

Faculty Feedback from 8/15/14 Review: Assignment and Course Alignment with 2013-14 LE ELOs

Office of Academic Assessment
Printed 9/3/2014

ELO	Course	#	Assign align	Notes (assignment alignment)	Len	Notes (length)	Dep	Notes (depth)	Course = LE Spirit	Notes (course = spirit of LE)	Notes (general)
Fitness	HS105	1	4/4	Yes	3/4	High	3/4	Yes	Yes	Apparently but difficult to judge course content.	
Fitness	HS105	1	3/4	Based upon the paper. This seems to be an appropriate assignment.	3/4	The length is good; however it is difficult to know without the assignment	3/4		Yes	This artifact is consistent with objective	The rubric represents many aspects not related to the LE learning outcome consider a more LE ELO focused rubric
Fitness	HS105	2	4/4	Constructing a life plan is squarely within learning objectives, excellent assignment	4/4		4/4		Yes	Yes	A perfect fit to demonstrate this learning outcome.
Fitness	HS105	2	4/4	but rubric may be overriding the pieces of grading rubric that apply to ELO are small so students may not realize that is very important part of the assignment!	4/4		4/4			This question needs rewriting - we haven't seen syllabus	Rubric #1, 8 are only ones that address the ELO so those are the ones I used to evaluate the artifact
Fitness	HS105	3	4/4	Life plan fits ELO!	4/4		4/4	Fits 3 hour online class	Yes	Though it allows no actual physical activity, obviously!	How do we compare the WC requirement with the online option?
Fitness	HS105	3	4/4	but rubric may be overriding the pieces of grading rubric that apply to ELO are small so students may not realize that is very important part of the assignment!	4/4		4/4		Yes		This part (alignment of assignment to LE outcome, appropriateness of assignment length/depth) is redundant after used the 1st time on the same assignment. Answers should be the same for all artifacts if we are evaluating the assignment for what I have done so far (2 Lifetime Fitness and 2 Global Issues business type papers) the artifacts were from the same assignment.
Fitness	HS105	4	2/4		1/4		1/4		No	Difficult to judge but doesn't appear to meet outcome	
Fitness	HS105	4	1/4	Based on this example the assignment is not well connected to the LE ELO	1/4		1/4		No		This example is very poor. It is difficult to infer the assignment from this artifact. Again, suggest the rubric for the purpose of assessing the LE be restricted to the LE ELO

Avg. assignment alignment = 3.25 from 8 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 71% No = 28% Somewhat = 0% from 7 responses.

Civic	BA102	6	3/4	Role of business in global society not same as role of CE in global society	3/4		3/4		Yes	Based on assignment and other artifact, NOT this one	See notes for C9
Civic	BA102	6	3/4		3/4		3/4		Yes		Appropriate assignment - student did not fully address depth needed to show understanding
Civic	BA102	7	4/4		4/4		4/4		Yes		Assignment questions require in-depth answers - very good
Civic	BA102	7	3/4		3/4		3/4		Yes		Assignment seems to be unclear to students. Assignment is appropriate because it addresses students knowledge of global awareness.
Civic	BA102	8	3/4		4/4		4/4		Yes		
Civic	BA102	8	4/4		4/4	Part of larger assignment	4/4	Appropriate qualifiers for #3	Yes		
Civic	BA102	9	3/4	Role of business in global society not same as role of CE in global society	3/4	Long but they are asked to do a lot so appropriate	3/4		Yes		I don't know what CSR means - community service? found out on page 9. Question 6 is very important to keep to meet the ELO
Civic	BA102	9	3/4		1/4	Too long a paper - requires lots of "filler" that is extra	2/4	Possibly split into 2 parts	Yes		
Civic	BA102	10	3/4	Does address LE ELO, some issues with rubric	4/4		3/4		Yes		Based on report and reviewing rubric this assignment does not allow for "significant experience in civic engagement activities". It does appear to address the LE ELO. If the rubric language can be changed from "and" to "or".
Civic	BA102	10	4/4	This is the type of assignment we envisioned for the outcome	4/4	This is the type of assignment we envisioned for the outcome	4/4	This is the type of assignment we envisioned for the outcome	Yes		Excellent assignment. There is a need to direct students to connect with their own involvement (or their vision for involvement).
Civic	BA102	11	2/4		2/4		2/4		Somewhat		I don't feel that I can judge adequately because I didn't completely understand what a CSR is.

