

**LSC Response to ULP Assessment Report
April 24, 2018**

Question #1: Are we delivering what we say we do?

Recommendations:

- I. Work with faculty teaching courses within the ULP – Cultural Heritage category to better define what is meant by Cultural Heritage, its sub-elements (Wisdom, Literature, Art) and the associated processes of self and social understanding.
 - **The LSC has taken steps within the past year to enhance its assessment-related communication with departments offering LS courses and plans to continue and build upon this communication in future semesters.**
- II. Clearly define what is meant by artifacts demonstrating each of the sub-skills of wisdom, literature, and art. For example, should an essay written by Kant be seen as an example of wisdom or literature?
- III. This particular learning outcome includes five separate sub-skills with student achievement on each sub-skill needing to be evaluated. This makes assessment somewhat cumbersome and difficult, as indicated by a failure of any artifact to address all 5 sub-skills. Consider splitting this particular learning outcome into separate learning outcomes.
 - **Recommendations II and III both relate to the need for streamlined LS learning outcomes and more detailed rubrics. To that end, the LSC adopted new outcomes and rubrics in February 2018 and will utilize these in future assessment efforts.**
- IV. Part of the charge to the Assessment Committee was to provide, "... an assessment of the category in the context of the Liberal Studies document." Learning Outcome 6I should not be considered a fair assessment of the entire ULP, as the ULP is much more broadly defined. In addition, due to the lack of clarity and definition associated with the Cultural Heritage learning outcome, the Liberal Studies Committee should consider other learning outcomes as more representative to the Upper Level Perspective courses.
 - **As part of its continuing assessment process revision, the LSC will reconsider the structure of future ULP assessment efforts. It is worth exploring whether there are more effective ways to assess the ULP, rather than through the lens of only one student learning outcome.**

Questions #2: Are students learning what we want them to?

Recommendations:

- I. Working with faculty teaching courses within the ULP– Cultural Heritage category, the Liberal Studies Committee should clearly identify what is expected of students at each level of achievement (emerging, developing, achieving, exemplary).
 - **The LSC adopted revised and more detailed rubrics in February 2018, and those rubrics will guide future LS assessment efforts.**

Question #3: What can we do to strengthen the correlation between what we deliver and how well students learn?

Recommendations:

- I. Clearly identify the goal of this category within the overall Liberal Studies Program, and work with faculty teaching courses within the ULP category to develop assignments specifically designed to meet the goal.
 - II. Provide faculty teaching courses associated with the 6I learning outcome the liberal studies rubric being used to assess the category.
 - III. Provide students with clear directions and expectation for the assignments so that they better align with the goal of the ULP category. Consider providing students with the rubric and an explanation of what they are being assessed on and how they are being assessed.
 - **The LSC supports these recommendations because they speak to the need for enhanced communication between the LSC and Liberal Studies faculty and departments. The LSC will continue to work toward improving its assessment-related communication with LS stakeholders.**
-

II. Recommendations for Improvement of Assessment Processes in General

- I. Make rubrics available for all faculty for how the artifacts will be assessed to assist in planning and developing courses and course content.
 - **In all future assessment efforts, the LSC will reach out to faculty prior to the semester in which their classes are scheduled to be assessed. As part of this process, all LS faculty will be provided directly with copies of relevant Liberal Studies rubrics, and the rubrics themselves will be posted on the Liberal Studies Assessment webpage for public dissemination.**
- II. Work with the Coulter Faculty Commons to develop a training session for all faculty teaching liberal studies courses. Training session content should include the goals of the Liberal Studies Program, the role or purpose of each course (or types of courses) within the liberal studies curriculum, specific rubrics associated with each category, expectations and direction on what to include in courses, and assistance with course design and assignment development.
 - **The LSC will reach out to the Coulter Faculty Commons regarding Liberal Studies-specific training and guidelines. The LSC Chair will contact the CFC before the end of the Spring 2018 semester to update all CFC materials regarding Liberal Studies courses, as well as to ask about continuing the extant Liberal Studies training within new faculty orientation.**
- III. Review the scoring rubric and definitions of each level of achievement identified in the rubric. Clearly define what each level of attainment looks like. Identify expectations for student achievement levels within the category.
- IV. Provide assessment committee members with examples of student work that illustrate each level of performance identified in the rubric.

- **Recommendation III and IV are related. As mentioned previously, the LSC adopted new and more detailed rubrics in February 2018. To support the use of these new rubrics, the LSC will create and maintain a file of “best practice” examples in LS assessment, including student work that illustrates each level of performance identified in LS rubrics.**
- V. Review language being used in the assessment process and standardize as appropriate (i.e. consistent use of the terms “learning outcomes”, “objectives,” etc.), and clearly define each for future assessment committees.
- **The LSC will work to ensure that its assessment-related language remains consistent throughout the Liberal Studies Document and all related materials.**
- VI. Clearly identify whether the assessment committee is assessing the entire Upper Level Perspective aspect of the Liberal Studies Program, or just a specific learning outcome within the ULP.
- **As noted earlier, the LSC will reconsider its ULP assessment process, as it continues to revise and refine the assessment process for future semesters.**
- VII. Consider if there should a there be a restriction on class standing in order to register for Upper Level Perspective courses (i.e. Sophomore or Junior status, No Freshman, etc.).
- **As of AY 2017-2018, the LSC requires all ULP courses to have a prerequisite of Sophomore standing or above.**