Annual Assessment Report
Academic Year 2020-2021
Liberal Studies Program

Executive Summary

Artifacts relating to two Liberal Studies student learning outcomes were scored by multidisciplinary teams of university faculty during a two-day workshop in June 2021. Those learning outcomes included:
- *Awareness of Self*
- *Critical Thinking*

Results for Awareness of Self:
- 72% of student work in the Knowledge category met or exceeded expectations.
- 71% of student work in the Action/Resources category met or exceeded expectations.

Results for Critical Thinking:
- 83% of student work in the Evidence category met or exceeded expectations.
- 75% of student work in the Context category met or exceeded expectations.

Additionally, in their qualitative comments, faculty assessors emphasized the need for:
- a revision to simplify the Critical Thinking rubric
- a minor revision to the Awareness of Self rubric
- in certain cases, a reconsideration of the learning outcome for the course

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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). To that end, this assessment report provides data regarding the extent to which WCU students are demonstrating two of the university's Liberal Studies student learning outcomes – specifically *Awareness of Self* and *Critical Thinking*.

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 second year of the current three-year Liberal Studies assessment cycle. During AY 2020-2021, the LS Program collected student artifacts covering two Liberal Studies student learning outcomes: **Awareness of Self** and **Critical Thinking.**

For reference, the table below details the two 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

Awareness of Self	**Students will recognize behaviors and define choices that affect their lifelong well-being.**
Critical Thinking	**Students will evaluate evidence, context, and multiple perspectives as a means of analyzing complex issues.**

3. Assessment Methodology and Timeline

For this cycle of assessment, *Awareness of Self* artifacts were collected in Fall 2020, and the majority of *Critical Thinking* artifacts were collected in Spring 2021. *Critical Thinking* aligns with such a large number of Liberal Studies courses that 11 sections of *Critical Thinking* artifacts were collected in the fall, rather than the spring – simply to help alleviate capacity issues.

All faculty teaching LS courses aligned with these two outcomes were notified at least one month before the start of the semester that their course would be included in assessment. 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 assignments (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 8-9, 2021, sixteen faculty volunteers, representing a variety of departments and programs throughout the university, attended a workshop for the purpose of scoring Liberal Studies student artifacts. This was the second 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 eight teams of two, and each team was given approximately 200 artifacts to score, with the artifacts divided between the two outcomes (*Awareness of Self* and *Critical Thinking*).

The type of artifacts varied widely and included student-generated PowerPoints, research papers (of varying length), reflection papers, LMS discussion posts, and for the first time, student-generated videos and audio files. 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, 128 instructors were asked to submit artifacts. In the end, 116 instructors submitted their completed student work – **a 91% response rate**. This represents an improvement over last year's response rate of 88%.

Ultimately, the LS Program received a total of 3,768 student artifacts from our LS instructors during AY 2020-2021. After random sampling, the eight teams of faculty in our summer workshop scored a collective **1,604 student assignments,** distributed across both student learning outcomes**.**

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

5. Quantitative Data – AWARENESS OF SELF

A total of 513 artifacts were scored for *Awareness of Self*, representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

ART 104 – Introduction to the Visual Arts (P5)
DA 259 – Dance Appreciation (P5)
EDCI 191 – Teachers, Schools, and Society (FYS)
EDCI 305 – Global Educational Systems (P6)
FIN 350 – So You Want To Be A Millionaire (P1)
FPA 101 – Experiencing the Arts (P5)
HEALTH 111 – Stress Management for Health and Wellness (C4)
HEALTH 123 – Health & Wellness (C4)
HSCC 101 – Nutrition, Fitness & Wellness (C4)
HSCC 205 – Women's Health (P6)
IDES 250 – Introduction to Interior Design (P5)

JPN 101 – Beginning Japanese I (P6)
JPN 190 – An Introduction to Japanese Popular Culture (FYS)
ND 190 – Personal Nutrition (FYS)
PAR 101 – Western Philosophical Traditions (P4)
PAR 102 – Western Moral Traditions (P4)
PAR 201 – Philosophy of Sex and Love (P4)
PAR 323 – Mysticism (P6)
PSY 320 – Developmental Psychology: Childhood (P1)
PSY 331 – Human Sexuality (P1)

Artifacts aligned with *Awareness of Self* were scored against the following rubric, which measures two aspects of the outcome – **knowledge** and **action/resources**.

Rubric for SLO #6: Awareness of Self				
Students will recognize behaviors and define choices that affect their lifelong well-being.				
	Exceeds Expectations (3)	**Meets Expectations (2)**	**Below Expectations (1)**	**Not Applicable (0)**
Knowledge	Examines thoughtfully how learning might lead to changes in personal behavior.	Identifies the connection between knowledge, choice, and overall well-being.	Does not identify behaviors that contribute to lifelong well-being.	Artifact does not align with the rubric and/or artifact cannot be scored.
Action/Resources	Pursues beyond the classroom knowledge and experiences that affect lifelong well-being.	Acknowledges a repertoire of choices that affect and impact well-being.	Unable to articulate the link between behavioral choices and resulting consequences.	Artifact does not align with the rubric and/or artifact cannot be scored.

