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**Annual Assessment Report  
Academic Year 2021-2022  
Liberal Studies Program**

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***Executive Summary***

Artifacts relating to three Liberal Studies student learning outcomes were scored by multidisciplinary teams of university faculty during a two-day workshop in June 2022. Those learning outcomes included:

- *Awareness of Cultural Diversity*
- *Inquiry*
- *Problem Solving*

Results for *Awareness of Cultural Diversity*

- 58% of student work in the **Context** category met or exceeded expectations.
- 57% of student work in the **Perspectives** category met or exceeded expectations.

Results for *Inquiry*:

- 38% of student work in the **Question** category met or exceeded expectations.
- 34% of student work in the **Method** category met or exceeded expectations.

Results for *Problem Solving*

- 72% of student work in the **Application** category met or exceeded expectations
- 62% of student work in the **Solutions** category met or exceeded expectations.

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## 1. Rationale for Assessment

WCU's Liberal Studies Program engages in an on-going assessment of student learning within its curriculum. This curriculum consists of approximately 220 courses, and its size means that it touches almost every student experience and almost every department at the university. For that reason, it is important to evaluate the extent to which the Program speaks to its intended content and objectives.

Additionally, the accreditation process requires program assessment, as SACS-COC comprehensive standard 8.2.b states that for general education competencies, the university must “identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement” (SACS-COC, Resource Manual for the Principles of Accreditation, 2018, p. 70). To that end, this assessment report provides data regarding the extent to which WCU students are demonstrating three of the university’s Liberal Studies student learning outcomes (SLOs) – specifically *Awareness of Cultural Diversity*, *Inquiry*, and *Problem Solving*.

**The Liberal Studies Committee (LSC), in Spring 2022, set a baseline expectation that 80% of all student artifacts should attain a score of either “meets” or “exceeds expectations.** For SLOs that are currently below the 80% benchmark, the LSC set a goal of a 2% increase by the next assessment cycle, with an eventual target of 80% proficiency. If an SLO is already achieving 80% proficiency, no additional incremental increase will be required for the next cycle.

## 2. Background on Assessment Approach

During AY 2021-2022, the LS Program collected student artifacts covering three Liberal Studies student learning outcomes: *Awareness of Cultural Diversity*, *Inquiry*, and *Problem Solving*.

The table below details the three outcomes covered within this report. A full list of outcomes is located on the Liberal Studies Assessment webpage (<https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx>)

<b>Awareness of Cultural Diversity</b>	<b>Students will examine critically various cultures in historical and contemporary contexts at the local, national, and/or global levels.</b>
<b>Inquiry</b>	<b>Students will formulate focused questions and hypotheses that address appropriately the topic at hand, as well as identify and explain a method of inquiry.</b>
<b>Problem Solving</b>	<b>Students will apply appropriate disciplinary methodologies to answer questions and propose solutions to problems within the human and natural worlds.</b>

### 3. Assessment Methodology and Timeline

For this cycle of assessment, *Inquiry and Problem Solving* artifacts were collected in Fall 2021. In contrast, *Awareness of Cultural Diversity* artifacts were collected over both the fall and spring semesters to alleviate capacity issues, as that particular SLO aligns with such a large number of Liberal Studies courses.

All faculty teaching LS courses aligned with these three outcomes were notified three weeks before the start of the semester that their course would be included in assessment. That initial email contained a copy of the LS rubric for the outcome being measured, and faculty members were informed that the rubric would be utilized in assessment of student assignments (also known as “student artifacts”). That same email asked each faculty member to consider thoughtfully how they might design an assignment for their course that would align appropriately with the applicable rubric.

Approximately three weeks after the start of each semester, those same instructors were sent a second email that included specific guidelines for electronic artifact submission (artifacts were to be submitted and stored within the Microsoft Teams environment), and they were reminded about the submission deadline at the end of the semester. As part of this same request, instructors were asked to submit 1) **a copy of their course syllabus**, 2) **instructions for the assignment**, and 3) **an optional note to the assessors explaining how the assignment met the relevant outcome**. The LS Assessment Director sent one additional reminder email approximately a month before the due date, and then followed up with all individuals who had not submitted their materials by the deadline.

On June 7-8, 2022, fourteen faculty volunteers, representing a variety of departments and programs throughout the university, attended an online workshop for the purpose of scoring Liberal Studies student artifacts. Each faculty assessor received \$500.00 for their time and effort over the two-day scoring period. At the workshop, faculty were divided into six teams of two, and each team was given approximately 200 artifacts to score, with the artifacts divided between the three outcomes (*Awareness of Cultural Diversity*, *Inquiry*, and *Problem Solving*).

The type of artifacts varied widely and included student-generated PowerPoints, research papers (of varying lengths), reflection papers, LMS discussion posts, and a few audio files. To address issues of inter-rater reliability, faculty pairs worked together to arrive at a common scoring decision for each artifact, and all scores were entered into a customized spreadsheet. After scoring each set of artifacts from a particular course, the team then answered a series of survey questions for the purpose of providing formative feedback (see Appendix 1 for a copy of these questions).

### 4. Artifact Submission Summary

During this annual assessment period, 120 instructors were asked to submit artifacts, and 116 instructors did so – **a 97% response rate**. This represents an improvement over last year’s response rate of 91%.

Ultimately, the LS Program received a total of 3,526 student artifacts from our LS instructors during AY 2021-2022. After random sampling, the six teams of faculty in our summer workshop scored a collective **1,524 student assignments**, distributed across both student learning outcomes.

Quantitative assessment results are outlined in the following sections of this report.

