components.

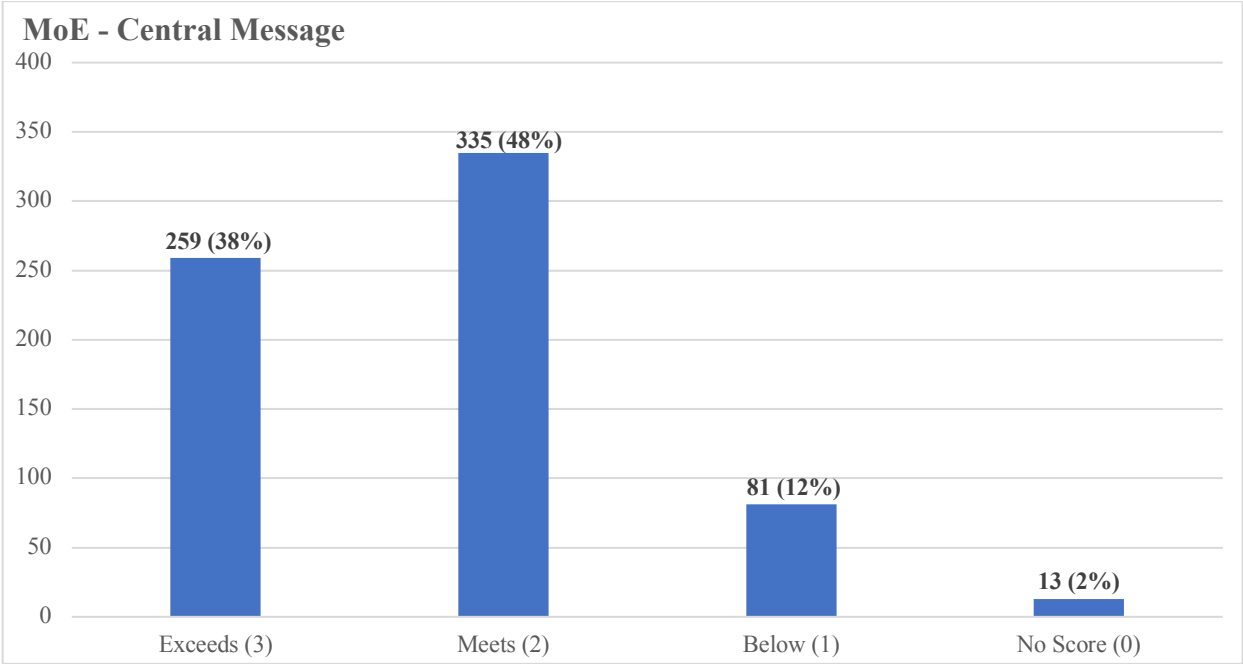
Means of Expression				
<i>Students will craft written and/or oral communication demonstrating organization, clarity, logic, and recognition of various audiences.</i>				
	No Score (0)	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
Language	Artifact does not align with the rubric and/or artifact cannot be scored.	Language used impedes meaning due to errors in usage and convention.	Demonstrates command of language, syntax, and convention that conveys meaning with few errors.	Language use is meaningful and skillful. Demonstrates command of and fluency with the appropriate register, syntax, and convention.
Recognition of Audience	Artifact does not align with the rubric and/or artifact cannot be scored.	Reflects minimal attention to audience, context, and appropriate form.	Crafts communication that demonstrates a recognition of audience, context, and form. (Demonstrates at least 2 of the 3)	Crafts communication that is responsive and informed by audience, context, and form.
Central Message	Artifact does not align with the rubric and/or artifact cannot be scored.	Central message is not clearly articulated and must be deduced.	Central message is clear and consistent with supporting material.	Central message is compelling, convincing, professionally communicated, and strongly supported.

The tables below contain the *Means of Expression* (MoE) scoring results and related descriptive statistics.





	N	Mean	Median	Std. Deviation
MoE: Recognition of Audience	688	2.07	2	.9



	N	Mean	Median	Std. Deviation
MoE: Central Message	688	2.22	2	.72

Summary:

Means of Expression

- Under the **Language** rubric, 88% of artifacts either “met” or “exceeded” expectations.
- Under the **Recognition of Audience** rubric, 81% of artifacts either “met” or “exceeded” expectations.
- Under the **Central Message** rubric, 86% of artifacts either “met” or “exceeded” expectations.

Moreover, under 2% of artifacts for **Language** and **Central Message** received “no score,” which is a positive finding, as it suggests that the majority of assignment instructions closely aligned with the rubric.

The one potential exception to this is the **Recognition of Audience** category, where 9% of artifacts did not align with the rubric to the extent they could be scored. In their qualitative comments, assessors noted that most assignment instructions for *Means of Expression* did not instruct students to consider audience when creating their work, which forced the assessors to assume the appropriate audience while scoring.