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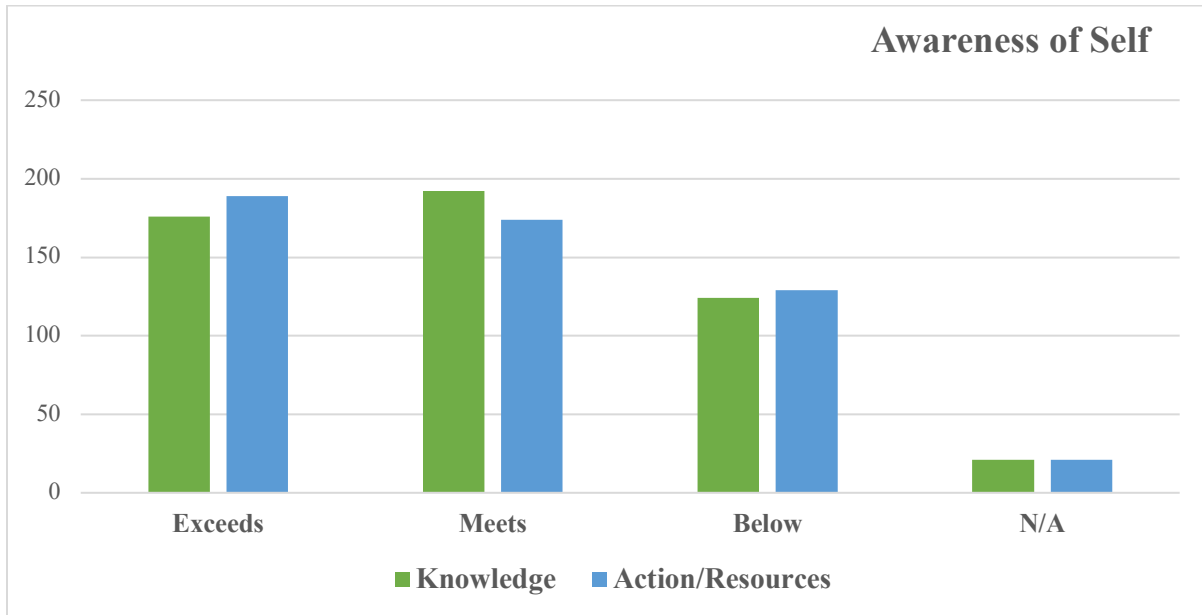
Awareness of Self

	N	Mean	Median	Std. Deviation
Awareness of Self: **Knowledge**	513	2.01	2	.87

	N	Mean	Median	Std. Deviation
Awareness of Self: **Action/Resources**	513	2.03	2	.9

Summary Results:
Awareness of Self

- 72% of artifacts either exceeded or met expectations in the **Knowledge** category. The specific scoring percentages were:
  - 34% Exceeds
  - 38% Meets
  - 24% Below
  - 4% N/A

- 71% of artifacts either exceeded or met expectations in the **Action/Resources** category. The specific scoring percentages were:
  - 37% Exceeds
  - 34% Meets
  - 25% Below
  - 4% N/A

6. Quantitative Data – CRITICAL THINKING

A total of 1,091 artifacts were scored for *Critical Thinking*, representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

ANTH 110 – Origins of Civilization (P1)
ART 104 – Introduction to the Visual Arts (P5)
BIOL 190 – Discoveries in Biology (FYS)
CHEM 101 – Chemistry in Society (C5)
COMM 190 – A User's Guide to the Mass Media (FYS)
ECON 232 – Introductory Microeconomics & Social Issues (P1)
ENGL 190 – Literature (FYS)
ENGL 333 – Introduction to Shakespeare (P4)
ENGL 352 – The Journey in Literature (P4)
ENGL 368 – Film Genres (P4)
ENGL 390 – The Bible as Literature (P4)
ENVH 200 – Introduction to Public Health (P1)
ENVH 210 – Global Disparities in Public Health (P6)
FIN 210 – Managing your Money for Financial Success (P1)
FPA 101 – Experiencing the Arts (P4)
GEOL 150 – Investigations in Environmental Geology (C5)
HIST 107 – World Cultures in Historical Perspective (P3)
HIST 131 – North American History to 1865 (P3)
HIST 132 – US History since 1865 (P3)
HIST 213 – Latin American History II (P3)
HIST 234 – Immigration and Ethnicity in US History (P3)

HIST 236 – Native American Lives (P3)
HIST 250 – Urban History: Cities and Suburbs in the US (P3)
HSCC 101 – Nutrition, Fitness, & Wellness (C4)
HSCC 205 – Women's Health (P6)
HT 238 – Travel and Tourism (P6)
IDES 250 – Introduction to Interior Design (P5)
LAW 201 – Individual Rights (P4)
LAW 406 – Media Law (P1)
MATH 192 – Fractals: The Geometry of Nature (FYS)
MUS 101 – Music Appreciation (P5)
MUS 303 – The World of Music (P6)
MUS 304 – Jazz Appreciation (P5)
NRM 140 – Natural Resource Conservation & Management (C5)
PAR 332 – Biomedical Ethics & Social Justice (P4)
PAR 366 – Religion and Science (P4)
PSC 101 – American Government & Politics (P1)
PSY 150 – General Psychology (P1)
SM 340 – Sport Ethics (P4)
SOC 235 – Social Problems (P1)
SOCW 251 – Social Issues, Policy & Programs (P1)
SOCW 354 – Human Behavior & the Social Environment
THEA 104 – The Theatre Experience (P5)