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Civic	BA102	11	3/4	CSR needs to be identified and explained more fully	3/4		3/4	The assignment outline is helpful but it seemed to encourage "choppiness" in the report by the student	Somewhat	Yes, the instructor seems to use some specific "examples" in terms of "headings"	
Avg. assignment alignment = 3.16 from 12 responses.						Breakdown of responses to 'Course meets spirit of LE': Yes = 83% No = 0% Somewhat = 16% from 12 responses.					

Civic	BA206	13	2/4	Too many questions!!!	1/4	Too long	2/4	Questions don't really match rubric	Somewhat		Specific questions maybe - because it asks student to think and suggest new strategies
Civic	BA206	13	4/4		4/4		4/4		Yes		
Civic	BA206	14	2/4	Many questions but this student had shorter replies than others	1/4	long	2/4		Somewhat		
Civic	BA206	14	4/4		4/4		4/4		Yes		
Civic	BA206	15	4/4		4/4		4/4		Yes		Assignment questions require in-depth answers - very good
Civic	BA206	15	3/4		3/4		3/4		Yes		Action in policy
Avg. assignment alignment = 3.16 from 6 responses						Breakdown of responses to 'Course meets spirit of LE': Yes = 66% No = 0% Somewhat = 33% from 6 responses.					

Civic	BA223	17	4/4		4/4		4/4		Yes		Instructor needs to proofread spelling/punctuation of instructions! Effected/affected these/this leadership Leader's history
Civic	BA223	17	4/4		4/4		3/4		Yes		Excellent assignment. This rubric should be used as an external evaluation of the paper.
Civic	BA223	18	2/4	Missing civic action	2/4		1/4	book report civic action lacking	Somewhat		
Civic	BA223	18	4/4		4/4		3/4		Yes		Excellent assignment. Hopefully another rubric was used to assess specific assignment.
Civic	BA223	19	3/4	Providing rubric with assignment - great, too leadership-focused?	4/4	3-5 pages is best and this is 3	2/4	Not too clear how charisma applies to LE?	Somewhat	Hard to tell here	
Civic	BA223	19	4/4		4/4		4/4		Yes		
Civic	BA223	20	2/4	More bio than thought but good into	2/4	Time to find some experience	2/4	Can give an intro to ways to engage	Somewhat	Can show "how" to engage	Works as an intro but does not give room for personal (critical) thought.
Civic	BA223	20	2/4	No personal action	2/4		2/4	Prompt not fully addressed	Somewhat	Lacking personal action, leaning toward more global	
Civic	BA223	21	2/4	missing personal action/rec.	2/4		2/4	student did not address prompt	Somewhat	lacking action more global	
Civic	BA223	21	4/4		4/4		4/4		Yes		
Civic	BA223	22	1/4	This assignment as evidence does not demonstrate civic engagement	1/4	Inadequate length	1/4	Inadequate depth	No		Either this student task or the assignment needs work.
Civic	BA223	23	4/4	Good connection with community	1/4	This assignment the student cheated with 2.5 inch margins, would've been better without margin cheating	2/4		Yes		
Civic	BA223	23	3/4	Providing rubric with assignment - great, too leadership-focused?	4/4	3-5 pages is best and this is 3	2/4	Not too clear how charisma applies to LE?	Somewhat		Student work does *not* indicate a civic leader - seems to consider themselves *as* the leader?
Civic	BA223	23	3/4	Providing rubric with assignment - great, too leadership-focused?	4/4	3-5 pages is best and this is 3	2/4	Not too clear how charisma applies to LE?	Somewhat	Hard to tell, Jan 14 too early in course?	Poor construction and the 1st person writing 2 pages to cover connection to LGBT
Civic	BA223	24	4/4		4/4		4/4		Yes		
Civic	BA223	25	2/4	Leadership is an important aspect of engagement	2/4	Potentially appropriate	2/4	Example does not adequately meet	Somewhat	Difficult to tell from assignment	This assignment did not follow the guidelines, so it is difficult. Examples of leadership, properly analyzed, can reflect civic engagement, but the involvement/personal implications aren't there.