## 5. Quantitative Data – AWARENESS OF CULTURAL DIVERSITY

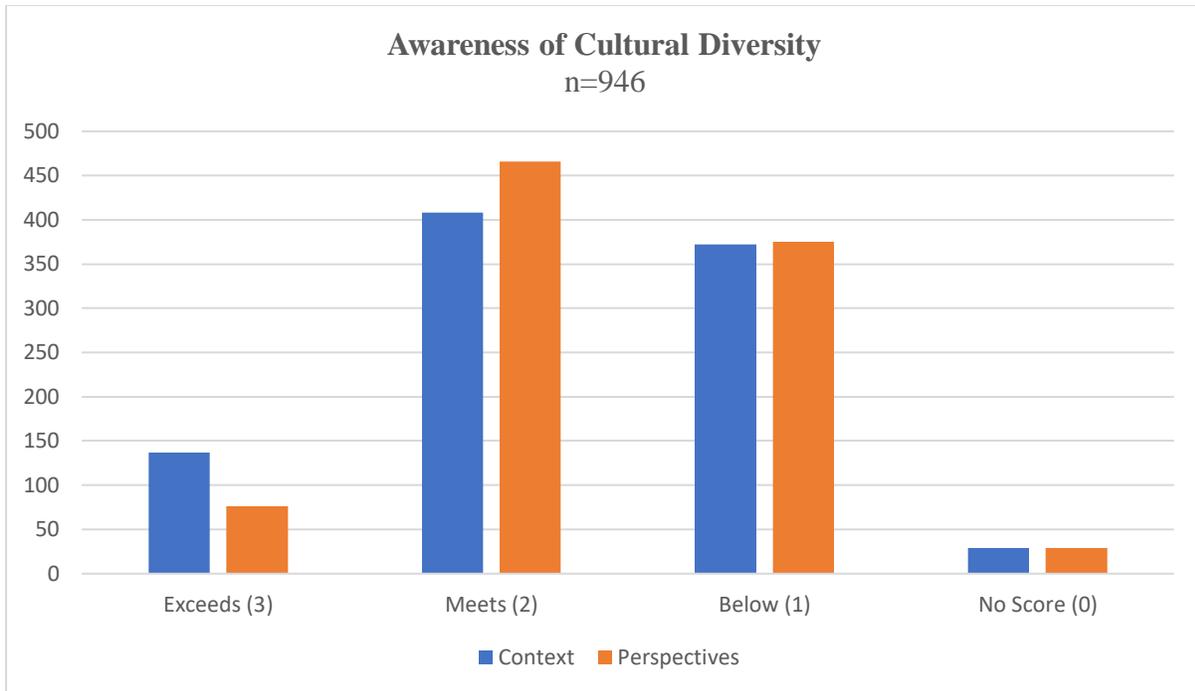
A total of 946 artifacts were scored for *Awareness of Cultural Diversity*, representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

ANTH 120 – Comparative Cultural Systems (P6)	JPN 102 – Beginning Japanese 2 (P6)
ART 104 – Introduction to the Visual Arts (P5)	LATX 220 – Intro to U.S. Latinx Studies (P6)
CM 365 – Construction and Cultural (P6)	MUS 101 – Music Appreciation (P5)
COMM 415 – Intercultural Communication (P6)	MUS 102 – Music in American Culture (P5)
DA 259 – Dance Appreciation (P5)	MUS 303 – The World of Music (P6)
ECON 231 – Microecon. and Social Issues (P1)	MUS 304 – Jazz Appreciation (P5)
ECON 232 – Macroecon. and Social Issues (P1)	ND 310 – Food, Nutrition, and Culture (P6)
ECON 344 – Ethics of Capitalism (P4)	PAR 121 – Religious Ethics/Moral Problems (P4)
ENGL 208 – LGBTQ+ Literature (P4)	PAR 260 – Religion, Gender, and Sexuality (P6)
ENGL 209 – Past Times: Literature & Hist. (P4)	PRM 322 – Int’l Adventure Travel & Global Citizenship (P6)
ENGL 367 – Appalachian Literature (P4)	SM 350 – Global Sport and Culture (P6)
ENVH 210 – Global Disparities/Public Health (P6)	SOC 103 – Human Society (P1)
FREN 101 – Beginning French 1 (P6)	SOC 160 – Chinese Cultural & Society (P6)
FREN 102 – Beginning French 2 (P6)	SOC 195 – Sociology of Black America (FYS)
GEOG 103 – Cultural Geography (P6)	SOCW 402 – Diversity in Contemp. Society (P1)
GEOG 440 – Regional Geography (P6)	SPAN 102 – Beginning Spanish 2 (P6)
HIST 271 – Religion in America (P4)	SPAN 301 – Spanish Conversation & Comp. (P6)
HIST 341 – North Carolina History (P3)	THEA 104 – The Theatre Experience (P5)
HT 238 – Travel and Tourism (P6)	
JPN 101 – Beginning Japanese 1 (P6)	

Artifacts aligned with *Awareness of Cultural Diversity* were scored against the following rubric, which measures two aspects of the outcome – **context** and **multiple perspectives**.

Awareness of Cultural Diversity				
<i>Students will examine critically various cultures in historical and contemporary contexts at the local, national, and/or global levels.</i>				
	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Not Applicable (0)
Context/ Understanding	Exhibits sophisticated understanding of the complexity of elements important to culture(s), which can include their history, values, politics, communication styles, economy, aesthetics or beliefs and practices.	Exhibits adequate understanding of the complexity of elements important to culture(s), which can include their history, values, politics, communication styles, economy, aesthetics or beliefs and practices.	Exhibits surface or partial understanding of the complexity of elements important to culture(s), which can include their history, values, politics, communication styles, economy, aesthetics or beliefs and practices.	Artifact does not align with the rubric and/or artifact cannot be scored.
Multiple Perspectives	Comprehensively evaluates the connections between cultural experiences through at least two points of view/approaches.	Examines cultural experiences through at least two points of view/approaches.	Examines cultural experiences through only one point of view/approach, or point of view is not clear.	Artifact does not align with the rubric and/or artifact cannot be scored.

The table below contains the *Awareness of Cultural Diversity* scoring results and related descriptive statistics.