The *Critical Thinking* rubric appears below**.**

Critical Thinking			
Students will evaluate evidence, context, and multiple perspectives as a means of analyzing complex issues.			
	Exceeds Expectations (3)	**Meets Expectations (2)**	**Below Expectations (1)**	**Not Applicable (0)**
Evidence	Conclusions/observations drawn from evidence are logical and informed.	Conclusions/observations seem informed, but may not consider all evidence presented.	Conclusions do not rely on a consideration of the evidence presented.	Artifact does not align with the rubric and/or artifact cannot be scored.
Context	Conclusions emerge from a systematic inquiry that considers multiple pieces of evidence in their appropriate context (to potentially include the intellectual, scientific, geographic, political, authorial, or cultural context of the evidence).	Conclusions recognize at least one aspect of contextual evidence creation (to potentially include the intellectual, scientific, geographic, political, authorial, or cultural context of the evidence.)	Conclusions do not reflect any consideration of context.	Artifact does not align with the rubric and/or artifact cannot be scored.
Perspectives	Multiple perspectives and competing evidence are evaluated and synthesized.	Multiple perspectives are identified, but not evaluated thoroughly.	A single perspective is identified or artifact lacks a mention of any perspective.	Artifact does not align with the rubric and/or artifact cannot be scored.

Important caveat: The third category of the rubric, *Perspectives,* lacked consistency in scoring, calling into question its validity. As a result, data for that category were not included in this analysis.

Six *Critical Thinking* data sets were intentionally replicated through the faculty scoring teams in the summer workshop to test for scoring consistency, so in those instances, two different teams scored identical *Critical Thinking* artifacts. The percentage of agreement between those teams' scores in the **Perspectives** category was very low – for an average of 30% agreement. In contrast, the percentage of agreement for the **Evidence** and **Context** categories saw an average of 90% and 87% agreement, respectively. This finding indicates a larger problem with the Perspectives category of the rubric, which this report will discuss later in its summary/recommendations section.

As a result, the Perspectives category has been eliminated from this analysis. Instead, this report focuses only on the scores for the Evidence and Context rubric categories.

The table below summarizes the scores and descriptive statistics for the Critical Thinking rubric. **To reiterate, only the scores for the Evidence and Context categories are included within this analysis.**
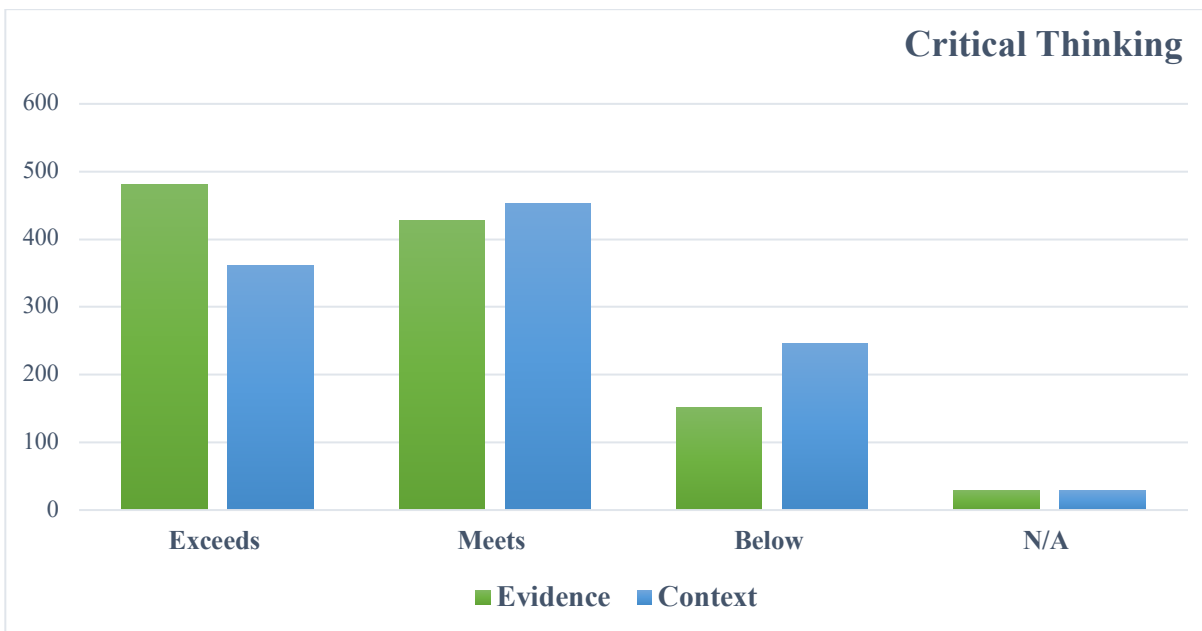
	N	Mean	Median	Std. Deviation
Critical Thinking: **Evidence**	1091	2.2	2	.79

