Four of the 10 Liberal Education Program (LEP) categories reported assessment results for the 2017-18 academic year: Social Sciences, Fine Arts, Sustainability, and Writing and Information Literacy. Faculty teaching courses in these categories submitted course assessment reports, and course data was aggregated at the category level by the Liberal Education Program Assessment Liaison (PAL).

**Category Assessment Reports Summary:**

- Faculty teaching courses in the categories developed category rubrics Spring 2017. In the process, category student learning outcomes (SLOs) were reviewed and performance levels were defined for student satisfactory performance in introductory- and advanced-level courses. Faculty identify their courses as either introductory or advanced, and conduct assessment using the related performance level from the rubric.

- For this year of assessment reporting, only courses in these four categories offered in 2017-18 were expected to submit assessment results. Rates of reporting per category:
  - **Social Sciences:** of the 37 courses in the category that were offered in the 2017-18 academic year, course reports representing 15 of these courses were received by the Assessment PAL. These reports represented assessment data for 1389 students at Level 1 and data for 137 students at the advanced level. The data include assessment of CITS.
  - **Fine Arts:** of the 40 courses in the category that were offered in the 2017-18 academic year, course reports representing 29 of these courses were received by the Assessment PAL. These reports represented assessment data for 1475 students at Level 1 and data for 153 students at the advanced level.
  - **Sustainability:** of the 31 courses in the category that were offered in the 2017-18 academic year, course reports representing 15 of these courses were received by the Assessment PAL. These reports represented assessment data for 673 students at Level 1 and data for 133 students at the advanced level.
  - **Writing & Information Literacy:** WRIT 1120 is the only course in the category. The assessment process used is unique to this category because student work assessed is place into one of five levels of performance with Level 1 defined as “developing” and Level 3 “meets expectations.” The reports represented assessment date for 190 students.

- Category-level data represents the percentage of total student work assessed that meets or exceeds each performance level:
  - **Social Sciences:**
    - At the Intro/Level 1 level, the percentage of students who met or exceeded performance was 88.4% for SLO 1; and 85.8% for SLO 2.
    - At the Advanced/Level 3 level, the percentage of students who met or exceeded performance was 73.7% for SLO 1; and 68.6% for SLO 2.
  - **Fine Arts:**
    - At the Intro/Level 1 level, the percentage of students who met or exceeded performance was 88.3% for SLO 1; 82.0% for SLO 2; and 85.9% for SLO 3.
At the Advanced/Level 3 level, the percentage of students who met or exceeded performance was 96.1% for SLO 1; 93.5% for SLO 2; and 92.8% for SLO 3.

**Sustainability:**
- At the Intro/Level 1 level, the percentage of students who met or exceeded performance was 87.5% for SLO 1; and 86.5% for SLO 2.
- At the Advanced/Level 3 level, the percentage of students who met or exceeded performance was 93.0% for SLO 1; and 87.2% for SLO 2.

**Writing and Information Literacy:**
- At Level 0, the number of students who met or exceeded performance was 3.2 for SLO 1; 2.6 for SLO 2; 6.3 for SLO 3; 2.6 for SLO 4.
- At Level 1, the number of students who met or exceeded performance was 24.7 for SLO 1; 25.3 for SLO 2; 23.8 for SLO 3; 21.6 for SLO 4.
- At Level 2, the number of students who met or exceeded performance was 29.5 for SLO 1; 25.8 for SLO 2; 36.0 for SLO 3; 40.0 for SLO 4.
- At Level 3, the number of students who met or exceeded performance was 27.9 for SLO 1; 31.6 for SLO 2; 25.4 for SLO 3; 26.8 for SLO 4.
- At Level 4, the number of students who met or exceeded performance was 4.7 for SLO 1; 4.7 for SLO 2; 8.5 for SLO 3; 8.9 for SLO 4.

Category reports indicate faculty rely on direct measures of assessing student work, such as quizzes, exams, presentations, written assignments, and essays primarily. In the case of the Fine Arts category, the faculty assess original creative activity (including making works of art and performance) and the analysis of cultural products. Across all the category reports, faculty rely on discussion forums, concept maps, and written case studies in smaller number.

Within each category, nearly all faculty review course assessment data to determine ways to improve teaching and learning. Based on the faculty response, it is evident that the practice of discussing course assessment at the department level is uneven across campus with some departments meeting formally at least annually while others have no practices in place.