6. Quantitative Data - AWARENESS OF IMPACT

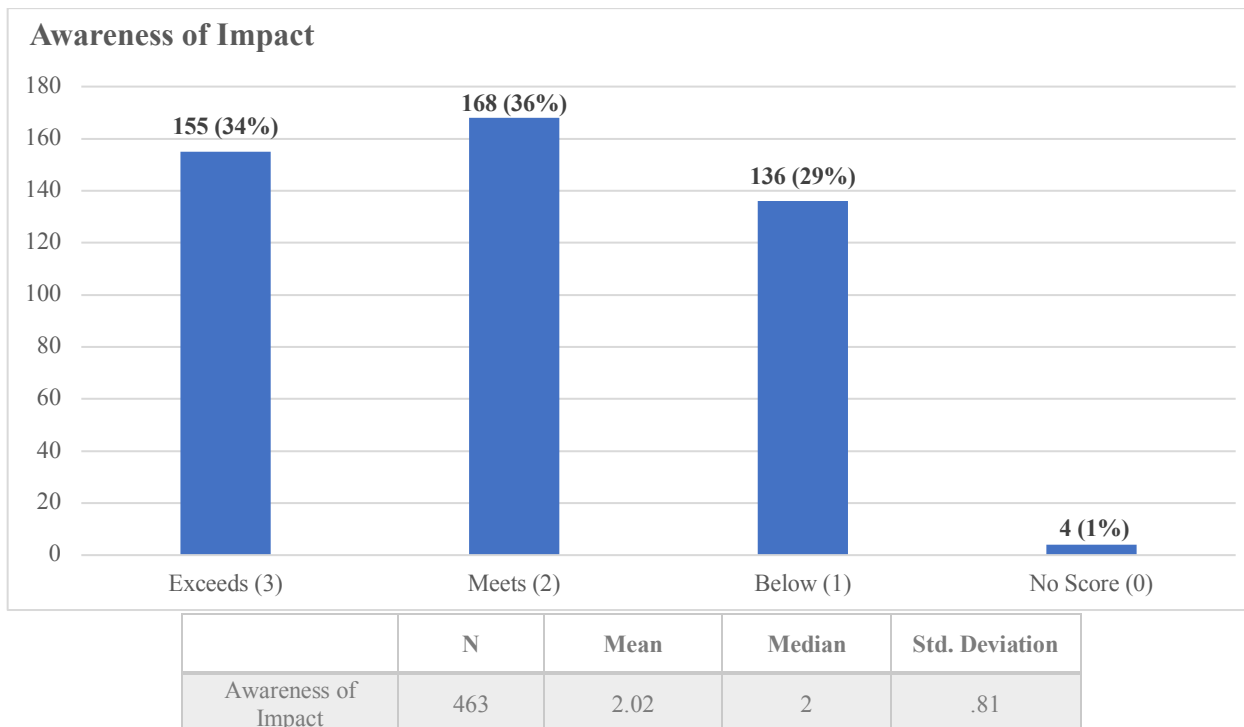
A total of 463 artifacts were scored for *Awareness of Impact*, representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

ACCT 195 – Introduction to Fraud Examination
ECON 232 – Introduction to Macroeconomics
PSC 169 – Global Issues
PSC 190 – Freshman Seminar in Political Science
BIOL 102 – Human Genetics
BIOL 104 – Human Biology
ENGL 206 – Literature and the Environment
ENVH 200 – Introduction to Public Health
PAR 333 – Environmental Ethics
FTP 340 – Filmmakers on Filmmaking
THEA 104 – The Theatre Experience
GEOL 140 – Investigations in Environmental Geology
GEOG 140 – World Geography

All artifacts aligned with this outcome were scored against the rubric on the next page.

Rubric for SLO #8: Awareness of Impact				
<i>Students will evaluate the impact of their own and others' actions on the human and/or natural worlds.</i>				
	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Not Applicable (0)
Assess Impact	Explains the impact of one's own actions or the actions of others from more than one perspective (perspectives could include ethical, civic, social, environmental, etc.). Identifies a range of actions to create change in a particular area.	Explains the impact of one's own actions or the actions of others from more than one perspective (perspectives could include ethical, civic, social, environmental, etc.).	Explains the impact of one's own actions or the actions of others from only one perspective, or the artifact does not address impact at all.	Artifact does not align with the rubric and/or artifact cannot be scored.

The table below contains the *Awareness of Impact* scoring results and related descriptive statistics.



Summary:

Awareness of Impact

- 70% of artifacts either “met” or “exceeded” expectations, which aligns precisely with the benchmark goal set by the Liberal Studies Program.

Only 1% of assignments were scored as a “zero,” suggesting that most instructors very intentionally aligned their assignment instructions with the *Awareness of Impact* outcome.