	N	Mean	Median	Std. Deviation
Critical Thinking: **Context**	1091	2	2	.82

Summary Results:
Critical Thinking

- 83% of artifacts either exceeded or met expectations in the **Evidence** category. The specific scoring percentages were:
    - 44% Exceeds
    - 39% Meets
    - 15% Below
    - 2% N/A

- 75% of artifacts either exceeded or met expectations in the **Context** category. The specific scoring percentages were:
    - 33% Exceeds
    - 42% Meets
    - 23% Below
    - 2% N/A

7. Review of Course Syllabi

Instructors were asked to submit a syllabus as part of the assessment process, and the LS Program received syllabi for **109 out of 111 courses.**

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 with which that course aligned; and
3) include a statement that student work may be collected for LS assessment.

In AY 2020-2021, **48% of syllabi included language that fully complied with the Liberal Studies requirements.** This is a significant reduction from last year, when 77% of syllabi fully complied with the required syllabus language.

As to why this year saw such a marked decrease in syllabus compliance, it is likely because this was the first time instructors of *Critical Thinking* courses were asked to submit artifacts and syllabi, and indeed, 75% of non-compliant syllabi this year fell into the *Critical Thinking* outcome category. Many *Critical Thinking* instructors had not yet participated in the assessment process and may not have been fully aware of the syllabus language requirements. Those instructors will now receive specific feedback re: their syllabus language, which should help make them aware of the requirements in future semesters.

The chart below offers a general breakdown of this year's syllabus results.