	N	Mean	Median	Std. Deviation
Awareness of Cultural Diversity: <b>Context</b>	946	1.69	2	.75

	N	Mean	Median	Std. Deviation
Awareness of Cultural Diversity: <b>Multiple Perspectives</b>	946	1.62	2	.67

**Summary Results:**

**Awareness of Cultural Diversity**

- 58% of artifacts either exceeded or met expectations in the **Context** category. The specific scoring percentages were:
  - 15% Exceeds
  - 43% Meets
  - 39% Below
  - 3% N/A
  
- 57% of artifacts either exceeded or met expectations in the **Perspectives** category. The specific scoring percentages were:
  - 8% Exceeds
  - 49% Meets
  - 40% Below
  - 3% N/A

## 6. Quantitative Data – INQUIRY

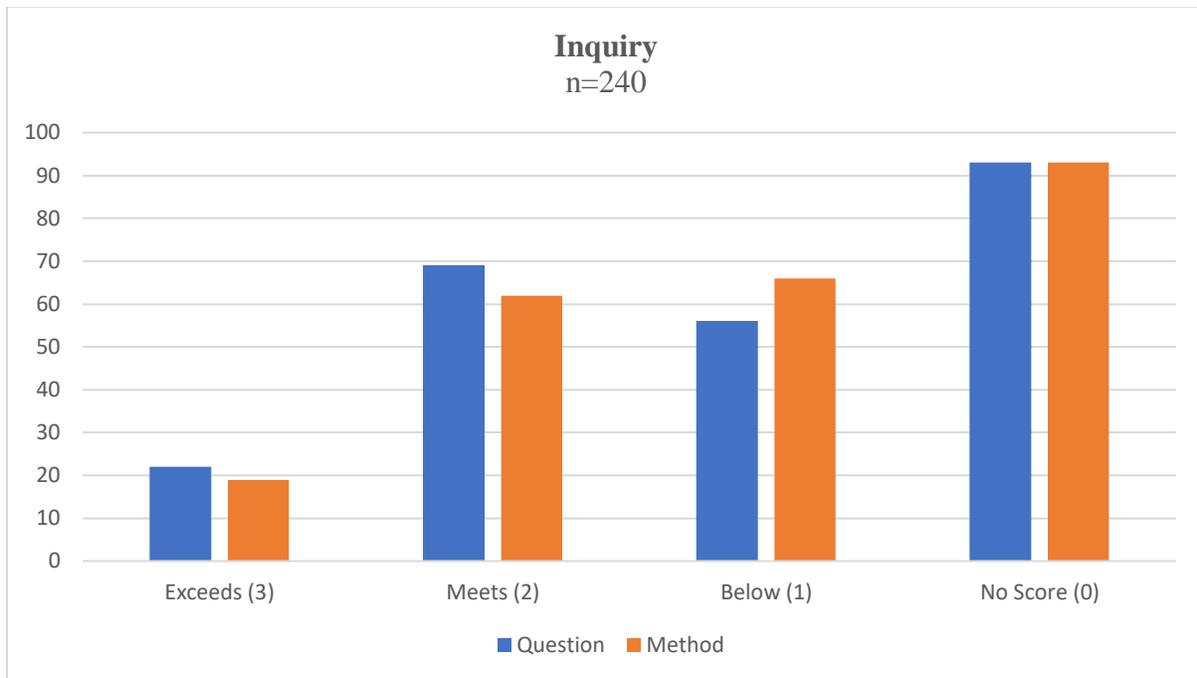
A total of 240 artifacts were scored for *Inquiry*, representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

**IDES 250 – Intro to Interior Design (P5)**  
**ART 104 – Intro to the Visual Arts (P5)**  
**ECON 231 – Microecon. & Social Issues (P1)**  
**GEOL 140 – Investigations in Environmental Geology (C5)**  
**GEOL 141 – Earth History and Prehistoric Life (C5)**  
**LAW 412 – Business Ethics & Corporate Responsibility (P4)**  
**MUS 300 – Country Music (P5)**

The *Inquiry* rubric appears below.

Inquiry				
<i>Students will formulate focused questions and hypotheses that address appropriately the topic at hand, as well as identify and explain a method of inquiry.</i>				
	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)	Not Applicable (0)
Question/Hypothesis Formation	Hypothesis/Question to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Hypothesis/Question to be considered is stated, described, and clarified, although some terms may be left undefined or ambiguous.	Hypothesis/Question to be considered is unclear and/or stated without a detailed description.	Artifact does not align with the rubric and/or artifact cannot be scored.
Method of Inquiry	All elements of the methodology or theoretical framework are skillfully developed and explained.	Central elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements may be ignored or unaccounted for.	A research design is either missing from the assignment altogether, or the design demonstrates a fundamental misunderstanding of the methodology or theoretical framework.	Artifact does not align with the rubric and/or artifact cannot be scored.

The tables on the next page summarize the scores and descriptive statistics for *Inquiry*.



	N	Mean	Median	Std. Deviation
Inquiry: Question	240	1.08	1	1.0

	N	Mean	Median	Std. Deviation
Inquiry: Method	240	1.02	1	.98

**Summary Results:**

**Inquiry**

- 38% of artifacts either exceeded or met expectations in the **Question** category. The specific scoring percentages were:
  - 9% Exceeds
  - 29% Meets
  - 23% Below
  - 39% N/A
  
- 34% of artifacts either exceeded or met expectations in the **Method** category. The specific scoring percentages were:
  - 8% Exceeds
  - 26% Meets
  - 27% Below
  - 39% N/A

