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

- **Project:** Example Dept  Example Course 104
- **Community Partner:** 4
- **College:** Example College
- **Semester/Year:** Fall/ 2017
- **Report submitted By:** Kraft, Nicole L
- **Email:** kraftnl@uwec.edu

Total # of students enrolled in course: if more than one section, provide total only

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.

SL. Students will serve their community by applying skills and knowledge gained through university coursework and / or experiences.

Strategies used to assess student learning for this outcome.

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.

R2. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

Strategies used to assess student learning for this outcome.

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.

<table>
<thead>
<tr>
<th>Element</th>
<th>Benchmark incomplete (Total number of students not completing the artifact associated with this element)</th>
<th>Benchmark not met (Total number of students meeting this benchmark)</th>
<th>Benchmark met (Total number of students meeting this benchmark)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student applies skills and knowledge from university coursework and/or experiences to service learning.</td>
<td>Student work incomplete or missing</td>
<td>Does not apply skills and knowledge from university coursework and/or experiences to service learning.</td>
<td>Applies skills and knowledge learned from university coursework and/or experiences to service learning.</td>
<td>Integrates skills and knowledge from university coursework and/or experiences to the expectations of the project.</td>
</tr>
<tr>
<td>B. Student explores a personal sense of responsibility to community through the service experience.</td>
<td>Student work incomplete or missing</td>
<td>Does not address a personal sense of responsibility to the community.</td>
<td>Addresses personal sense of responsibility to community in general terms.</td>
<td>Evaluates personal sense of responsibility to community.</td>
</tr>
</tbody>
</table>

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.

Use of Results. Did the results lead to changes in the course? If so, describe the changes made. If not, describe why changes were not needed.
R1: Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

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<thead>
<tr>
<th>Element</th>
<th>Benchmark incomplete (Total number of students not completing the artifact associated with this element)</th>
<th>Benchmark not met (Total number of students meeting this benchmark)</th>
<th>Benchmark met (Total number of students meeting this benchmark)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student understands there are diverse social-group (such as race, class, gender, sexualities, ethnicity, religion) perspectives</td>
<td>Student work incomplete or missing</td>
<td>Demonstrates minimal or no understanding of diversity of social-group formation and perspectives.</td>
<td>Identifies and describes how and why social-groups may have different perspectives.</td>
<td>Explains the relationship between different social-group perspectives.</td>
</tr>
<tr>
<td>B. Student understands impact of dominant assumptions (such as race, class, gender, sexualities, ethnicity, and religious beliefs) on the social construction of individual identities</td>
<td>Student work incomplete or missing</td>
<td>Demonstrates minimal or no understanding of the impact of dominant assumptions on the social construction of individual identities.</td>
<td>Identifies and describes the historical and/or institutional development of the dominant assumptions that influence the development of individual identities.</td>
<td>Explains how institutions maintain the dominant assumptions that influence the development of individual identities.</td>
</tr>
<tr>
<td>C. Student understands systems of privilege (such as racism, sexism, classism, heterosexism, linguicism, able-ism and colonialism) and oppression within societal structures</td>
<td>Student work incomplete or missing</td>
<td>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.</td>
<td>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.</td>
<td>Explains the dynamics of systems of privilege and oppression and their impact on institutional and interpersonal experiences, opportunities, and outcomes.</td>
</tr>
</tbody>
</table>

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.

Use of Results. Did the results lead to changes in the course/experience? If so, describe the changes made. If not, describe why changes were not needed. Please provide an example, if possible.

R2: Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.

<table>
<thead>
<tr>
<th>Element</th>
<th>Benchmark incomplete (Total number of students not completing the artifact associated with this element)</th>
<th>Benchmark not met (Total number of students meeting this benchmark)</th>
<th>Benchmark met (Total number of students meeting this benchmark)</th>
<th>Benchmark exceeded (Total number of students meeting this benchmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student demonstrates knowledge about the world’s diverse cultures, environments, practices, and values</td>
<td>Student work incomplete or missing</td>
<td>Makes no, little, or superficial reference to cultures, environments, practices, or values from another country.</td>
<td>Identifies and describes examples of the world’s diversity related to cultures, environments, practices, or values.</td>
<td>Analyzes and interprets how cultures, environments, practices, and values differ from or are similar to one another.</td>
</tr>
</tbody>
</table>
| B. Student evaluates global

Please provide an example, if possible.
C. Student understands that individual and collective decisions have global implications

<table>
<thead>
<tr>
<th>Student work</th>
<th>Makes no, little, or superficial reference to global systems, institutions or relationships of power in a historical or geographical context.</th>
<th>Identifies and describes examples of global systems, institutions or relationships of power in a historical or geographical context.</th>
<th>Analyzes and interprets the nature of global systems, institutions or relationships of power in a historical or geographical context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>incomplete or missing</td>
<td></td>
<td></td>
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</table>