SYLLABUS RESULTS

No LS Language 22%

Complete LS language 48%
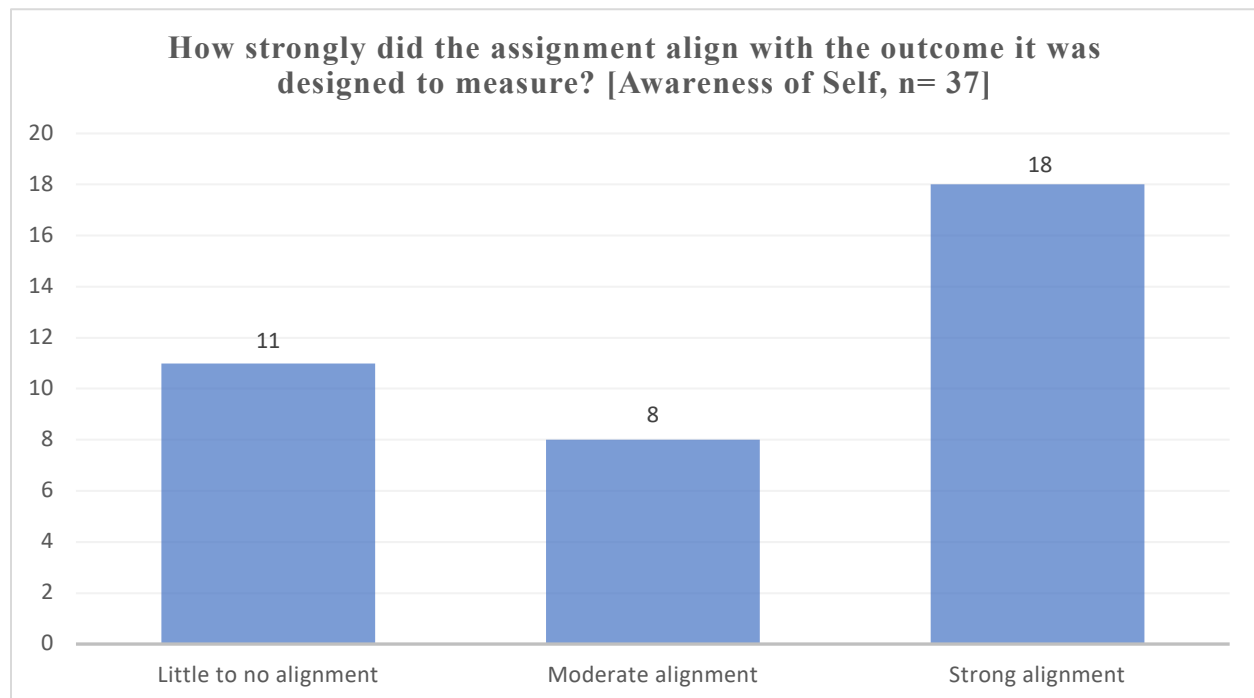
Incomplete LS language 30%
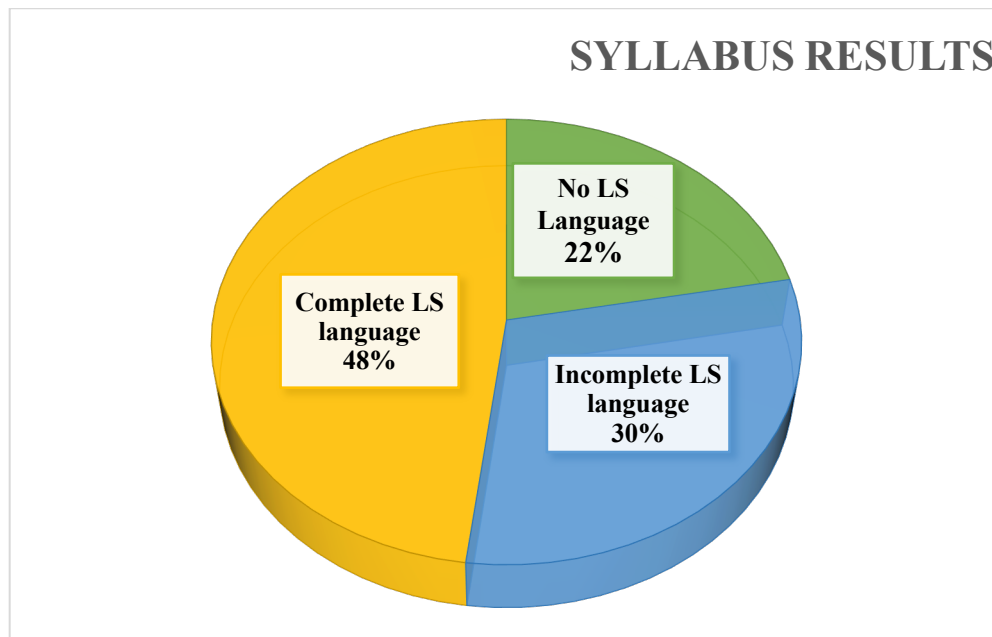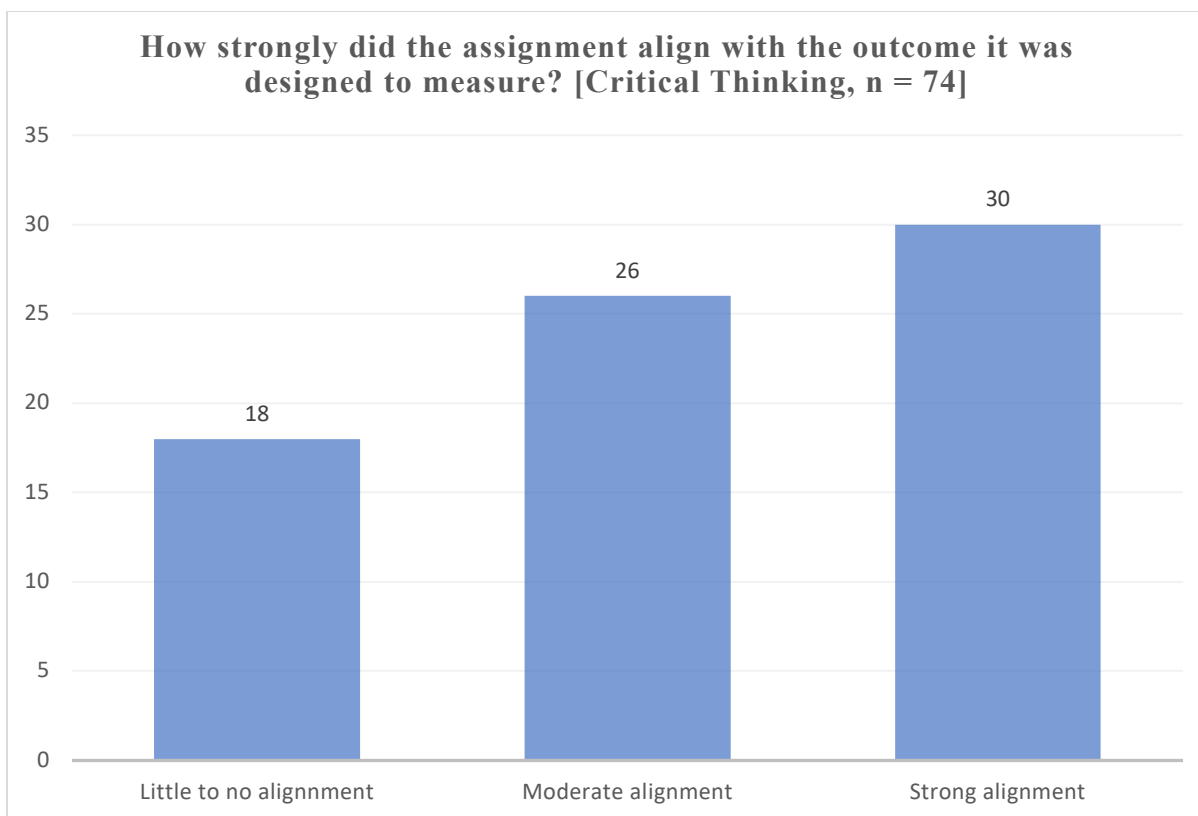
8. Qualitative/Formative Feedback

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?