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Civic	BA223	25	3/4		3/4	Should also state a minimum (in word count, pages are ambiguous)	2/4	There is a danger of vagueness	Somewhat		

Avg. assignment alignment = 2.75 from 11 responses.

Breakdown of responses to 'Course meets spirit of LE': Yes = 45% No = 9% Somewhat = 45% from 11 responses.

Civic	GS200	27	4/4	This assignment fits squarely within the Civic Engagement learning outcomes. As it was completed by the student, it was able to demonstrate excellence on each of the four areas (categories) of the rubric.	4/4		4/4		Yes		The cultural/gender/class awareness that this student observed as well as her own reactions to these concepts was very impressive. She was motivated to remain involved with this organization after the class ended - what more could we ask? Excellent
Civic	GS200	27	4/4	Could the instructor provide clearer guidance on the structure of the paper	4/4		4/4	It could be the student's "fault" - the student rambles	Yes	I would need to know more about the concepts/issues discussed in this class	
Civic	GS200	28	4/4	If I had seen only this student's response I would have questioned the value of this assignment to evaluate the CE outcomes - however it is the failure of the student to integrate the learning - not the fault of the assignment itself.	3/4		3/4		Yes		OMG - a prime example of how you can lead a horse to water but cannot make it drink. The lesson for this superficial student was that she had "a heart for helping children."
Civic	GS200	28	4/4		3/4	Instructor asked for 5 pages and the student wrote 3	3/4	Student understands the "basics" but did not explain specifics	Yes		

Avg. assignment alignment = 4 from 4 responses.

Breakdown of responses to 'Course meets spirit of LE': Yes = 100% No = 0% Somewhat = 0% from 4 responses.

Civic	HN220	77	4/4		4/4		4/4		Yes		
Civic	HN220	77	3/4		3/4		3/4		Somewhat	Does not indicate what course artifact is from	Unclear instructions. Must student address all 8 MGS's in the paper or only "alleviate poverty" or can they choose to answer what they want?
Civic	HN220	78		Sounds more global issues - un global issues list	3/4	research paper - more global focus	1/4		Somewhat	course assignment is better suited to global rubric criteria	This student wrote a great paper - just not addressing her own civic engagement plan. Is our rubric in need of clarification?
Civic	HN220	78	1/4	*Not appropriate*	1/4		1/4		Somewhat		This assignment is a term paper which addresses course content but has no reflection or internalization of the topic - perhaps a reflective summary assignment following the research paper could/would address civic engagement.

Avg. assignment alignment = 2.25 from 3 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 25% No = 0% Somewhat = 75% from 4 responses.

Civic	HS102	31	3/4		2/4	Rather brief	2/4	Did not provide sufficient details of procedure		Diversity category of outcome is not addressed adequately	
Civic	HS102	31	4/4		4/4		4/4		Yes	But not noted within global, only local guest speakers interviews	Writing all past tense and anecdotal, and instructions say to prospectively use what they learned for a new project. No indication how the project aligns with course content of "guest speakers"
Civic	HS102	32	3/4		2/4	Too brief	2/4	Needs more explanation of concept and procedure	Somewhat	Does not address the diversity category	
Civic	HS102	32	4/4	Requires connection of course content to ELO	4/4	3 to 5 is best	4/4		Yes	With same note as C31, noted civic but not within global world	Paper is personal and anecdotal, no support of indication how they apply any course content to meet outcome. Plan and action requires \$, not any indication how or if they will engage others - nor how or who saved the student "themselves"
Civic	HS102	33	2/4	follows some wording of civic rubric guideline but misses diversity/collaboration	4/4	3-5pp	2/4	follows some wording of civic rubric guideline but misses diversity/collaboration	Somewhat		Assignment mentions Writing Rubric but not Civic Rubric. Were students given the Civic Rubric to consider its content and guidelines?
Civic	HS102	33	3/4	The assignment might be a bit vague. The assignment needs to connect to content	2/4	The instructor asks for 3-5 pages but the student does not deliver	1/4	The student does not respond with depth or with specifics	Somewhat		

Avg. assignment alignment = 3.16 from 6 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 40% No = 0% Somewhat = 60% from 5 responses.

