

**General Education Program and Assessment Committee
(GEPAC)**

**Spring 2024 Student Learning Outcome (SLO) 6
Assessment Report**

Prepared Spring 2025 Semester

Approved 18, September 2025

Executive Summary

Methodology:

All faculty members teaching General Education Category B or D courses in the Spring 2024 semester were asked to submit 5 randomly selected student work products, or artifacts. Submitted artifacts were redacted over the Fall 2024 semester and rated during an in-person rating day before the start of the Spring 2025 semester using an analytic rubric. Scores were determined by consensus between rater pairs for each artifact. The analytic rubric was newly revised from the holistic version used previously in the assessment of SLO 6 in the Spring 2020 semester.

Results:

The compliance rate for these artifacts was just under 79%. Of the artifacts submitted, 256 (58% of those submitted) were rated. Of these, 167 artifacts were from *Category B*, and the remaining 89 were from *Category D*. *Category B* courses were often unratable (scored as 0); between 39-48% of artifacts were not aligned with the rubric and could not be scored. The *Category D* artifacts aligned better, with up to 20% of artifacts assessed as unratable.

Of the artifacts that were ratable, the benchmark that 70% of students score a 2 or higher was generally not met. The only instance where the benchmark was met occurred in *Dimension 2* for *Category B* courses (70.4%). All other dimensions in *Category B* and all dimensions in *Category D* courses did not meet the benchmark score.

Recommendations:

We continue to recommend making rubrics available to all instructors as early as possible so they can better prepare assignments and for the submission of the artifacts and materials requested by the GEPAC. We recommend to further revise the analytic rubric with additions, deletions or other modifications, as suggested by the comments and data collected during the rating process. We recommend continuing to encourage department chairs, program directors, and college deans to discuss patterns emerging from this assessment report of *SLO 6* with the faculty preparing or modifying assignments that can be used for General Education assessment. We encourage discussion among faculty, departments, programs and college deans about the potential use of 'analogous assignments' for use in the assessment of General Education SLOs, perhaps in multi-sectioned courses where development of such type of assessment instrument can lead to better alignment with General Education SLOs.

Introduction and Context:

This report focuses on the assessment of *Student Learning Outcome (SLO) 6: Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*, which is met by courses falling under *Category B – Understanding Self and Others* and *Category D – Understanding and Creating Ideas*. Courses taught in both categories support the General Education curriculum at Kutztown University. All courses offered in the Spring 2024 semester falling under *SLO 6* were scheduled to be assessed.

In Fall 2023 semester, the GEPAC revised the rubric from a holistic to analytic format for *SLO 6* using feedback from faculty members who teach these courses. A goal of using analytic rubrics is to help faculty better understand where students need to improve achieving the *SLOs*, so that teaching interventions or curricular changes are discussed, developed, and implemented. In Spring 2024 semester, faculty teaching General Education curriculum courses in *Category B* and *Category D* submitted student artifacts for *SLO 6*.

A Winter 2024 General Education Retreat was scheduled on January 14, 2025, at the University's McFarland Student Union (MSU) to provide independent rating of student artifacts from *Category B* and *Category D* courses related to *SLO 6*.

SLO 6 is defined as an important principle or standard of behavior that is at the core of behavior and considered important or desirable that drives our ethical decisions about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions in both the local and global communities. *SLO 6* is met by courses in General Education *Category B – Understanding Self and Others*, which are defined as exploring self-reflection and human interaction as they relate to understanding our world and ourselves. Specifically, they focus on the influence of culture and the role of the individual on the understanding of the development, achievements, behavior, organization, or distribution of humanity. *SLO 6* is also met by courses in General Education *Category D – Understanding and Creating Ideas*, which are defined as capturing the process of imagination in the creation of aesthetic objects, or experiences influencing and affecting one or more of the senses, emotions, and intellect. They also apply universal ideas through focusing on meanings of events and their impact on society, and exploring issues, artifacts, and events before accepting or formulating a position or conclusion.

Methodology:

At the end of the University's add/drop period in the Spring 2024 semester, 87 faculty members teaching courses falling under *Categories B* and *D* of the General Education curriculum were contacted by email with instructions to submit student artifacts via D2L from five randomly selected students from the roster in each section of their course(s) as provided by Kutztown University's Office of Institutional Research. At the end of the University's add/drop period, a