7. Quantitative Data - INFORMATION LITERACY

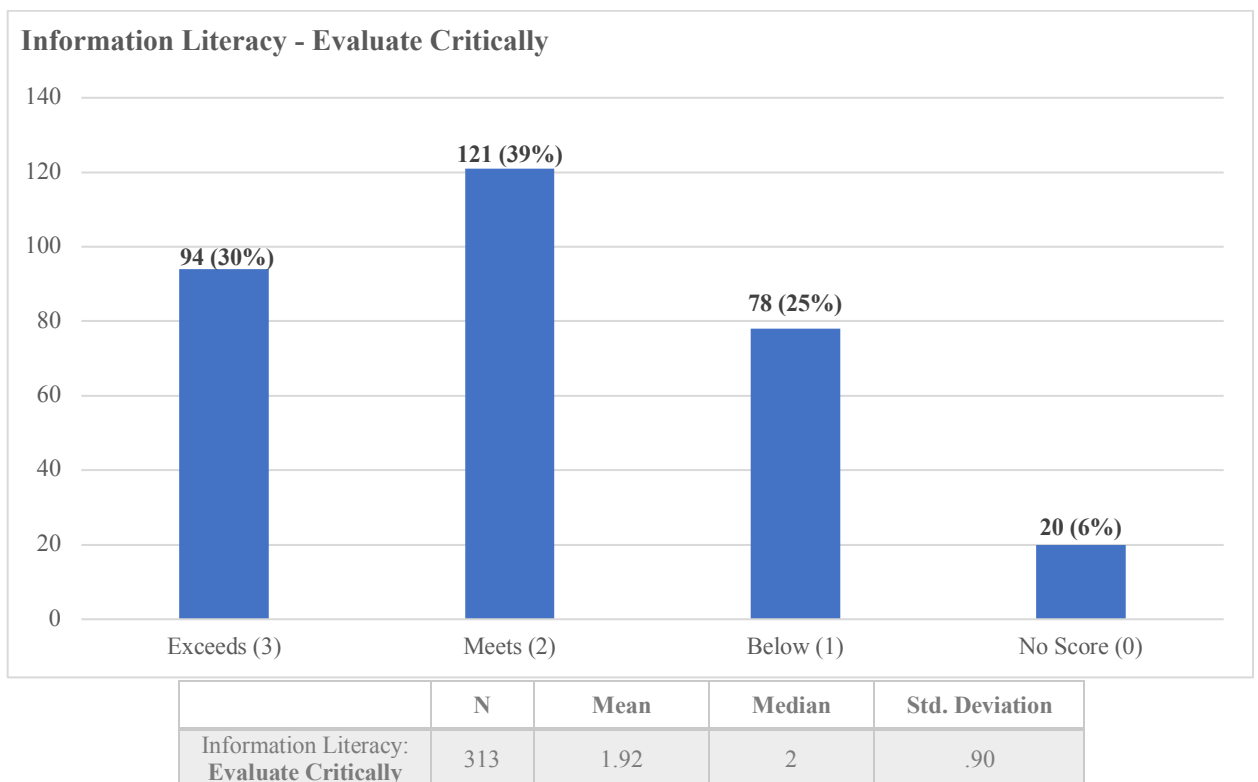
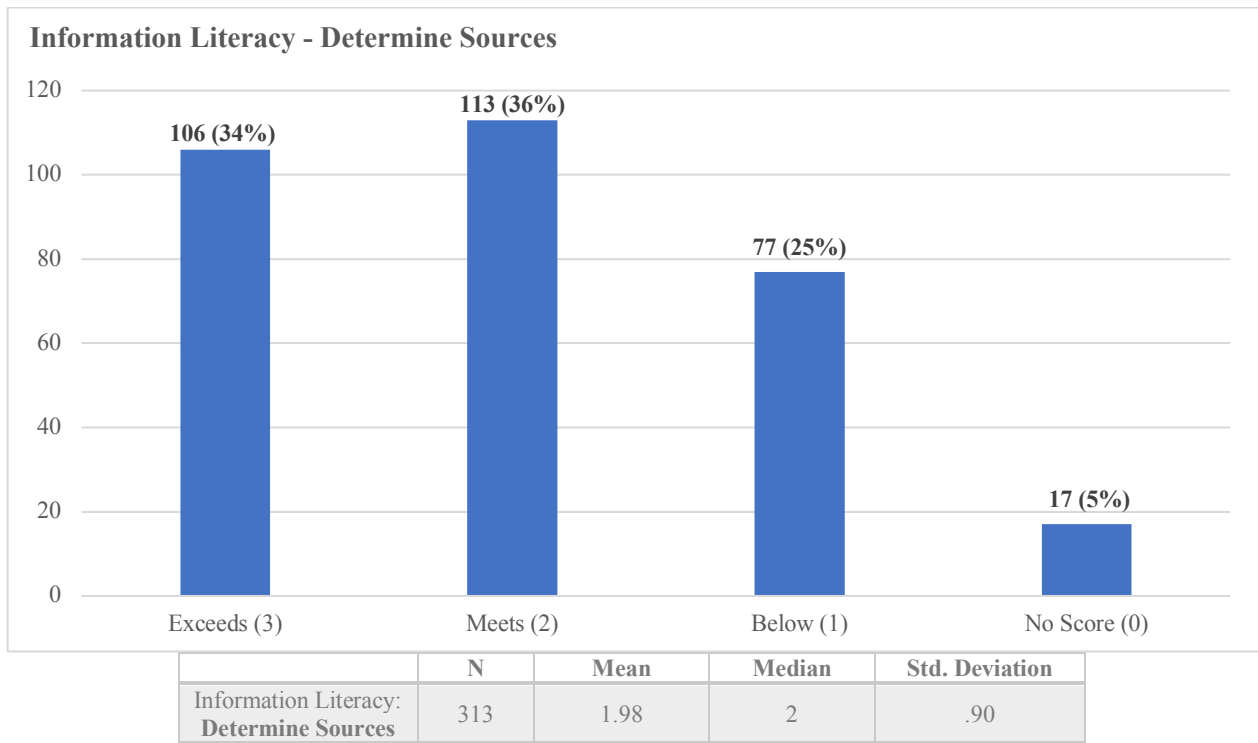
A total of 313 artifacts were scored for *Information Literacy*, representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

- ENVH 200 – Introduction to Public Health**
- ENVH 190 – From Black Death to Bioterrorism**
- PSY 150 – General Psychology**
- ENGL 202 – Writing and Critical Inquiry**

All artifacts aligned with this outcome were scored against the rubric below.

Rubric for SLO #2: Information Literacy				
<i>Students will identify appropriate information sources and evaluate critically the credibility of those sources for relevance, legitimacy, and bias.</i>				
	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	No Score (0)
Determine Sources	Chooses a variety of information sources appropriate to the research question. All selected information sources relate directly to concepts or question at hand.	Chooses a variety of information sources. The majority of selected information sources relate directly to concepts or question at hand.	Chooses only a few information sources, or most of the chosen sources do not relate directly to concepts or question at hand.	Artifact does not align with the rubric and/or artifact cannot be scored.
Evaluate Critically	Source selection uses all of the following criteria for evaluation: relevance to research, legitimacy, and bias/point of view.	Source selection uses two of the following criteria for evaluation: relevance to research, legitimacy, and bias/point of view.	Source selection uses none or one of the following criteria for evaluation: relevance to research, legitimacy, and bias/point of view.	Artifact does not align with the rubric and/or artifact cannot be scored.

The following tables contain the *Information Literacy* scoring results (on both categories) and related descriptive statistics.



Summary:

Information Literacy

- Under the **Determine Sources** category, 70% of student artifacts “met” or “exceeded” expectations.
- Under the **Evaluate Critically** category, 69% of artifacts either “met” or “exceeded” expectations.

This is the first time the Liberal Studies Program has collected data on the *Information Literacy* outcome, and the results were largely positive, as artifacts either met or came within one percentage point of the LS Program’s baseline goal.