In the interest of offering helpful feedback and encouraging continuous improvement within the LS Program, 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 the strength of an assignment's alignment with its intended learning outcome.

How strongly did the assignment align with the outcome it was designed to measure? [Awareness of Self, n= 37]

Alignment	Count
Little to no alignment	11
Moderate alignment	8
Strong alignment	18

How strongly did the assignment align with the outcome it was designed to measure? [Critical Thinking, n = 74]


Additionally, the following recommendations appeared consistently throughout the qualitative comments, and many of these recommendations echo those made in last year's annual assessment report – suggesting consistent issues over time.

- First, faculty assessors indicated that, while 43% of assignments (across both outcomes) 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, 6.3% of instructors did not include the assignment instructions with their artifacts (even though asked to do so). This is an improvement over last year's 10% 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.

9. Student Learning Outcomes: Dashboard Data

During AY 2020-2021, the LS Assessment Director worked with members of WCU's Information Technology staff to develop a dashboard indicating enrollment within the LS Program by **student learning outcome**. The resulting data allows the LS Program to see how many courses are being offered each year for each learning outcome, as well as how many students are enrolled in courses aligned with specific learning outcomes.

The bar graph below provides an example of the dashboard in action. It displays Fall 2021 enrollment trends for all eight LS learning outcomes, and it also provides a comparison with Fall 2020 enrollment numbers.
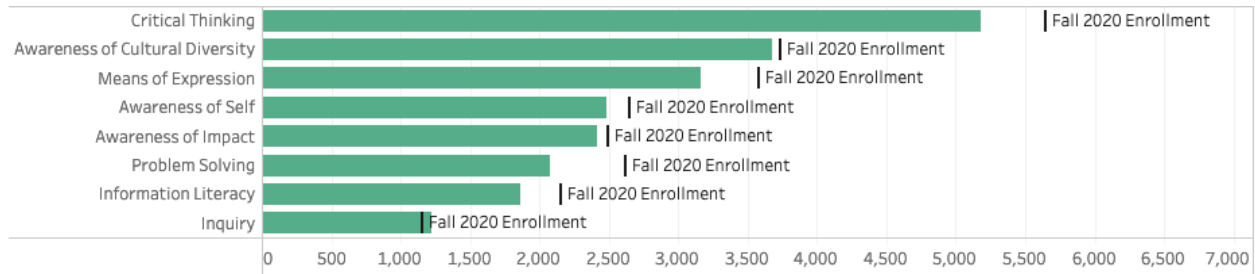
The graph clearly indicates that *Critical Thinking* is, by far, the most popular student learning outcome for Liberal Studies courses (both in Fall 2020 and Fall 2021). In contrast, *Inquiry* and *Information Literacy* are the least popular SLO alignments for Liberal Studies courses, suggesting that students are less likely to be exposed to those particular learning outcomes while completing their LS curriculum.

Additionally, the dashboard data can be broken down by department. The graphs below, for instance, display the Fall 2021 breakdown of *Critical Thinking* and *Awareness of Self* Liberal Studies courses by college/department.
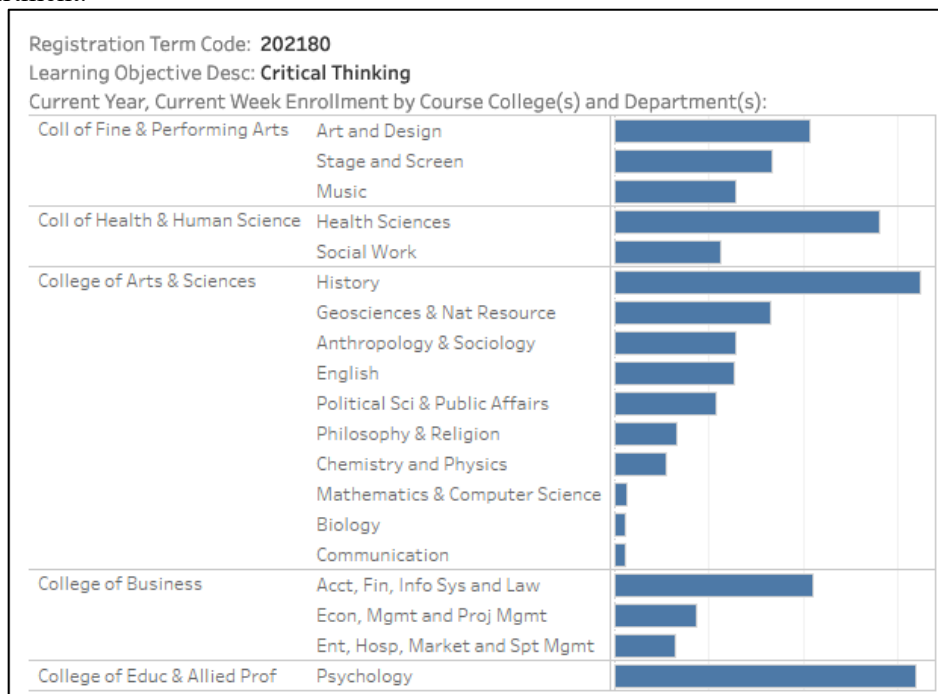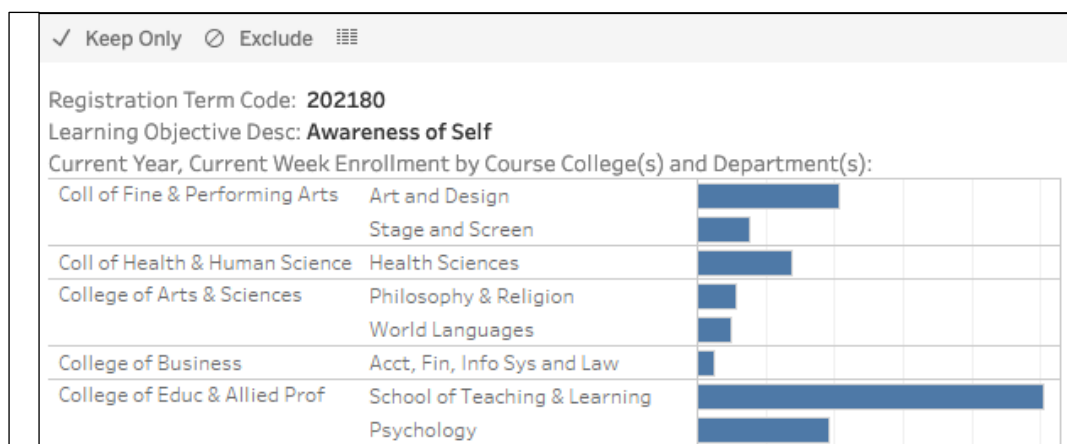
10. Summary and Recommendations