total of 3,817 students, measured by the number of unique student ID numbers, were enrolled in Category B courses (N= 53) and/or Category D courses (N= 29) listed under a total of 29 course prefixes from 20 academic departments. After faculty submitted student artifacts for *SLO 6* at the end of the Spring 2024 semester, the artifacts were prepared by Graduate assistants in the Office of Assessment during the Fall 2024 semester for independent rating at the January 2025 General Education Retreat. Each artifact was given an accession number to maintain student and instructor identity confidential. Faculty were invited to supply additional context or information about their artifacts. Some faculty provided detailed information while others provided little or none. To keep artifact context as consistent as possible, abbreviated notes of any information that was provided by faculty was made available to raters when necessary. Faculty volunteers were asked to rate student artifacts to determine performance levels using the revised analytic rubric for *SLO 6*, which focuses on analyzing the role of values, ethics, diversity and multiple perspectives in local and global society. The rubric was developed so that areas of strengths and needs for improvement, based on ratings, could be determined. Consequently, faculty teaching general education classes in *Categories B* and *D* will have a benchmark against which they can potentially adjust their teaching practice in a responsive way. The GEPAC's current student performance benchmark level is a 2, on a scale of 0 to 4, and that 70% of students assessed reach that level.

During the Winter 2024 General Education Retreat approximately 20 raters were in attendance consisting of faculty volunteers and GEPAC members. Raters were paired, and when possible, each pair consisted of one professor that teaches *Category B* or *Category D* courses, and one that does not. A norming session was conducted in the morning with three anchors, i.e., samples of student artifacts, that were shared by faculty teaching courses in these categories in previous semesters. The five individual skills or dimensions of the *SLO 6* rubric were unpacked so that raters could have a common understanding of each skill and performance level measure. The skills include *Dimension 1* – Ability to assess their own values, *Dimension 2* – Ability to assess the social context of problems, *Dimension 3* – Ability to recognize and evaluate culture on diverse levels, *Dimension 4* – Ability to think about how different ethical perspectives might be applied to problems, and *Dimension 5* – Ability to consider importance of multiple perspectives to solving local and/or global community issues.

Norming procedures during the rating day included the following steps: *Step 1* – Read or view the entire artifact, *Step 2* – Re-read (or re-view) and highlight evidence, *Step 3* – Assign points using the rubric, *Step 4* – Discuss artifact and rubric scoring with partner, *Step 5* – Recalibrate and enter one score into online system as a pair. No half-points were permitted in this analytic rubric. Performance levels were either a 4 (excellent), 3 (good), 2 (fair), 1 (poor), or 0 (unable to rate). An artifact scored 0 (unable to rate) for any, one or more, dimension required an explanation for why it was unratable. Rating pairs were expected to rate independently, then converse to come to a consensus. If a pairs' scoring differed by one point on more than two dimensions, a third rater was called in to participate. Rating of the student artifacts submitted for *SLO 6* assessment occurred in the afternoon, and all scores were uploaded to a Microsoft Form using the artifact accession number.

Analysis of scores assigned to each artifact related to *SLO 6: Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society* are summarized as the overall frequency distribution of performance level scores for each of the six dimensions based on: (1) all *SLO 6* courses, (2) *SLO 6* courses grouped by General Education Category, i.e. *Category B* and *Category D*, (3) *SLO 6* courses grouped by level, i.e., 010-level, 100-level, 200-level, and 300-level, (4) *SLO 6* courses grouped by college, i.e., College of Liberal Arts & Sciences (CLAS), College of Visual & Performing Arts (CVPA), College of Business(COB), and College of Education (COED), (5) *SLO 6* courses grouped by their prefix and host college, and (6) *SLO 6* courses by academic departments.

Results:

The compliance rate for submitting student artifacts was 78.7% for *SLO 6* classes, with 118 of 150 course sections submitting at least one artifact from the list of five randomly selected students provided to instructors. Of the 750 total artifacts expected from all 150 sections (5 per section), 439 were submitted (58.5%). Of the 87 faculty members teaching *Category B* and *Category D* courses, 66 (75.9%) submitted artifacts for their course sections.

A total of 256 (58.3%) of the artifacts submitted were rated by participants of the Winter 2024 General Education Retreat. The frequency distribution of student artifact scores for each of the five *Dimensions* in all courses assessed indicates that as few as 15.6% (*Dimension 2*) and as many as 31.6% (*Dimension 5*) of artifacts were scored 0, or unable to rate (**Figure 1**). Artifacts scored 0 in all five *Dimensions* had the following as the most common reason (100%) for receiving that rating: “answer did not address the dimension”. Of the artifacts that were ratable, 56.1% of *Dimension 1* items (n=180), 66.8% of *Dimension 2* (n=214), 60.1% of *Dimension 3* (n=188), 54.6% of *Dimension 4* (n=185), and 51.4% of *Dimension 5* (n=175) were scored 2 (fair) and above (**Figure 1**).