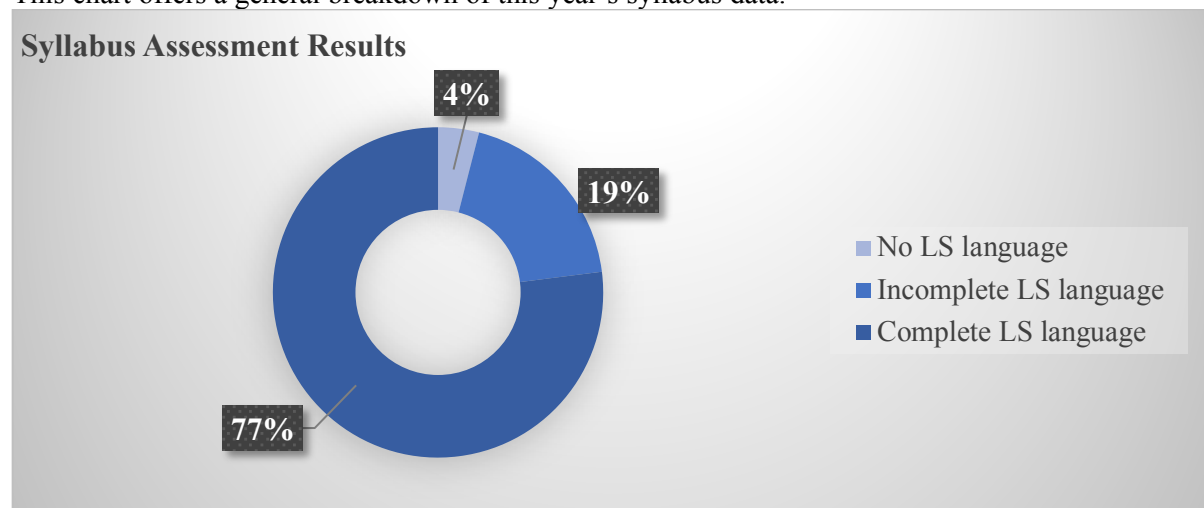
8. Review of Course Syllabi

Instructors from the reviewed LS courses were asked to submit a syllabus as part of the assessment process, and **89 out of 92 instructors did so**. Based upon the Liberal Studies syllabus template guidelines (accessible through both the Liberal Studies and Coulter Faculty Commons websites), the faculty assessors expected that each syllabus would:

- 1) **include a statement describing to which LS category the course belongs (C1, P3, P6, etc.);**
- 2) **list only the LS outcomes to which that course aligned; and**
- 3) **include a statement that student work may be collected for LS assessment.**

The results suggest that while the Liberal Studies Program should continue its instructor outreach regarding syllabus template language, the Program saw significantly more syllabus language compliance in previous years. **In AY 2018-2019, for instance, only 19% of syllabi** included all required elements of the template language. In comparison, **that figure stood at 77% full compliance for AY 2019-2020**.

This chart offers a general breakdown of this year’s syllabus data.