## 7. Quantitative Data – Problem Solving

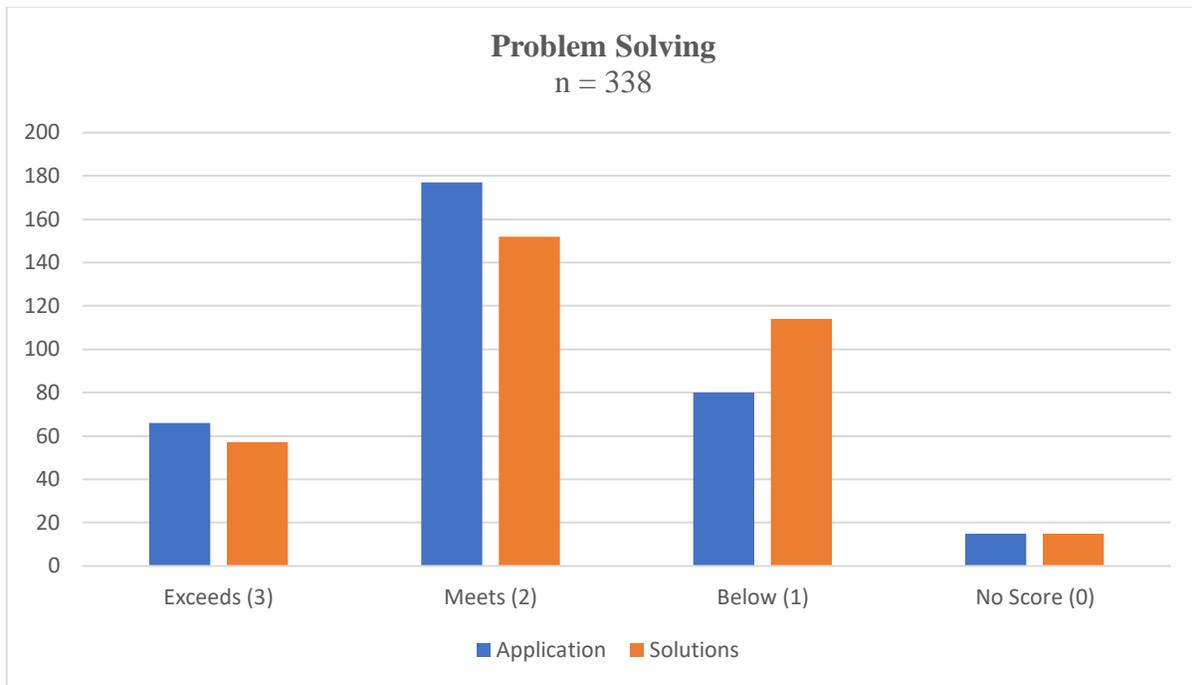
A total of 338 artifacts were scored for *Problem Solving* representing a random sample of the total artifacts received. These artifacts were submitted by instructors of the following courses:

**ENGR 199 – Engineering Freshman Seminar (FYS)**  
**AST 103 – The Solar System (C5)**  
**CHEM 101 – Chemistry in Society (C5)**  
**FIN 210 – Managing Your Money for Financial Success (P1)**  
**MATH 130 – College Algebra (C2)**  
**MATH 170 – Applied Statistics (C2)**  
**PHYS 150 – Contemporary Physics (C5)**  
**PSY 150 – General Psychology (P1)**

The *Problem Solving* rubric appears below.

Problem Solving				
<i>Students will apply appropriate disciplinary methodologies to answer questions and propose solutions to problems within the human and natural worlds.</i>				
	<b>Exceeds Expectations (3)</b>	<b>Meets Expectations (2)</b>	<b>Below Expectations (1)</b>	<b>Not Applicable (0)</b>
Apply disciplinary methods to answer questions	Critical elements of the methodology or theoretical framework are skillfully applied. Uses multiple approaches for answering questions with relevant disciplinary methods.	Critical elements of the methodology or theoretical framework are applied, but some may be missing, incorrectly applied, or unfocused. Uses at least one approach for answering questions with relevant disciplinary methods.	Demonstrates a misunderstanding of the methodology or theoretical framework. Unable to apply disciplinary methods to answer questions.	Artifact does not align with the rubric and/or artifact cannot be scored.
Propose solutions to problems	Proposes solutions/hypotheses that indicates a deep comprehension of the problem and that are sensitive to contextual factors.	Proposes solutions/hypotheses that indicate comprehension of the problem, but that may not be sensitive to all relevant contextual factors.	Proposes a simplistic solution/hypothesis that is not tailored to the problem at hand or is difficult to evaluate because it is vague or only indirectly addresses the problem.	Artifact does not align with the rubric and/or artifact cannot be scored.

The tables on the next page summarize the scores and descriptive statistics for *Problem Solving*.



	N	Mean	Median	Std. Deviation
Problem Solving: <b>Application</b>	338	1.9	2	.77

	N	Mean	Median	Std. Deviation
Problem Solving: <b>Solutions</b>	338	1.7	2	.79

**Summary Results:**  
**Problem Solving**

- 72% of artifacts either exceeded or met expectations in the **Application** category. The specific scoring percentages were:
  - 20% Exceeds
  - 52% Meets
  - 24% Below
  - 4% N/A
- 62% of artifacts either exceeded or met expectations in the **Solutions** category. The specific scoring percentages were:
  - 17% Exceeds
  - 45% Meets
  - 34% Below
  - 4% N/A

## 8. Review of Course Syllabi

Instructors were asked to submit a syllabus as part of the assessment process, and the LS Program received syllabi for **114 out of 120 courses**.

Based upon the Liberal Studies syllabus template guidelines (accessible through both the Liberal Studies and Coulter Faculty Commons websites), the faculty assessors expected that each syllabus would:

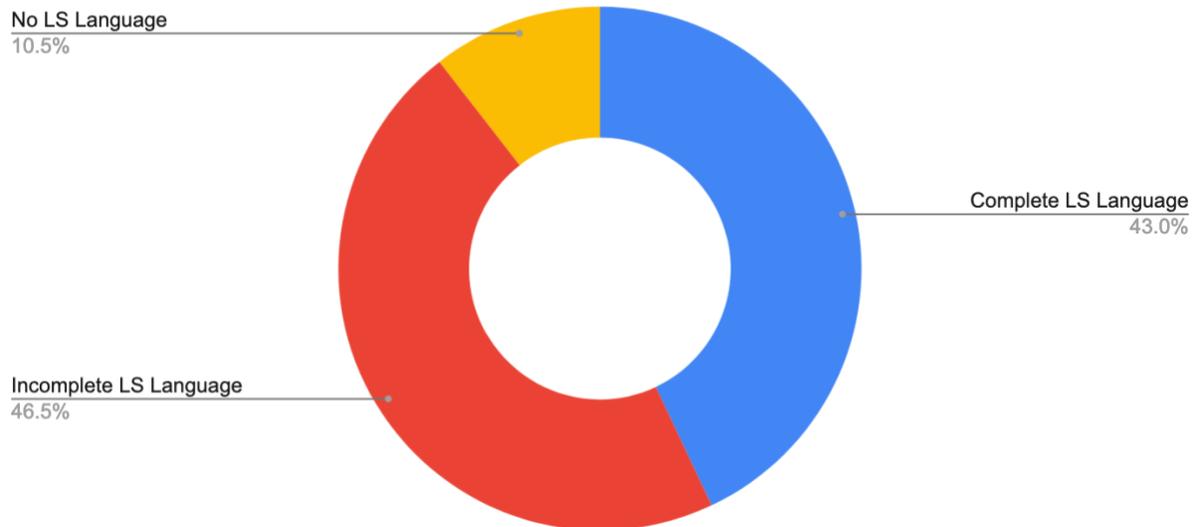
- 1) include a statement describing to which LS category the course belongs (C1, P3, P6, etc.);**
- 2) list only the LS outcomes with which that course aligned; and**
- 3) include a statement that student work may be collected for LS assessment.**