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Civic	MM101	35	4/4		4/4		4/4		Yes		This assignment appears to be great way to assess students' mastery of the civic engagement LE outcome!
Civic	MM101	35	4/4		4/4		4/4	Clearly explanation of assignment	Yes		Using the plan of action guide would be useful in development of this assignment.
Civic	MM101	36	4/4	Don't know what course is!! but yes	4/4		4/4		Yes		Demonstrates consideration of political involvement.
Civic	MM101	36	4/4		4/4		4/4		Yes		Great assignment, see notes for artifact 35.
Civic	MM101	37	1/4	Make few connections to civic engagement but does not support or engage.	1/4	No support or engagement given.	1/4	Very surface one sided with no compulsion to sway	Somewhat	Topic is a little narrow	Paper is very opinion oriented without support. Not sure if background in class to be able to support the assignment to meet the objective.
Civic	MM101	37	4/4		3/4		1/4	Student does only part of the assignment. For example, the student does not develop a plan of action	Somewhat	Not sure what the content of the course is, the assignment is engaging	

Avg. assignment alignment = 3.5 from 6 responses.

Breakdown of responses to 'Course meets spirit of LE': Yes = 66% No = 0% Somewhat = 33% from 6 responses.

Civic	MM200	39	3/4		4/4		4/4		Somewhat		The student did not say what kind of public action they took as a result of their interaction with others of different communities because the assignment did not call for such an action.
Civic	MM200	39	3/4	Rubric not attached, outcome not noted	3/4	Length not defined on attached requirements	3/4		Yes		Assignment might require students to integrate info from the 4 sections to better meet spirit of LE outcome.
Civic	MM200	40	3/4		4/4		4/4		Somewhat		This student believes she is fortunate to have the freedoms that she has in the US and does not adapt to others or take action in that direction - instead she finds a way to use others to reinforce her identity as an American.
Civic	MM200	40	3/4		3/4	Length of assignment not defined.	3/4		Yes		Having students integrate/synthesize info from the 4 assignment sections may better meet spirit of civic LE outcome.
Civic	MM200	41	1/4	only addressed part of #4	1/4	journal	1/4	Q&A not available	Somewhat	lacking civic action	
Civic	MM200	41	1/4	Good assignment, little relation to outcome	2/4		2/4	Directions were in depth	Somewhat	Potential to become engaged in mass media issues. Global	The journal for the student does not adequately answer the questions. The resulting paper (not included) might be more helpful.

Avg. assignment alignment = 2.33 from 6 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 33% No = 0% Somewhat = 66% from 6 responses.

Civic	PO333	43	3/4		4/4		4/4		Yes		Student saw the lessons for social action but did not identify actors that should be a model for her civic engagement. Assignment does not specify the lessons that can be learned or actions to take.
Civic	PO333	43	1/4	Does not adequately address civic engagement	2/4		1/4		Somewhat		No plan of action - no internalization of civic engagement
Civic	PO333	44	3/4	4th bullet point in civic engagement	4/4		4/4		Somewhat		Assignment asks students to compare cases of law but does not ask them to take action or draw lessons from these cases.
Civic	PO333	45	2/4	Lacking civic action	2/4		2/4		Somewhat	dem. of action missing	
Civic	PO333	45	4/4		4/4		4/4		Yes		

Avg. assignment alignment = 2.66 from 5 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 40% No = 0% Somewhat = 60% from 5 responses.