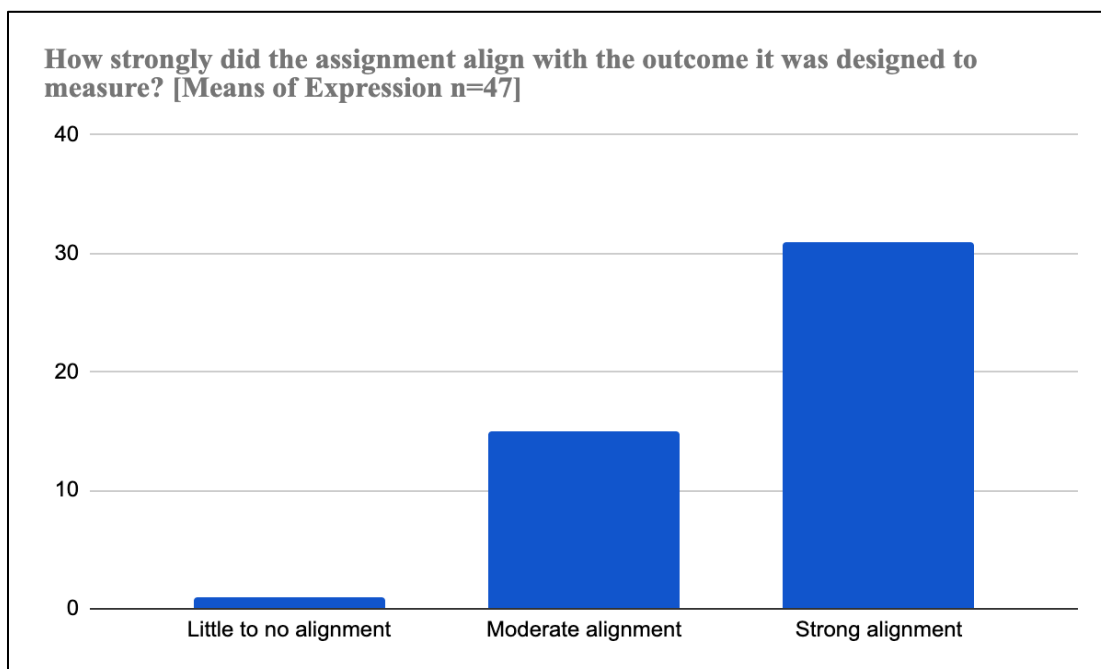
9. Qualitative/Formative Feedback

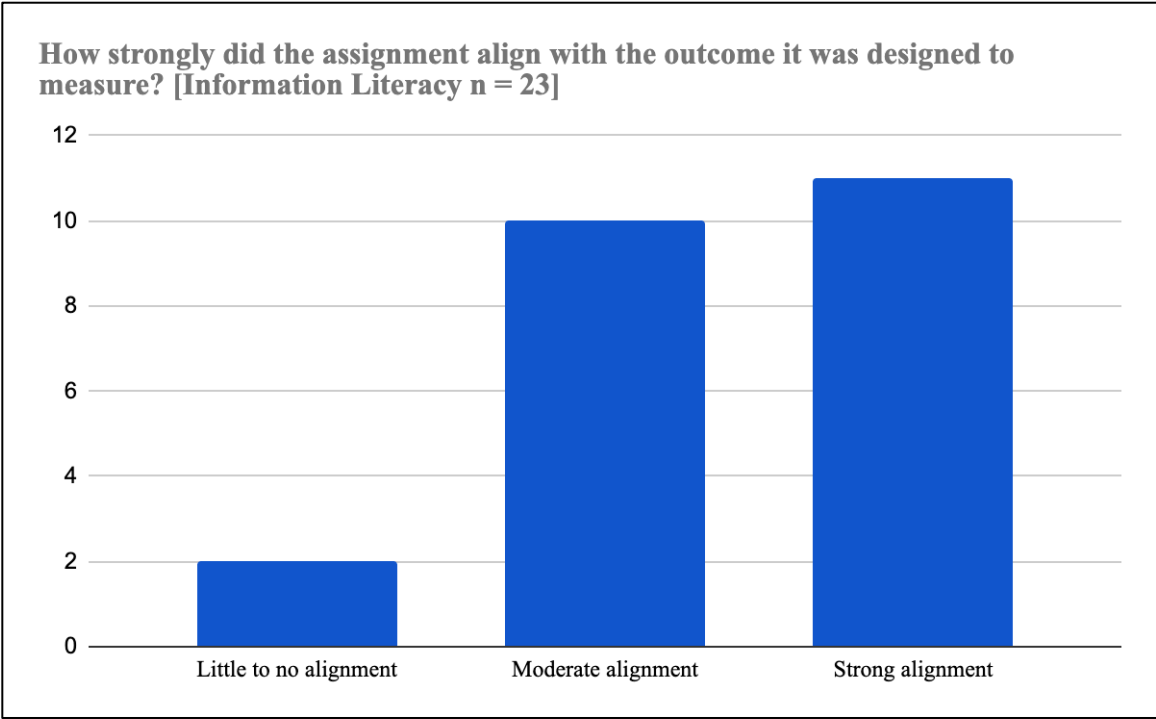
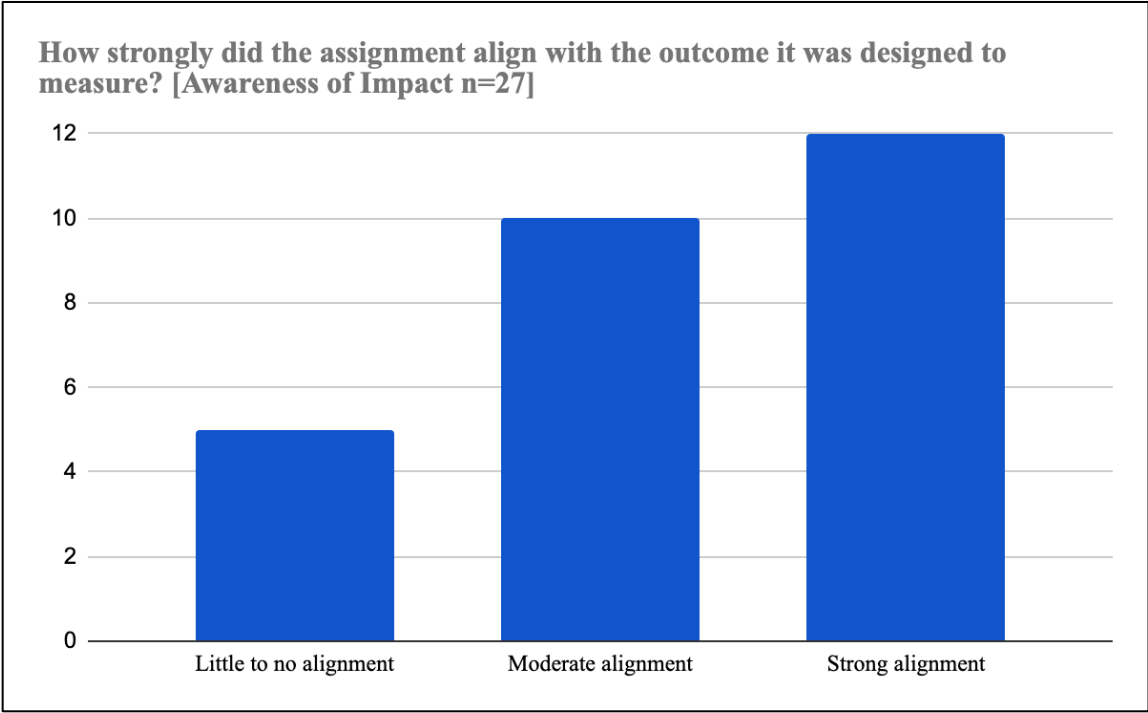
After scoring each course's student artifacts and evaluating the LS language within the syllabus, assessors were asked a series of questions relating to the assignment's alignment with its relevant LS learning outcome. A summary of those questions appears in the box below (full survey appears in Appendix 1):