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 the two learning outcomes, student performance surpassed 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 still fall within their first assessment cycle, the LS Program is still generating data for comparison against past scores – indeed, this was the first time the *Critical Thinking* outcome has been measured; thus, no point of comparison exists.

Awareness of Self, however, was assessed in AY 2018-2019, as part of a pilot program for the new outcomes; thus, extant data is available for comparison. And ***Awareness of Self* demonstrates an improvement over the last time that outcome was measured, especially in the Action/Resources component of the rubric (see table on next page).**

AWARENESS OF SELF		
	AY 2018-2019	**AY 2020-2021**
Knowledge	70% met or exceeded expectations	71% met or exceeded expectations
Action/Resources	64% met or exceeded expectations	71% met or exceeded expectations.

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 sixteen 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.

At this point in time, the LS Program has established a consistent and effective process for student learning outcome assessment, but there are specific elements of the Liberal Studies Program that still lack any measurement of results or feedback mechanism, such as the Upper-level Perspective or First Year Seminar requirements.

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

1. **The Liberal Studies Committee should consider revising and simplifying the *Critical Thinking* outcome/rubric.** The fact that the Perspectives data was not consistent enough to be included within this analysis is illustrative of the need to revise this rubric. The Liberal Studies Assessment Director suggests keeping the language the same for the Evidence component of the rubric (faculty assessors expressed no trouble scoring that category), clarifying the language of the Context dimension, and deleting the third category, Perspectives, all together.

2. **The Liberal Studies Committee should consider a minor revision to the *Awareness of Self* rubric.** One team of faculty scorers made thoughtful suggestions for improving the Awareness of Self rubric. Based upon their feedback, the Liberal Studies Assessment Director recommends, for the **Knowledge** category, under **Below Expectations**, changing the language from "Does not identify behaviors that contribute to lifelong well-being" to "Does not address the relationship between knowledge, choices, and lifelong well-being." Additionally, the language under **Action/Resources** and **Meets Expectations** should be changed from "Acknowledges a repertoire of choices that affect and impact well-being," to "Describes actions one may take to affect and impact lifelong well-being."

3. **The Liberal Studies Program should consider creating an assessment pathway for the ULP and FYS requirements** to help measure whether those courses align with the special requirements of each curriculum category (see the Liberal Studies Document for a description of ULP and FYS requirements).

4. **The Liberal Studies Assessment Director should continue their efforts to enhance communication with departments regarding Liberal Studies-related language in syllabi.** This same recommendation appeared in the previous three assessment reports, and although the LS Program continues to improve in this respect, 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. This problem is especially acute for adjunct faculty, some of whom are hired to teach courses right at the start of the semester – thus, falling between the cracks in terms of pre-semester communication.

5. **The Liberal Studies Committee may want to consider increasing the 70% baseline metric for assessment.** This is the final year of the program's current assessment cycle, so if that baseline is to be increased, next year would be an appropriate time to begin its measurement.

6. **The LS Program should consider utilizing the dashboard data in future decisions about outcomes and course offerings.** As the dashboard data makes clear, not all outcomes are equally represented within the Liberal Studies Program, and it's quite possible for students to complete the LS curriculum without taking courses that align with a particular outcome – most notably, Inquiry and Information Literacy. The LS Program may want to think about encouraging alignment with certain outcomes to improve outcome equity or, alternately, consider removing outcomes with which few courses align.