Global	BA330	47	4/4	The detailed assignment sheet appears to have resulted in all categories being addressed	4/4		4/4		Yes		
Global	BA330	47	4/4		4/4		4/4		Yes		

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Global	BA330	48	4/4	Lots of stats analysis section was inadequate in assignment	4/4	Lengthy paper, excellent-to-good	4/4		Yes	Direct consideration of global issues *and* local implications	This was an extensive paper. The area it did not address to the best extent was cultural self-awareness. However, it did a good job of situating the cultural aspects of issues within Chinese and US contexts, particularly with the analysis using the 7-point model.
Global	BA330	48	2/4	Didn't include connection to local community or reference to self identity.	2/4	very long assignment	2/4		Somewhat		I don't feel that I'm a good judge for this course. I think the assignment lacks elements of rubric but it does touch on global awareness. I think this assignment could be shaped to better fir the rubric by modifying instructions - how China impacts local U.S. communities via pollution, imports, etc. is very appropriate content. Must be online course.
Global	BA330	49	4/4		4/4	If this paper was a substantial portion of the overall grading scheme, if not it was too long.	4/4		Yes	Very complete, see comment above.	Very complete articulation of a topic which fit squarely into the Global Awareness learning objectives.
Global	BA330	49	3/4	Good identification with some interpretation	3/4	Wordy and would have been more straightforward with added interpretation	3/4	Good explanation of basic information	Yes	Exploring other cultures for understanding of business practice	Good assignment. Needs to personalize a little.

Avg. assignment alignment = 3.5 from 6 responses.

Breakdown of responses to 'Course meets spirit of LE': Yes = 83% No = 0% Somewhat = 16% from 6 responses.

Global	ED206	50	2/4	Partial ideas and generalizations	2/4		2/4	Identify and explore concept	Somewhat	Very surface	Can't tell background of knowledge built. Seems to be very opinion centered for the concept.
Global	ED206	50	2/4		2/4		1/4		Somewhat		
Global	ED206	51	3/4		3/4		2/4		Somewhat		
Global	ED206	51	3/4	The assignment did consider global issues and local implications	4/4	Length seemed adequate	3/4	More detailed connection between human rights and education is needed	Somewhat	Multicultural issues and global issues are congruent but not exactly the same.	I think education contains many connections with global issues, but this assignment seemed a bit of a stretch to make the connection.
Global	ED206	52		No assignment provided	2/4	Could be - not sure what assignment was!	1/4	Mentions "globally" but whole focus is on subculture of US society	No	Needs a more specific global focus related to the local issues	Perhaps assignment could be modified to encourage a more global focus/research on the issue.
Global	ED206	52		Not provided the assignment, ED 206	3/4	Ok if 3-5 pages	1/4	Unclear based on this paper	Somewhat	Can not tell from this paper	All about poverty - no connection to global issues or individual connection
Global	ED206	53	2/4	No assignment sheet provided so difficult to gauge	2/4		2/4		Somewhat		
Global	ED206	53	3/4	Have to assume no copy of assignment	3/4	Assuming supposed to be a 3-5 page paper	2/4		Yes		It's really hard to say without a copy of the assignment because I just don't know what students were asked to do. I can evaluate this artifact based on rubric (and I would give different scores than the red ones) but can't evaluate the assignment
Global	ED206	54	2/4	No assignment sheet so difficult to judge	1/4	Too brief	1/4		Somewhat		
Global	ED206	54	3/4	assume	3/4	assuming it is supposed to be a 3-5 page paper	3/4		Yes	only based off the topic and a few phrases in the paper	Same problem - no assignment so I am assuming what was asked.
Global	ED206	55	3/4	Does a nice job of tying family structure to global issues.	3/4	Good length	3/4	good depth	Yes	It seems to, but without assignment it is hard to tell for sure	The actual assignment is not available but the assumption is that the paper was written in response to the rubric as there are portions which align with the rubric.
Global	ED206	55	2/4	Culutral consideration of issues, but global connection limited	3/4		2/4	See above	Somewhat	The consideration of culture has global implications, but they are not developed in this assignment	Once again, this assignment can potentially address the ELO but in practice it does not adequately cover it.
Global	ED206	56	3/4		4/4		3/4		Yes		No assignment included.
Global	ED206	56	2/4	Student simply describes an issue - did not connect to self or analyze or make connections. I know assignment aligns, example doesn't show alignment.	2/4	I know the length because I created the assignment.	2/4		Somewhat	Course content in 5 weeks cannot adequately cover explanation of assignment or rubric	Taught this course in 7 and 5 week format
Global	ED206	57	3/4	Had to extrapolate what the assignment was	4/4		3/4	Again had to extrapolate assignment	Yes		No assignment included.