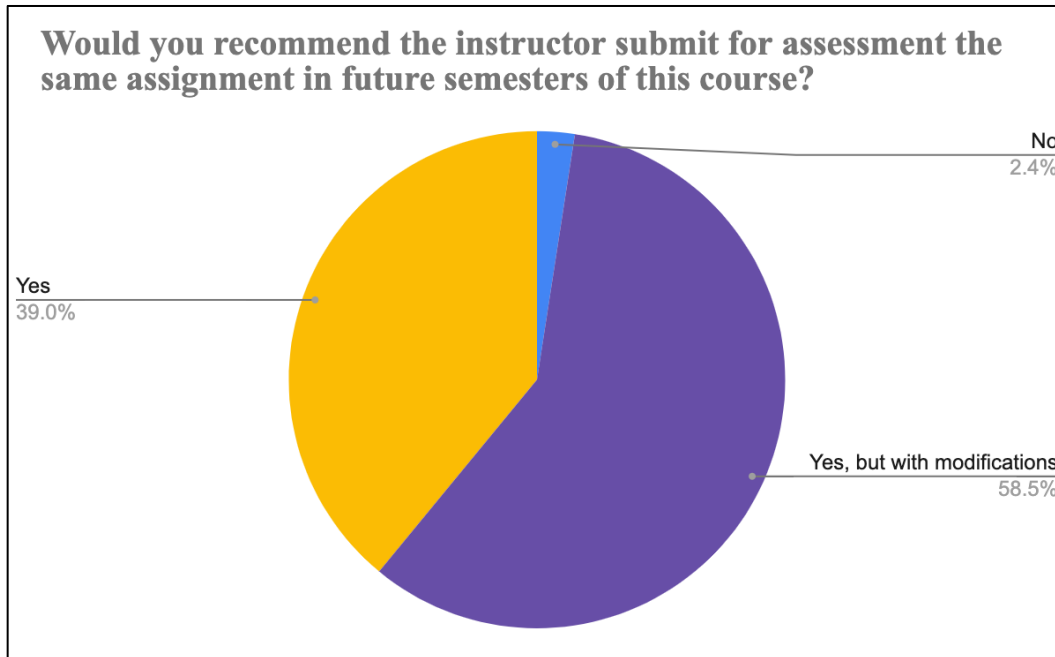
- Did the instructor provide the assignment guidelines/instructions?
- How strongly did the assignment align with the outcome it was designed to measure?
- Please provide detailed feedback on the assignment design as it relates to the relevant student learning outcome (including both compliments and suggestions, as necessary).
- Would you recommend the instructor submit the same assignment for assessment in future semesters of the course?
- Would this assignment provide a strong exemplar for other faculty members looking for guidance in their own artifact design for this particular outcome?
- Do you have any other comments or suggestions relating to the scoring, syllabus, or general assessment of this particular group of artifacts?

In the interest of offering helpful feedback and encouraging continuous improvement within the LS curriculum, the Liberal Studies Assessment Director will provide each individual instructor with the formative feedback for their specific course. Department heads will also receive a summary of the aggregate quantitative feedback for the courses within their discipline (see Appendices 2 and 3 for sample feedback).

To highlight some of the findings from the assessor comments, the following tables summarize two aspects of the data categorized by learning outcome – 1) the strength of the assignment's alignment and 2) whether that instructor should use the same assignment for assessment in future iterations of the course.







Additionally, the following recommendations appeared consistently throughout the qualitative comments.

- First, faculty assessors indicated that, while 39% of assignments demonstrated a strong alignment with the rubric, **the majority of assignments should be revised in some way to achieve a more robust connection with the outcome being measured.** Assessors offered several suggestions to individual faculty members on the strategies they might use to strengthen the alignment of their assignments, and the LS Assessment Director will send each instructor a summary of those comments.
- Second, 10% of instructors did not include the assignment instructions with their artifacts (even though asked to do so). This is a vast improvement over last year's 40% of instructors who didn't provide the requested materials, but still, **in the cases of missing instructions, the ability of assessors to fully evaluate the assignment's alignment was restricted.** Assessors felt they couldn't provide an accurate opinion without seeing exactly what students were asked to produce within the assignment parameters.
- Third, in several cases **assessors suggested that departments may want to reconsider the LS outcome chosen for their course,** as there are other LS outcomes/rubrics that seem to provide a stronger connection with the course assignment and syllabus.
- Fourth, **several faculty scorers recommended reconsidering the language within the *Means of Expression* rubric,** especially in terms of Recognition of Audience. Assessors commented consistently that faculty instructors did not often emphasize intended audience in their assignment instructions, suggesting that the rubric may need to be revised to better reflect the most important elements within *Means of Expression*.

10. Summary and Recommendations

This section of the report summarizes the assessment data in the three areas suggested by the current Liberal Studies Assessment Plan –

- a) how strongly does student work demonstrate the learning goals within the LS Program,
- b) are there changes that should be made to the assessment process itself, and
- c) what actions should the LS Program take in the future to strengthen learning within its curriculum?

Each of these areas is addressed in detail below.

A. How strongly does student work demonstrate the learning goals within the LS Program?

The results this year were encouraging all around.

On every single rubric category assessed over all three learning outcomes, student performance surpassed, equaled, or came within one percentage point of meeting the LS Program's 70% baseline goal for achievement.

Additionally, comparing the results to previous years indicates substantial improvement. As the current LS learning outcomes are relatively new, the LS Program does not have much prior data for comparison against past scores, and indeed, this was the first time the *Information Literacy* outcome has ever been measured; thus, no point of comparison exists.

Means of Expression and *Awareness of Impact*, however, were assessed in AY 2018-2019, as part of a pilot program for the new outcomes; thus, extant data is available for comparison.

While this year's results for the *Awareness of Impact* category are almost identical to last year's findings, the results for ***Means of Expression* demonstrate a substantial improvement over last year's data.**

In AY 2018-2019, for instance, only the **Language** category of the *Means of Expression* rubric exceeded the LS Program's 70% baseline – none of the other categories measured came within 15 percentage points of the goal. This year, though, **all three *Means of Expression* categories had over 80% of student artifacts as “meeting” or “exceeding” expectations.**

It is important to note that 35% of instructors who submitted artifacts this year (mainly for *Means of Expression*) also submitted artifacts for the same courses last year. And this year, the mean scores in those particular courses increased 84% of the time. This result suggests that providing individualized formative feedback to instructors, which was done for the first time ever last year, has prompted some faculty to revise their assignment alignments to more strongly correspond with the relevant outcome/rubric.