In AY 2021-2022, **43% of syllabi included language that fully complied with the Liberal Studies guidelines**. This is a reduction from last year, when 48% of syllabi were in full compliance.

It is likely the compliance rate was lower this year because it was the first time instructors of *Inquiry* and *Problem Solving* courses were asked to submit artifacts and syllabi. Many of these instructors had not yet participated in the assessment process and may not have been fully aware of the syllabus guidelines. Those instructors will now receive specific feedback re: their syllabus language, which should help make them aware of the requirements in future semesters.

The chart below offers a general breakdown of this year's syllabus results.

### Syllabus Overview



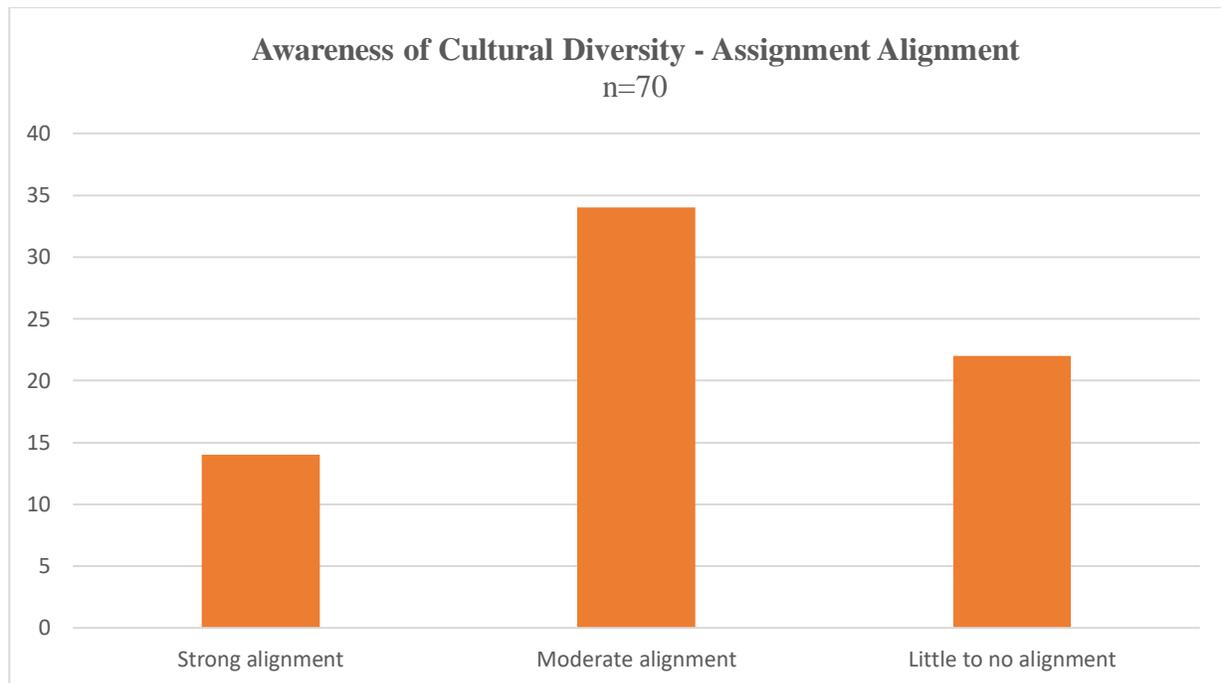
## 9. Qualitative/Formative Feedback

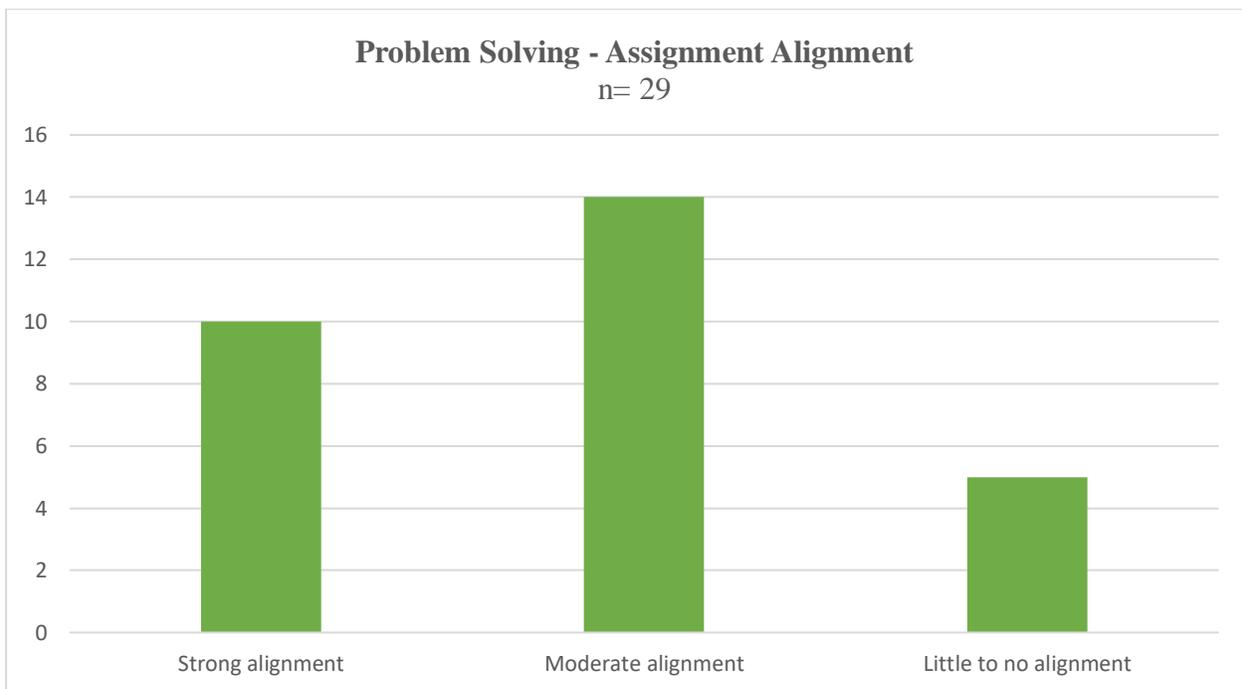
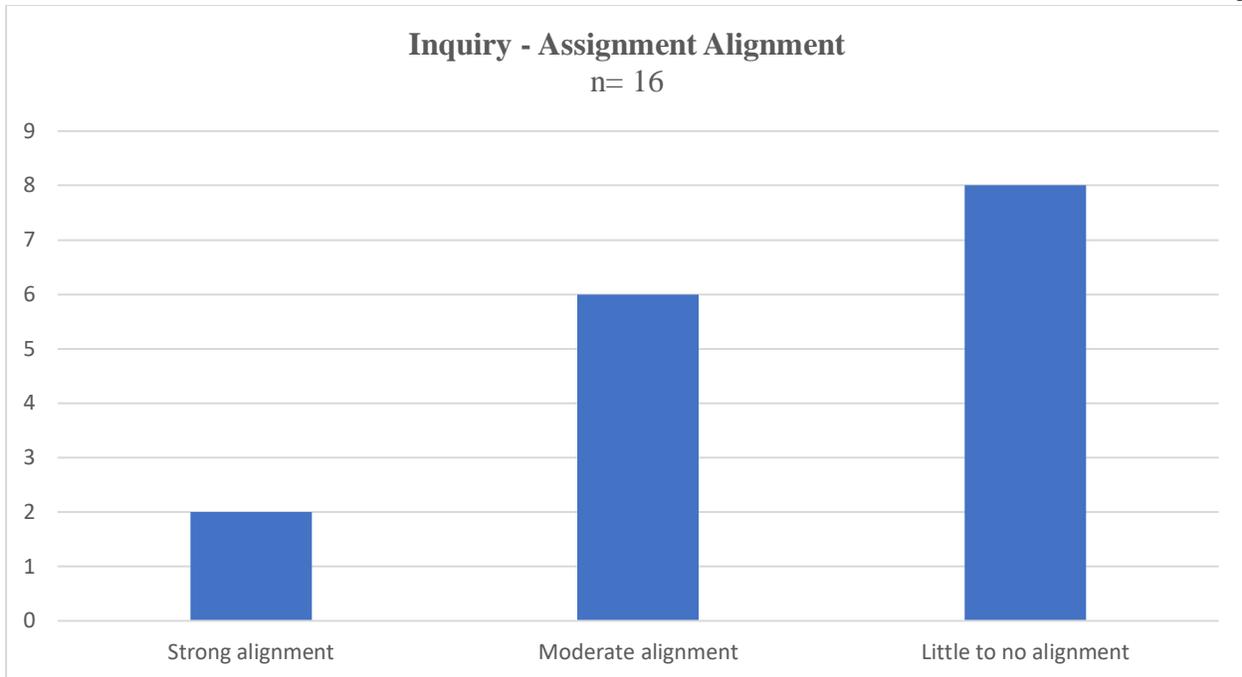
After scoring each course's student artifacts, assessors were asked a series of questions relating to the assignment's alignment with its relevant LS learning outcome. A summary of those questions appears in the box below (full survey appears in Appendix 1):

- Did the instructor provide the assignment guidelines/instructions?
- How strongly did the assignment align with the outcome it was designed to measure?
- Please provide specific feedback on the assignment design as it relates to the relevant student learning outcome. For example, what were the strengths of this assignment design, as it relates to the rubric? What improvements might strengthen its alignment in future semesters?