11. APPENDIX 1: Summer Workshop Faculty Assessor Survey

LS Summer Workshop 2021

Feedback on Syllabus and Assignment Design

What is the artifact code? *

Short answer text

What is your team number? *

Short answer text

Which outcome is assigned to this artifact? *

◯ Critical Thinking

◯ Awareness of Self

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

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 alignment

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

○ Yes

○ No

**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 Self* 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 Self

COURSE # – COURSE NAME

	N	Min.	Max.	Mean	Median	Std. Deviation
COURSE #	70	.00	4.00	2.39	3	.79
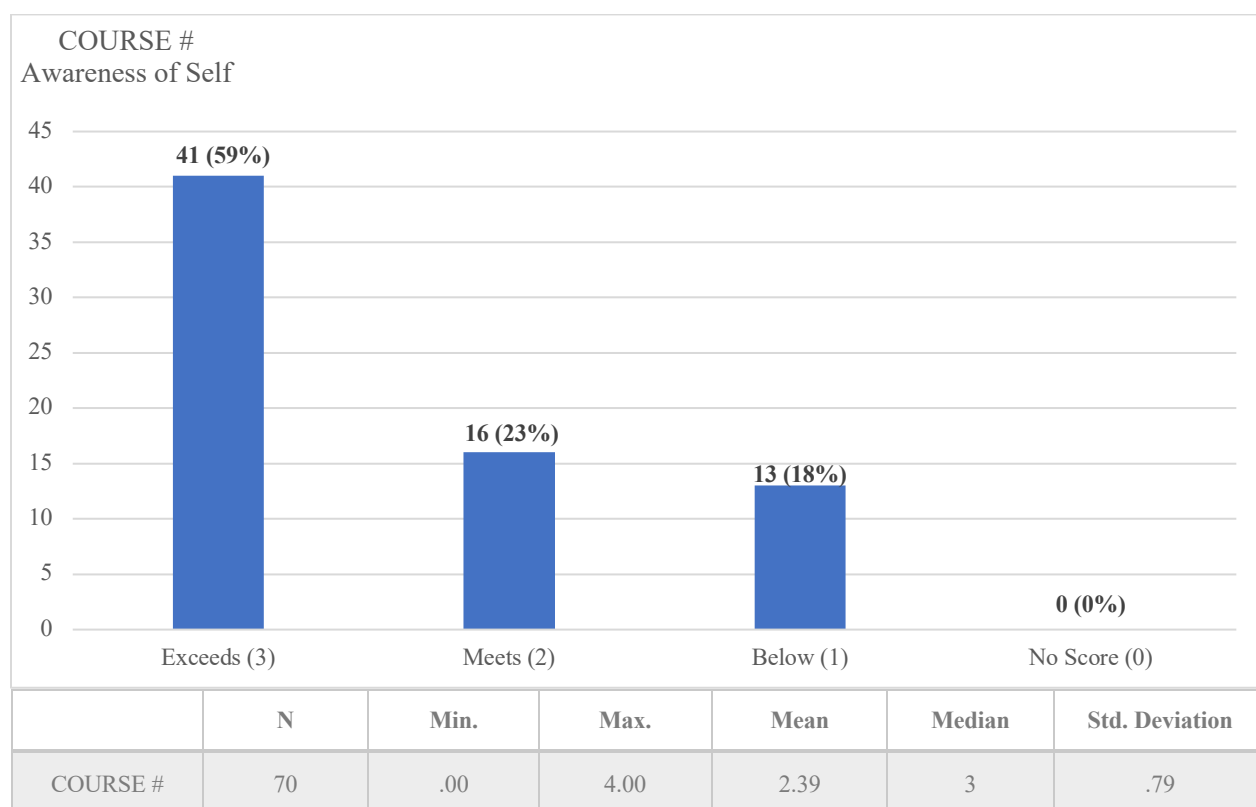
- **82% of COURSE # artifacts scored as either "meets" or "exceeds" expectations.**

13. APPENDIX 3: Sample Feedback sent to Individual Instructor

<table>
<tr>
<td colspan="2" align="center">INSTRUCTOR NAME
COURSE #
Awareness of Self</td>
</tr>
<tr>
<td>Please offer feedback on the Liberal Studies language on syllabus.</td>
<td>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 is spot on.

For reference, a template of this syllabus language is available on the LS assessment web page at: https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx</td>
</tr>
<tr>
<td>Did the instructor provide the assignment guidelines?</td>
<td>Yes- thank you!</td>
</tr>
<tr>
<td>How well did the assignment align with the outcome it was designed to measure?</td>
<td>Little to no alignment</td>
</tr>
<tr>
<td>Please provide detailed feedback on the assignment design as it relates the relevant student learning outcome.</td>
<td>This was a great assignment for your class topic, but our faculty scorers indicated that it did not align strongly with the Awareness of Self Liberal Studies rubric.

More specifically, the assignment did not prompt students to express personal relevance re: the well-being of people. It did not ask about actions/resources or mention behavioral choices that the student might make. And it did not connect with any life-long perspectives on the part of the student. Please reconsider your assignment design so that it aligns with the rubric's prompts in future semester.</td>
</tr>
</table>