B. What are the strengths and weaknesses of the assessment process itself?

Feedback from the Liberal Studies Assessment Director, from faculty instructors, and from the fourteen summer faculty assessors supports the idea that Liberal Studies assessment has established a relatively efficient process for artifact submission, scoring, and reporting. As with every process, though, there is always room for growth and improvement.

The table below summarizes the strengths of the current assessment process, and it also highlights potential areas for improvement.

Strengths
<p>Over the course of AY 2019-2020 (including both fall and spring semesters), 84% of instructors submitted LS artifacts, which is three percentage points higher than last year’s response rate. The response rate in Spring 2020, in particular, was especially encouraging at 93%.</p> <p>The LS Assessment Director and the LSC have previously emphasized the inclusion of Department Heads in the assessment process, and following through on that inclusion has likely helped improve artifact submission rates.</p>
<p>Every single artifact received this year was of good quality – meaning that it was in an accessible electronic format and could be easily interpreted by our faculty scorers. This is a marked departure from two years ago, in AY 2017-2018, when ~30% of artifacts submitted were illegible documents or corrupted digital files.</p>
<p>Fewer faculty contacted the LS Assessment Director with concerns about the assessment process than in previous years. Instead, overall interaction increased, but the majority of contact between the LS Assessment Director and LS faculty during AY 2019-2020 was very proactive in nature – with most faculty asking thoughtful questions about assessment and/or asking for advice on assignment alignment. Instructor investment in the assessment process appears to have increased, and this is a very positive development.</p>
Room for Improvement
<p>While, artifact submission response rates have increased over time, there is still work to be done on this front. During AY 2019-2020, 16% of LS instructors did not submit artifacts when asked; thus, communication outreach and accountability for artifact submission remain major challenges of the LS assessment process.</p> <p>Two departments in particular were responsible for the vast majority of missing student work. Their reasons for non-submission varied, but one seems especially worthy of further discussion. This particular department agreed to emphasize the importance of artifact submission with its full-time faculty, but objected to asking its adjunct instructors to submit student work, even though adjunct instructors were responsible for multiple sections of the department’s LS students. The department’s rationale was, in part, that they found it unfair/unethical to impose an assessment requirement upon adjunct instructors.</p> <p>WCU’s adjunct instructors teach, on average, ~45% of LS courses. It is very difficult to effectively evaluate student learning when adjunct instructors are intentionally excluded from the assessment process.</p>
<p>The LS Assessment Director made a concerted effort this year to improve her outreach and explanation of the assessment process to contingent faculty by 1) creating a video explaining the assessment process, 2) sending additional reminder emails and offers of help, 3) giving adjunct instructors advance notice of assessment before the start of the semester, and 4) encouraging department heads to help identify faculty who may need assistance with the LS assessment process.</p> <p>These efforts seem to have made an impact, as the LS Assessment Director encountered a far smaller number of contingent faculty this year who were unaware of the LS assessment process. With that said, there were still several adjunct instructors who expressed frustration and a lack of knowledge about the assessment process.</p> <p>The LS Program must continue its efforts to improve assessment outreach to contingent faculty in upcoming years.</p>

C. What recommendations do the data suggest for strengthening the Liberal Studies Program?

1. **The Liberal Studies Committee should consider revising the Recognition of Audience component of the Means of Expression outcome.** Faculty assessors consistently commented on the disconnect between assignment instructions and alignment with **Recognition of Audience**, and indicated that it is very difficult to score this particular component of the rubric because so many faculty assignment instructions do not emphasize this particular skill.

2. **The Liberal Studies Program should continue its efforts to enhance communication with departments regarding Liberal Studies-related language in syllabi.** This same recommendation appeared in the previous two assessment reports, and although the LS Program has made significant strides in this respect over the past year, work still remains. Current data indicate that most instructors now include some kind of LS language on their syllabus, although not necessarily *all* required elements.

3. **The LS Program should consider ways to enhance its communication with faculty and department heads regarding the importance of artifact submission and accountability for that submission.** Most department heads and program directors have been incredibly responsive when one (or more) of their faculty has not submitted artifacts, and the LS Assessment Director appreciates their assistance very much. This year's assessment experience has illustrated, though, that not every department agrees with the requirements of LS assessment – specifically, asking adjunct instructors to submit artifacts. The LS Program may want to consider ways to encourage department heads and program directors to recognize the importance of artifact submission from all LS instructors, no matter whether they are part-time or full-time instructors.

4. **It may be time for the LS Program to ask departments to reconsider or confirm their chosen LS outcomes.** Faculty assessors this year (and in previous years) have noted that many assignments better align with different LS student learning outcomes than the one chosen. Moreover, several programs and departments have already requested changes to their selected LS course outcomes now that they more fully understand the assessment process. It is worth considering whether it is time to survey **all** departments again regarding their LS outcome choices or whether such a survey should wait for another year, given the existing challenges inherent within the present Covid-19 environment.

11. APPENDIX 1: Summer Workshop Faculty Assessor Survey

LS Summer Workshop 2020

Feedback on Syllabus and Assignment Design

What is the artifact code? *

Short answer text

What is your team number? *

Short answer text

Which outcome or set of outcomes is assigned to this artifact? *

Means of Expression

Information Literacy

Awareness of Impact

Means of Expression AND Information Literacy

Does the instructor's syllabus include the required Liberal Studies language? *

Yes

No

Instructor included SOME of the required language, but not all.

Instructor did not include syllabus with materials

Is there any additional feedback you'd like to provide regarding the instructor's LS syllabus language?