- Would this assignment provide a strong exemplar for other faculty members looking for guidance in their own artifact design for this particular outcome?

In the interest of offering helpful feedback and encouraging continuous improvement within the LS Program, the Liberal Studies Assessment Director provides each individual instructor with the formative feedback for their specific course. Department heads also receive a summary of the aggregate quantitative scores for the courses within their discipline (see Appendices 2 and 3 for sample feedback).

The graphs below and on the next page summarize the survey results regarding the strength of an assignment's alignment with its intended learning outcome (*Awareness of Cultural Diversity, Inquiry, and Problem Solving*).





Additionally, the following recommendations appeared consistently throughout the qualitative survey comments, and many of these recommendations echo those made in last year’s annual assessment report – suggesting the presence of recurring issues over time.

- First, faculty assessors indicated that, while 23% of assignments (across all outcomes) demonstrated a strong alignment with the rubric, **the majority of assignments were rated as having moderate or little to no alignment, suggesting that they should be revised to achieve a**

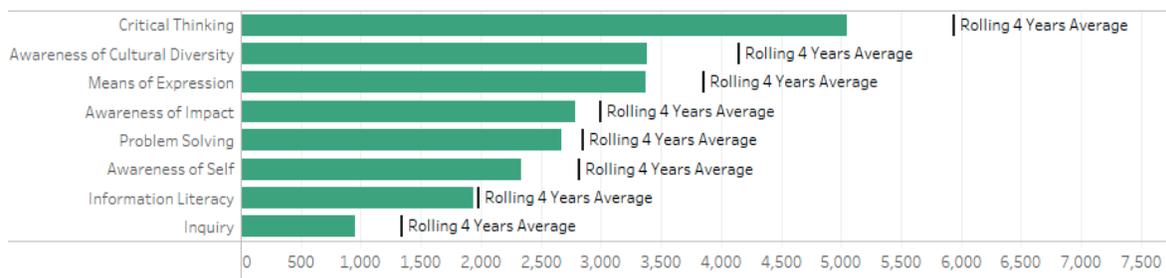
**more robust connection with the outcome being measured.** Assessors offered several suggestions to individual faculty members on the strategies they might use to strengthen assignment alignment, and the LS Assessment Director will send each instructor a summary of those comments.