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Global	ED206	57	2/4	Student shows understanding of issue but doesn't connect to self or other aspects of rubric.	2/4	Artifact described issue could have made some connections within length	2/4	artifact doesn't show depth	Somewhat	Not enough time in 5 weeks	As lead instructor for ED206, I think the rubric is far too complex for a 200-level course. I do not agree with requiring the U.N. site. I think there should be more flexibility in how the information is obtained. I think the rubric needs to be simplified. There are too many elements in one rubric. Could instructor or student pick maybe 2 elements from rubric to hone in on?

Avg. assignment alignment = 2.5 from 4 responses.

Breakdown of responses to 'Course meets spirit of LE': Yes = 0% No = 16% Somewhat = 83% from 6 responses.

Global	ED250	58	1/4	Doesn't seem to relate	2/4		2/4	(Not sure of assignment) Student did show insight about multi-culturalism but not outside of the U.S.	No		
Global	ED250	58		Not sure what the assignment was	2/4	Seems a bit short	2/4	Lots of ambiguity. Student does not draw logical conclusions	No	This appears to be a difficult course to teach. What is the purpose of the course?	The course needs to bring in economic dimensions. For example, because the US is a developed country, the birth rate is low. That is why the US encourages immigration. Why are students being asked to accept differences? This should be made clearer?
Global	ED250	59	1/4	Better match for civic engagement - student saw personal responsibility	2/4	Can't really say - not apparent	2/4	Can't really say - not apparent	No		
Global	ED250	59	3/4		3/4		3/4		Somewhat	The course is a challenge. The instructor provides some specific cases.	Is the goal to change students' "dispositions"? Are they to be kind, tolerant, etc.?
Global	ED250	60	2/4	Without having the actual assignment (it was labeled as a reflection paper) it is hard to tell if it is aligned,	2/4	The length of this response is ok as is the depth but the student digresses on how the course was taught.	2/4	See above	Yes	Again, not having the assignment makes this evaluation subjective.	As a reflection paper, it is adequate. As a way of addressing the Global Awareness outcome, paper is marginal at best.
Global	ED250	60	2/4		3/4	Assuming it was a 3-5 page paper	2/4	Seemed to be 2 part paper - part on content and part on why class useful	No	The paper clearly shows an understanding of Globalism and cultural self awareness but nothing for global issues or implications for local community.	

Avg. assignment alignment = 1.66 from 5 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 16% No = 66% Somewhat = 16% from 6 responses.

Global	GY201	63	1/4	Simplistic, international does not equal global	2/4		1/4		Yes		
Global	GY201	63	3/4		4/4		3/4		Yes		
Global	GY201	64	2/4	Tricky - depends on how they read the assignment. It does *not* ask students to discuss Kuala Lumpur in broader context	2/4	Can't do much in 2 pages unless student is *very* succinct	2/4		Somewhat	Hard to tell because limited nature of assignment	No sources required?
Global	GY201	64	3/4		4/4		3/4		Yes		
Global	GY201	65	1/4	Simple internet search with no thought	1/4	No investigation	1/4	Just a few travel videos	No	way too simple	Poor assignment without depth
Global	GY201	65	1/4	Fact that this paper does *not* go beyond like other example G64 shows assignment doesn't match ELO	2/4		2/4			Can't tell from this assignment	I would like to visit a "lustrful countryside"

Avg. assignment alignment = 1.83 from 6 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 60% No = 20% Somewhat = 20% from 5 responses.