Long answer text

Did the instructor provide the assignment guidelines/instructions? *

Yes

No

How strongly did the assignment align with the outcome it was designed to measure? *

	Strong alignment	Moderate alignment	Little to no alignme...	N/A
Information Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Means of Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of Impa...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide detailed feedback on the assignment design as it relates to the relevant student learning outcomes (including both compliments and suggestions, as necessary). *

Long answer text



Would you recommend the instructor submit for LS assessment the same assignment in future semesters of this course? *

- Yes
- Yes, but with modifications
- No

Would this assignment provide a strong exemplar for other faculty members looking for guidance in their own artifact design for this particular outcome? *

- Yes
- No

Do you have another other comments relating to the scoring, syllabus, or general assessment of this particular group of artifacts?

Long answer text
.....

12. APPENDIX 2: Sample Feedback sent to Department Head

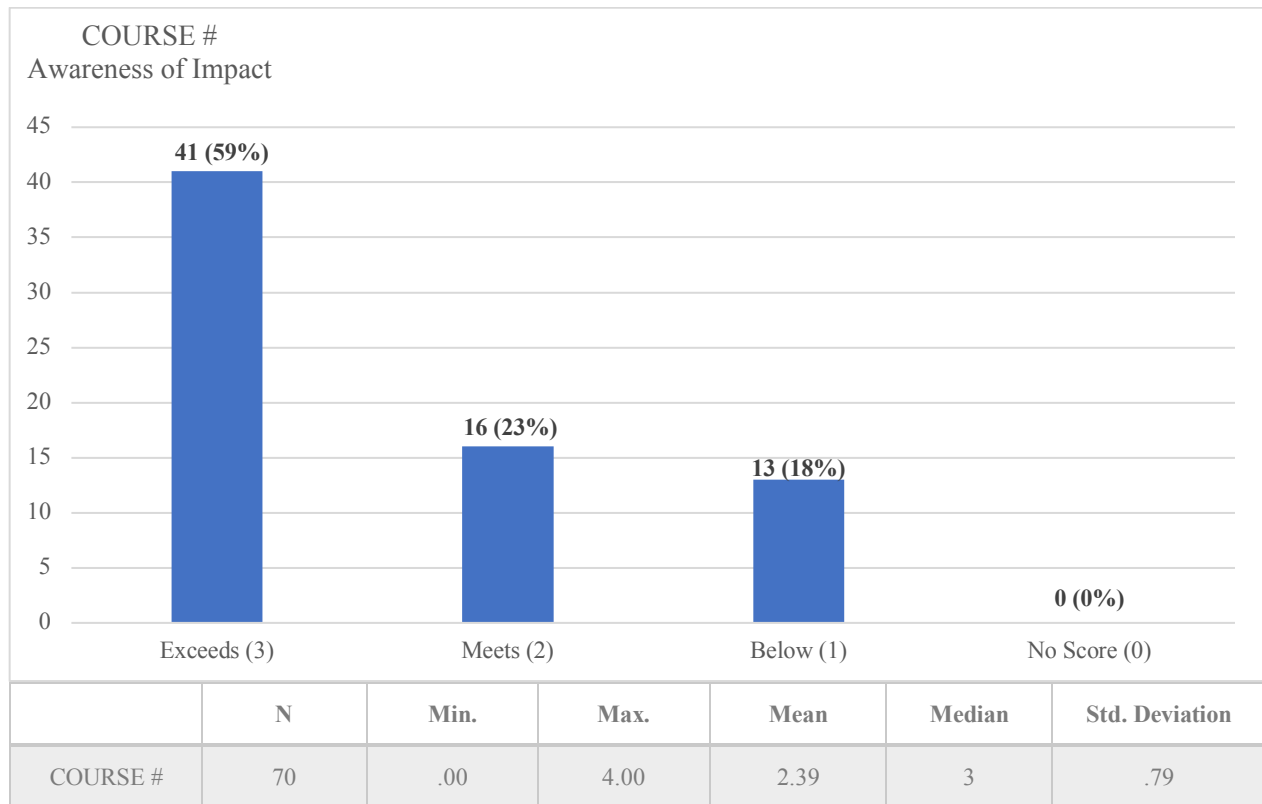
Name of Department

The Liberal Studies Program’s goal for each learning outcome is that at least 70% of artifacts “meet” or “exceed” expectations.

The assessment results for COURSE # and its relationship to the *Awareness of Impact* learning outcome appear below. These scores are aggregated, so if one course had multiple sections, the scores for all sections have been combined.

Awareness of Impact

COURSE # – COURSE NAME



- **82% of COURSE # artifacts scored as either “meets” or “exceeds” expectations.**
- For reference, during AY 2018-2019, 64% of artifacts from this course scored as either “meets” or “exceeds” expectations.

13. APPENDIX 3: Sample Feedback sent to Individual Instructor

INSTRUCTOR NAME COURSE # <i>Awareness of Impact</i>	
Please offer feedback on the Liberal Studies language on syllabus.	<p>The Liberal Studies syllabus language looks great, with one small exception. Please include a sentence stating that student work may be collected for assessment. Otherwise, the language looks perfect.</p> <p>For reference, a template of this syllabus language is available on the LS assessment web page.</p>
Did the instructor provide the assignment guidelines?	Yes
How well did the assignment align with the outcome it was designed to measure?	Moderate alignment
Would you recommend the instructor submit the same assignment for LS assessment in future semesters of the course?	Yes, but with modifications to the assignment.
Please provide detailed feedback on the assignment design as it relates the relevant student learning outcome.	<p>For "awareness of impact", to receive a score of 3 (exceeds expectations), there needs to be impact from more than one perspective (which this assignment does well -- we considered each institution its own perspective). However, the rubric asks students to also identify a range of actions to create change in a particular area. We felt this latter criterion was often missing, because this change should be distinct from the changes triggered by the institutions themselves. Perhaps adding an additional question to the assignment could speak to that particular part of the rubric.</p>