- Second, in several cases **assessors suggested that departments may want to reconsider the LS outcome chosen for their course**, as there are other LS outcomes/rubrics that seemingly provide a stronger connection with the course content and material.

## 10. Student Learning Outcomes: Dashboard Data

The Liberal Studies Program has access to a Tableau dashboard indicating enrollment within the Program by **student learning outcome**. The resulting data allows us to see how many courses are being offered each year for each learning outcome, as well as how many students are enrolled in courses aligned with specific learning outcomes.

The bar graph below provides an example of the dashboard in action. It displays Fall 2022 enrollment trends for all eight LS learning outcomes, and it also provides a comparison with average enrollment numbers over the last four years.



*Critical Thinking* is, by far, the most popular student learning outcome chosen for Liberal Studies courses. In contrast, *Inquiry* is the least popular, a situation that suggests students are less likely to be exposed to *Inquiry* when completing their LS curriculum.

## 11. Summary and Recommendations

The final section of this report summarizes the assessment data in the three areas suggested by the current Liberal Studies Assessment Plan –

- a) how strongly does student work demonstrate the learning goals within the LS Program,
- b) are there changes that should be made to the assessment process itself, and
- c) what actions should the LS Program take in the future to strengthen learning within its curriculum?

**Each of these areas is addressed in detail below.**

*A. How strongly does student work demonstrate the learning goals within the LS Program?*

The results this year were certainly mixed. In positive news, the *Problem Solving* SLO showed the strongest performance of the three assessed outcomes, which is an impressive achievement, as it was the first time this outcome was measured through the assessment process.

Notably, however, **none** of the three assessed SLOs reached the LSC's current baseline goal of 80% proficiency, and only the **Application** component of the *Problem Solving* SLO met the LSC's previous baseline of 70% proficiency.

As this was the first inclusion in assessment for both the *Problem Solving* and *Inquiry* SLOs, there are no points of comparison with past years. And although there is extant data for *Awareness of Cultural Diversity* (from a pilot program in AY 2018-2019), that data does not provide a direct or easy comparison because the SLO's language has since been divided into two rubric components from its original single component.

Additionally, one should also note that the LSC is in the process of implementing new outcomes for *Diversity, Equity, and Inclusion* within the LS curriculum. As a result, the *Awareness of Cultural Diversity* outcome is likely to be phased out very soon. It will be replaced with the new *Diversity* outcome, which offers a broader definition of diversity and a more specific rubric for scoring.

*B. What are the strengths and weaknesses of the assessment process itself?*

Feedback from the Liberal Studies Assessment Director, from faculty instructors, and from the fourteen summer faculty assessors supports the idea that Liberal Studies assessment has established a relatively efficient process for artifact submission, scoring, and reporting. As with every process, though, there is always room for growth and improvement.

As noted in last year's assessment report, the LS Program has established a consistent and effective process for student learning outcome assessment, but there are specific elements of the Liberal Studies Program that still lack any measurement of results or feedback mechanism, such as the Upper-level Perspective or First Year Seminar requirements.

*C. What recommendations do the data suggest for strengthening the Liberal Studies Program?*

**1. The Liberal Studies Committee should discuss the future of the *Inquiry* outcome within the program.**

This was the first year the *Inquiry* outcome was included within assessment. Prior to this year, the Liberal Studies Program has had no data on *Inquiry*'s effectiveness. And indeed, the results from this year were disappointing. The data indicate that only 34-38% of student work met or exceeded expectations on this outcome (depending on rubric category), making *Inquiry* **the lowest performing SLO, by far, during the past three-year assessment cycle.**

Moreover, 39% of *Inquiry* artifacts received a score of zero during the summer scoring workshop, which indicates that faculty assessors felt the assignment designs for these artifacts **diverged from the rubric to the extent that those artifacts could not even be scored.** Finally, *Inquiry* is the least utilized SLO in the Liberal Studies Program by a wide margin, as illustrated by the dashboard data on page 13 of this report.

Given these results, the LSC should consider how to respond to the *Inquiry* data – for example, should the LS Program encourage additional courses to align with the *Inquiry* SLO in the future, in order to boost its presence within the LS Program? Should the *Inquiry* outcome language or rubric be revised/improved? Or should *Inquiry* be removed from the LS Program altogether? These questions are all worth consideration in the months to come.

**2. As noted in last year’s report, the Liberal Studies Program should consider creating an assessment pathway for the ULP and FYS requirements** to help measure whether those courses align with the special requirements of each curriculum category (see the Liberal Studies Document for a description of ULP and FYS requirements).

**3. The Liberal Studies Program should continue its efforts to enhance communication with departments regarding Liberal Studies-related language in syllabi.** This same recommendation appeared in the previous four assessment reports, and although the LS Program continues to improve in this respect, work always remains. Current data indicate that ~90% of instructors include *some* kind of LS language on their syllabus, although not necessarily *all* required elements. This problem remains especially acute for adjunct faculty, some of whom are hired to teach courses right at the start of the semester – thus, falling between the cracks in terms of pre-semester communication.