Global	HY240	66	2/4	See notes below	2/4		2/4		Somewhat	Hard to assess fully without more info	Perhaps a paper or essay would better assess the LE learning outcome.
Global	HY240	66	2/4		2/4	Has possibility of being appropriate but does not require it.	1/4		Somewhat		Assignment asks closed ended questions with little requirement/chance to demonstrate rubric requirements
Global	HY240	67	2/4		2/4		2/4		Somewhat	Hard to assess based on one test, need more info.	Essay or paper may better assess this LE outcome.
Global	HY240	67	2/4		2/4		1/4		Somewhat		Assignment asks closed ended questions with little requirement/chance to demonstrate rubric requirements

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ELO	Course	#	Assign align	Notes (assignment alignment)	Len	Notes (length)	Dep	Notes (depth)	Course = LE Spirit	Notes (course = spirit of LE)	Notes (general)
Global	HY240	68	1/4	MC test questions? No assignment	1/4		1/4	Perhaps guidelines need to be expanded to suggest a writing assignment or project.	Yes		This course should require some sort of written discussion by students - perhaps an essay on final exam vs multiple choice. Could be a research project - many viable options.
Global	HY240	68	1/4	Memorization of a few facts	1/4		1/4	No critical thought	No	No thinking just memorization	No critical thought about the objective

Avg. assignment alignment = 1.66 from 6 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 16% No = 16% Somewhat = 66% from 6 responses.

Global	HY322	70	4/4	This test is a valuable way of assessing the global awareness outcome. if the questions asked for analysis rather than the memorization of dates, the learning by the student of this topic (genocide) would have been all "new" learning as these concepts are not taught in high school.	4/4		2/4		Yes		If the questions are structured to allow for a more analytical answer, the concept of using a multiple choice test to meet the outcomes of the rubric is a good one.
Global	HY322	70	4/4	Based on assignment directions, *not* artifact	3/4	See above	4/4	See above	Yes	Very appropriate addresses both parts of ELO	For this assignment, the ensuing results section would make a far better artifact than the test
Global	HY322	71	4/4	A multiple choice test can be used to assess a student's grasp of the Global Awareness outcome if the questions are structured to call for analysis beyond the mere memorization of dates.	4/4		2/4		Yes		Again, the concept of using a multiple choice test to meet the outcomes of the rubric is a good one if the correct questions are used.
Global	HY322	71	2/4	These are difficult to assess from a multiple choice test	2/4		1/4		Yes		
Global	HY322	72	1/4		2/4		1/4		Yes	Difficult to judge	Assessment instrument does not match the assignment sheet.
Global	HY322	72	1/4	Assignment not clear	1/4	Test not assignment	1/4		No		Assignment *does not* address rubric for global awareness

Avg. assignment alignment = 2.66 from 6 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 83% No = 16% Somewhat = 0% from 6 responses.

Global	IC303	73	1/4	Global issues do not seem to be addressed	2/4	The types of assignment (DQ) is appropriate but it does not address the outcome	2/4		No	Not obvious from assignment	Assignment was apparently a DQ on Canvas. The assignment itself is not bad, but it simply does not address the outcome.
Global	IC303	74	4/4	Confines consideration to one specific issue, but it does address both parts of outcome.	3/4		2/4	More consideration of connections to local issues needed (in directions)	Somewhat	There seems to be consideration of conservation issues in global context.	This assignment has the potential to meet the ELO, but it does not adequately direct students to analyze local (US) connections or assess the connection to their own lives/culture.
Global	IC303	75	1/4	Assignment not clear on global perspective.	1/4	No development of global rubric categories	1/4	American culture focus and too brief	No	On surface no - though could be more globally focused	
Global	IC303	75	3/4		2/4		3/4	To "thoroughly define" as requested in question requires more than a paragraph.	Yes		Rubric not attached to artifacts. The "good response" seemed to be of medium quality. "The "ok response" is very mediocre.

Avg. assignment alignment = 2.33 from 4 responses

Breakdown of responses to 'Course meets spirit of LE': Yes = 25% No = 50% Somewhat = 25% from 4 responses.