

# Liberal Education Annual Assessment e-Form Directions

## SAMPLE E-FORM

The e-form has been completed by a mock course. Note the red outlined boxes that will need to be filled.



### University of Wisconsin – Eau Claire

LE Core Assessment E-form

Liberal Education Program • Phone: 715-836-4353 • Email: [libed@uwec.edu](mailto:libed@uwec.edu)

#### Instructions

Please complete this form for the course identified below. This was designed to provide a format for assessment reporting for the Liberal Education Core.

#### Course Information

Course:	UAC	101
Section #:	1,2,3	
College:	Arts & Sciences	
Semester/Year:	Spring	2016
Report submitted By:	Kraft, Nicole L	...
Email	kraftnl@uwec.edu	
Total # of students enrolled in course: if more than one section, provide total only	75	

Course Information will be automatically filled. You will only need to enter the total number of students enrolled in your course.

If assessing multiple sections, total all sections together.

[no percentages (%), total for all sections (24, 25, 26)]

# SAMPLE E-FORM

## Outcomes and Assessment Strategies

The outcomes highlighted below are identical to those identified in the application submitted to ULEC for inclusion in the Liberal Education Core. List the assessment strategies you used to assess student learning in your course. Be sure to list the assessment strategies you used for all outcomes associated with the course.

- R1. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

Strategies used to assess student learning for this outcome.

Theory evaluation paper  
Small group presentation  
In-class writing assignments (6 assignments over the course of the semester)

Enter the strategies used to assess student learning for *each* outcome  
(if course meets multiple outcomes).

# SAMPLE E-FORM

## Results, Conclusions, and Discoveries

Summarize the results of the assessments you used to measure student learning using the Outcome-linked rubric(s). In each box in the rubric matrix below, indicate how many students in your course met each element at the various levels. For students who did not complete assignments, you may indicate a score of "benchmark not met" and report this information in the Conclusion and Discoveries section below.

**R1: Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.**

Element	Benchmark incomplete (Total number of students not completing the artifact associated with this element)	Benchmark not met (Total number of students meeting this benchmark, including the number of students not completing the assignment)	Benchmark met (Total number of students meeting this benchmark)	Benchmark exceeded (Total number of students meeting this benchmark)
<b>A. Student understands there are diverse social-group (such as race, class, gender, sexualities, ethnicity, religion) perspectives</b> <small>The total for each row must match the total number of students enrolled in course</small>	0 <small>Student work incomplete</small>	5 <small>Demonstrates minimal or no understanding of diversity of social-group formation and perspectives.</small>	60 <small>Identifies and describes how and why social-groups may have different perspectives.</small>	10 <small>Explains the relationship between different social-group perspectives.</small>
<b>B. Student understands impact of dominant assumptions (such as race, class, gender, sexualities, ethnicity, and religious beliefs) on the social construction of individual identities</b> <small>The total for each row must match the total number of students enrolled in course</small>	0 <small>Student work incomplete</small>	2 <small>Demonstrates minimal or no understanding of the impact of dominant assumptions on the social construction of individual identities.</small>	63 <small>Identifies and describes the historical and/or institutional development of the dominant assumptions that influence the development of individual identities.</small>	10 <small>Explains how institutions maintain the dominant assumptions that influence the development of individual identities.</small>
<b>C. Student understands systems of privilege (such as racism, sexism, classism, heterosexism, linguicism, able-ism and colonialism) and oppression within societal structures</b> <small>The total for each row must match the total number of students enrolled in course</small>	0 <small>Student work incomplete</small>	3 <small>Demonstrates minimal or no understanding of systems of privilege and oppression. May show openness to the reality of these systems in the past but does not see them as having any impact in the present.</small>	60 <small>Identifies systems of privilege and oppression and describes the place of these systems within societal structures. Recognizes the reality of these systems in the past and does see them as having impact in the present.</small>	12 <small>Explains the dynamics of systems of privilege and oppression and their impact on institutional and interpersonal experiences, opportunities, and outcomes.</small>

Each row = "enrolled students" (75).

Based on the scores the students received, indicate how many students in your course met each element at the various levels. Enter the number of students in each benchmark for each element. Totals for each element should equal the total number of students enrolled in your course.

## SAMPLE E-FORM

Describe the Conclusions and Discoveries made from the results represented in the rubric. For example, if an element “stands out” please provide an explanation and context to assist in understanding the results.

your text here

- What are your observations based on the data?
- Did your assignments allow you to assess whether students learned what was intended by the outcome?
- Did you have students who did not complete assignments related to the outcome?

**Use of Results. What changes would you recommend to better meet the outcomes? If none, describe why changes are not needed.**

This section should describe any changes you recommend for the course (all sections), your teaching, your assignments, or anything else that needs to occur to ensure that the course is aligned with the outcome(s).

**The University Assessment Committee is gathering feedback about rubrics.**

**How well did this/these rubrics(s) work for you? How could it/they be improved?**

This section should evaluate the usefulness of the rubric for assessing the outcome in your course (elements, benchmarks, or related issues).

## SAMPLE E-FORM

### Controls



Save and Close for Later

Create a Pdf of Form



Print



Save And Continue



Submit to the Assessment Office

### Controls Options:

- Save and Close for Later
  - This button will save your work and allow you to come back to edit
- Create a pdf of Form
  - Create a hard copy for your records
- Save and Continue
  - This button will save your work (save early, save often). If you are working while entering your data, be sure to use this button periodically. **The form will timeout** and your work will be lost if you do not save.
- Print
  - Print a copy
- Submit to the Assessment Office
  - When all answers are complete, this button will send the form to the assessment office to be finalized.