

Liberal Studies Content Analysis Instrument

REVIEWER:

COURSE PREFIX/NUMBER:

SPECIFIED SKILL(S): Effective Writing; Critical Reading; Oral Communication

DATE:

Reviewer Ratings					
Q#	Criteria	not aligned 1	not enough info 2	possibly aligns 3	outcomes align 4
1	(EW1). Student learning outcomes related to effective writing are aligned with LS definitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		not addressed 1	minimal/ low 2	adequate/ medium 3	exceptional/ high 4
2	(EW2). Authentic assessment(s) related to effective writing is incorporated into the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	(EW3). Timeline/schedule for course reflects content related to effective writing outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		N/A	No	Yes	
4	(EW4). Assessment(s) related to effective writing is 'valued' to encourage best work (EW5). Description of and outcome assignment(s) align to:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	(CR1). Student learning outcomes related to critical reading are aligned with LS definitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		not addressed 1	minimal/ low 2	adequate/ medium 3	exceptional/ high 4
6	(CR2). Authentic assessment(s) related to critical reading is incorporated into the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	(CR3). Timeline/schedule for course reflects content related to critical reading outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		N/A	No	Yes	
8	(CR4). Assessment(s) related to critical reading is 'valued' to encourage best work (CR5). Description of and outcome assignment(s) align to:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	(OC1). Student learning outcomes related to oral communication are aligned with LS definitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		not addressed 1	minimal/ low 2	adequate/ medium 3	exceptional/ high 4
10	(OC2). Authentic assessment(s) related to oral communication is incorporated into the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	(OC3). Timeline/schedule for course reflects content related to oral communication outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		N/A	No	Yes	
12	(OC4). Assessment(s) related to oral communication is 'valued' to encourage best work (OC5). Description of and outcome assignment(s) align to:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<i>Operational Definitions</i>
<p>Q1. Student learning outcomes related to [skill] are aligned with LS definitions Aligned = course outcomes are worded similarly and/or course outcomes are defined similarly to the LS definition for the skill</p> <p>Q2. Authentic assessment(s) related to LS [skill] is incorporated into the course Authentic = the assessment(s) related to the specified learning outcome would demonstrate student's ability related to skill (i.e., the course outcome related to the skill is actually assessed through course work)</p> <p>Q3. Assessment(s) related to LS [skill] is 'valued' to encourage best work 'Valued' = the assessment is graded/scored and/or there is extrinsic motivation for the student to do his/her best work or at least good work</p> <p>Q4. Timeline/schedule for course reflects content related to student learning outcomes Timeline/schedule reflects content related to outcomes = the skill is not just stated as an outcome but it is also stated/reflected in the activities/content/assignments of the class</p> <p>Q5. Description of assignment(s) and outcome assignment aligns to: Description = assignment label or brief summary and outcome align with; primary purpose is to be able to communicate with faculty about identified assignments as possible items for assessment</p>
<p>Scales</p> <p>Q1. <i>Note: Look for through both stated outcomes as well as details related assignments.</i> Not aligned (1) = outcomes do not appear similar in nature to LS defined outcomes Not enough info (2) = not enough information included in syllabus to determine alignment with defined outcomes (i.e., skill listed in cover sheet or course description, but not actually stated in list of course outcomes) Possibly aligns (3) = more information needed; difficult to determine based on wording of outcomes, but other evidence such as assignments or content exists related to skill Outcomes align (4) = course outcomes overlap/are similar in nature to LS defined outcomes</p> <p>Q2. <i>Note: Consider both type of assignment and assignment criteria.</i> Not addressed (1) = course has been marked as teaching specified skill, but no evidence exists related to the three criteria Minimal/low (2) = 1 item related to at least one outcome exists related to the specified criteria Adequate/medium (3) = 2 items related to at least two outcomes exists related to the specified criteria Exceptional/high (4) = more than 2 items related to more than two outcomes exists related to the specified criteria</p> <p>Q3. Not addressed (1) = course has been marked as teaching specified skill, but no evidence exists related to the three criteria No (2) = the identified assignment(s) are not scored/graded (i.e., the assignment(s) does NOT contribute to the student's overall grade) Yes (3) = the identified assignment(s) are scored/graded (i.e., the assignment(s) does contribute to the student's overall grade)</p> <p>Q4. Not addressed (1) = course has been marked as teaching specified skill, but no evidence exists related to the three criteria Minimal/low (2) = only topics related to the content of the course are listed on the timeline/schedule Adequate/medium (3) = skill related assignment(s) are listed on the timeline/schedule Exceptional/high (4) = the skill is specifically listed on the timeline/schedule</p>
<p>Skill: Effective written communication Students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate steps in the writing process ▪ Tailor writing to a specific audience ▪ Focus writing on a specific purpose ▪ Provide logically coherent pieces of written work ▪ Apply general writing standards <p>Skill: Critical reading Students will be able to:</p> <ul style="list-style-type: none"> ▪ Summarize accurately and comprehensively ▪ Recognize the most significant textual and visual elements ▪ Incorporate/use specific examples and/or quotations ▪ Recognize patterns and valid comparatives ▪ Demonstrate an understanding/comprehension of the material ▪ Demonstrate evidence of an ability to analyze and evaluate texts ▪ Demonstrate the ability to explicitly identify criteria and use these criteria accurately to evaluate a piece of written work <p>Skill: Effective oral communication Students will be able to:</p> <ul style="list-style-type: none"> ▪ Organize and deliver content based on audience, location, allotted time, and purpose ▪ Speak with appropriate oral communications techniques ▪ Listen and respond thoroughly and thoughtfully to questions ▪ Create appropriate professional supplemental materials that reinforce the presentation