## 12. APPENDIX 1: Summer Workshop Faculty Assessor Survey

### LS Summer Workshop 2022

#### Feedback on Assignment Design

What is the artifact code? \*

Short answer text

What is your team number? \*

Short answer text

Which outcome is assigned to this artifact? \*

- Awareness of Cultural Diversity
- Inquiry
- Problem Solving

Did the instructor provide the assignment guidelines/instructions? \*

- Yes
- No

How strongly did the assignment design align with the outcome it was created to measure? \*

- Strong alignment [no revision needed - the assignment design aligns well with its assigned outcome.]
- Moderate alignment [certain elements align, but revisions to assignment design would create an even str ...
- Little to no alignment [reconsider using this assignment in future semesters - major revisions needed to ...

Please provide specific feedback on the assignment design as it relates to the relevant student learning outcomes. For example, what were the strengths of this assignment design, as it relates to the rubric? What improvements might strengthen its alignment in future semesters? \*

Long answer text

Would this assignment provide a strong exemplar for other faculty members looking for guidance in their own artifact design for this particular outcome? \*

- Yes
- No

**13. APPENDIX 2: Sample Feedback sent to Department Heads**

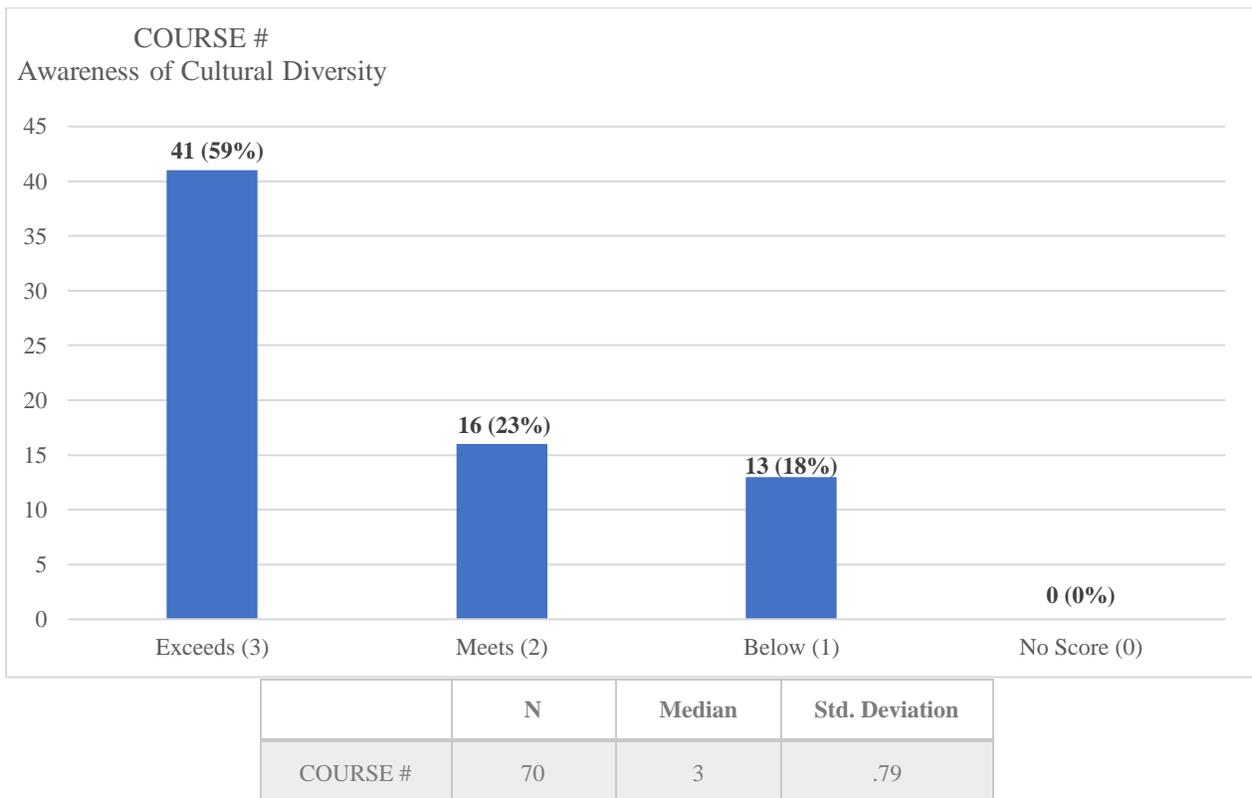
Name of Department

**The Liberal Studies Program’s goal for each learning outcome is that at least 80% of artifacts “meet” or “exceed” expectations.**

The assessment results for COURSE # and its relationship to the *Awareness of Cultural Diversity* learning outcome appear below. These scores are aggregated, so if one course had multiple sections, the scores for all sections have been combined.

*Awareness of Cultural Diversity*

**COURSE # – COURSE NAME**



- **82% of COURSE # artifacts scored as either “meets” or “exceeds” expectations.**

**14. APPENDIX 3: Sample Feedback sent to Individual Instructor**

INSTRUCTOR NAME COURSE # <i>Awareness of Cultural Diversity</i>	
Please offer feedback on the Liberal Studies language on syllabus.	<p>The Liberal Studies syllabus language looks great, with one small exception. Please include a sentence stating that student work may be collected for assessment. Otherwise, the language is spot on.</p> <p>For reference, a template of this syllabus language is available on the LS assessment web page at: <a href="https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx">https://www.wcu.edu/learn/academic-enrichment/liberal-studies-program/assessment.aspx</a></p>
Did the instructor provide the assignment guidelines?	Yes- thank you!
How well did the assignment align with the outcome it was designed to measure?	Little to no alignment
Please provide detailed feedback on the assignment design as it relates the relevant student learning outcome.	<p>This was a great assignment for your class topic, but our faculty scorers indicated that it did not align strongly with the <i>Awareness of Cultural Diversity</i> Liberal Studies rubric.</p> <p>More specifically, although your assignment provided a great opportunity to get students to talk about cultural awareness, but it didn't go far enough in directing students to this exact topic. Please go back to the LS rubric for <i>Awareness of Cultural Diversity</i> and use it to rewrite your questions. Students need more direction on connecting course content to the particular topic they are being evaluated on. Most students answered the questions very factually and with brevity, rather than expanding on anything about culture like history, values, politics, communication styles, economy, aesthetics or beliefs and practices of this particular area.</p>