The Liberal Education PAL provided recommendations based on course assessment report observations and faculty input from category discussion sessions:
- Review and revise the Fine Arts and Writing and Information Literacy rubrics. The processes should mirror established ways in which the rubrics were developed and have been revised in the past two years, which were led by Julia Williams and me.
- Review and update the guidelines for course assessment reporting found on the Liberal Education Assessment website to address concerns about the determination of satisfactory performance.
- Provide one or more workshop(s) on Liberal Education Course Assessment Reporting to address concerns about the determination of satisfactory performance and assessment measures. Examples may include partnering with Julia Williams or working with faculty who conduct assessment as expected (faculty can be identified using the original datasets).
- Establish and implement a communication plan to ensure that all courses in each category will complete the course assessment report, since beginning 2018-19 all courses in every category should be reporting. This is the first year in which the category rubrics will have been in place for the full 3-year cycle.

**Liberal Education Subcommittee Interpretations and Recommendations for LEP Assessment:**
- **Course assessment practices:** Overall, the Liberal Education Subcommittee is content with the assessment practices currently in place. We agree with the 2016-17 report recommendation that
the subcommittee should review the LEP assessment practices during or after Spring 2022, once all categories have completed full 3-year program assessment cycles.

- **Course assessment report submissions:** The subcommittee is concerned about the number of courses that are not reporting in each category. This is of particular importance now as the subcommittee recommended, at the end of AY 2017-18, that those courses that do not submit assessment data be removed from the Liberal Education program. When these categories report in 2022 for the full 3-year program assessment cycle, we expect a 100% course assessment report rate for courses in the category. Recognizing the departments and colleges benefit by offering LEP courses, the subcommittee recommends that colleges and their departments work together to establish and document processes that will help to ensure LEP course assessment is conducted and reported. In addition, the subcommittee recognizes the need to remind faculty that they should exclude students who do not complete the work that gets assessed from the sample size in their course assessment reports.

- **Category results and interpretations:** The Liberal Education Subcommittee reviewed the category results compiled from the scores reported by faculty teaching the courses. The subcommittee finds the results reported in the Social Sciences, Fine Arts, Writing & Information Literacy, and Sustainability to indicate satisfactory student performance overall. Concerns were raised in a couple of areas:
  1. In the Fine Arts and Social Science categories some assessment seemed to be based more on grades rather than analysis of content.
  2. The reporting of satisfactory performance descriptions across the Fine Arts category were not consistent.

Based on the data, the subcommittee recommends further investigation by the Assessment Committee and the Campus Assessment Team, in consultation with instructors and PALs relevant to this Lib Ed category, to provide additional information regarding student assessment practices in these categories.

- **Faculty participation in category discussion sessions:** Although faculty reported course-level improvements, the Liberal Education Subcommittee will benefit from receiving more category-level learning information for evaluating the LEP program. This year, the members of the Liberal Education Subcommittee attended the faculty discussion sessions. The subcommittee recommends that this practice continue in the fall of 2019.

  In the 2017 report, the subcommittee recommended additional opportunities to inform faculty about our LEP or assessment practices and instructional materials on the website. Over the last year, the LEP PAL meets with faculty and departments as requested.

- **We recommend training be provided as part of new faculty orientation and other college- and department-level faculty onboarding processes. The Liberal Education PAL delivered 30-minute training sessions in September that could be integrated into orientation and should remain a continued practice for other faculty who will benefit from the information. We also recommend exploring other means of providing information about the LEP to the campus, such as adding more instructional material to our webpage.**

- **Liberal Education Subcommittee involvement in LEP assessment processes:** The subcommittee acknowledges the group should take a more active role in facilitating program assessment work. As stated previously, the subcommittee will continue to work more closely with the Liberal Education PAL to promote faculty discussion sessions and subcommittee members will also be expected to
attend one faculty discussion session to hear directly from the faculty teaching in the LEP. In addition, the subcommittee members should more directly liaison with the colleges and schools they represent to assure that faculty understand both the assessment practice and the reporting system.

The subcommittee is satisfied with the information on the Liberal Education PAL’s category assessment reports. Using the category reports, the Liberal Education Subcommittee will continue to complete this annual assessment report for Faculty Senate, Faculty Assembly, the Assessment Subcommittee, and Academic Affairs administration. This report will be made available to campus members in the subcommittee’s shared governance folder and on the Liberal Education Assessment website.

- **Cultural Diversity in the U.S. rubric revisions:** The Liberal Education Subcommittee passed a motion during its November 6, 2017, meeting for the Liberal Education PAL to proceed with the process for revising the SLO and performance level wording. Faculty teaching the category will be invited to review the suggested revisions, and the rubric will come back to the Liberal Education Subcommittee in the near future for endorsement.