The frequency distribution of student artifact scores was further described according to Gen. Ed. Program Category (*B* and *D*) for each of the five *Dimensions* (**Figure 2**). Of the 167 artifacts in *Category B* courses, as few as 4.8% (n=8 in *Dimension 2*) and as many as 21.6% (n=36 in *Dimension 1*) were scored 0 (unable to rate). Of the *Category B* course artifacts that were ratable, 54.9% of *Dimension 1* items (n=131), 70.4% of *Dimension 2* (n=159), 62.5% of *Dimension 3* (n=144), 54.8% of *Dimension 4* (n=135), and 55.2% of *Dimension 5* (n=134) were scored 2 (fair) and above (**Figure 2**). Of the 89 artifacts in *Category D* courses, as few as 35.9% (n=32 in *Dimension 2*) and as many as 53.9% (n=48 in *Dimension 5*) were scored 0 (unable to rate). Of the *Category D* course artifacts that were ratable, 59.2% of *Dimension 1* items (n=49), 57.9% of *Dimension 2* (n=57), 52.3% of *Dimension 3* (n=44), 54% of *Dimension 4* (n=50), and 39% of *Dimension 5* (n=41) were scored 2 (fair) and above (**Figure 2**).

Figure 1. The percentage of all student work (artifacts, n= 256) scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.

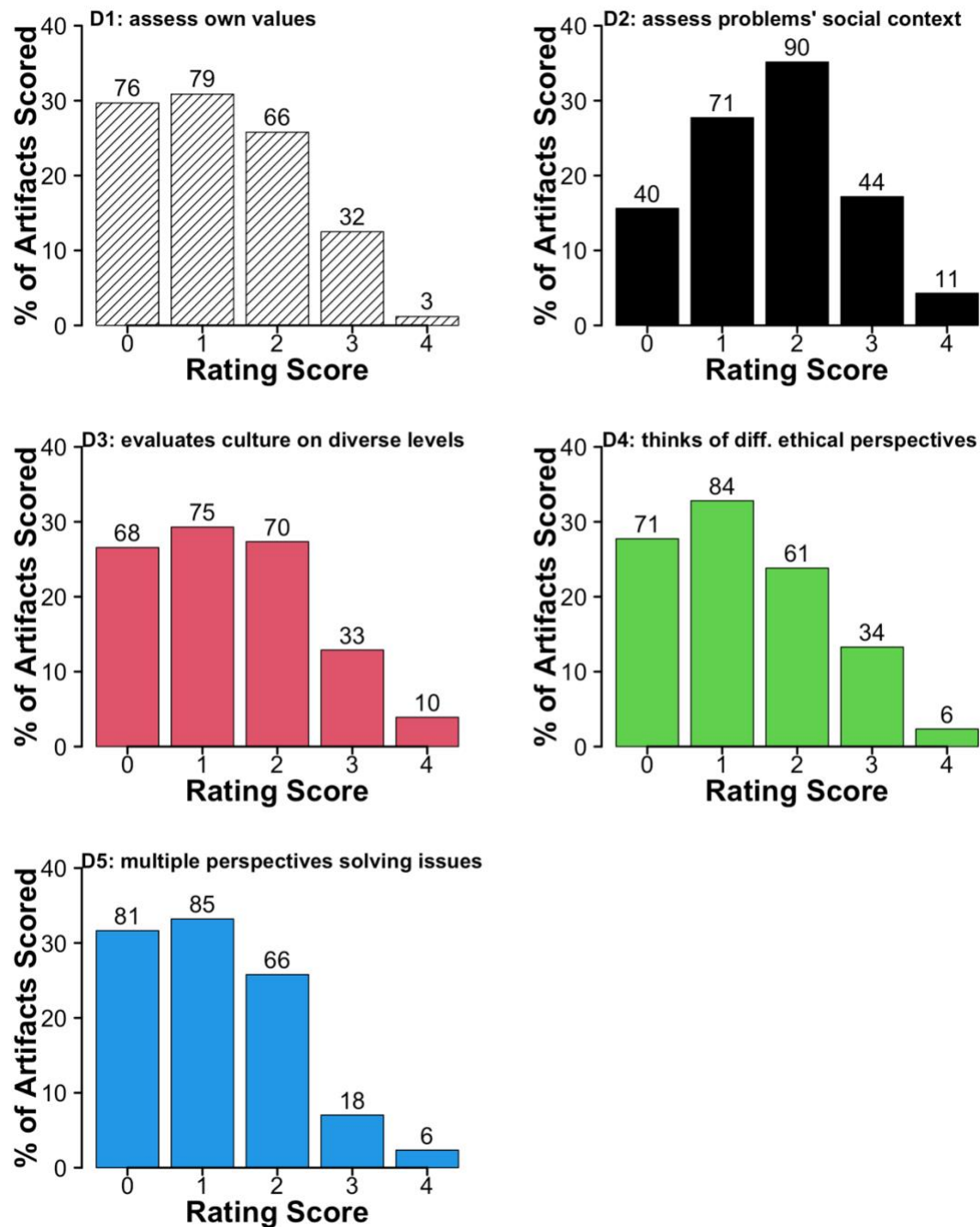
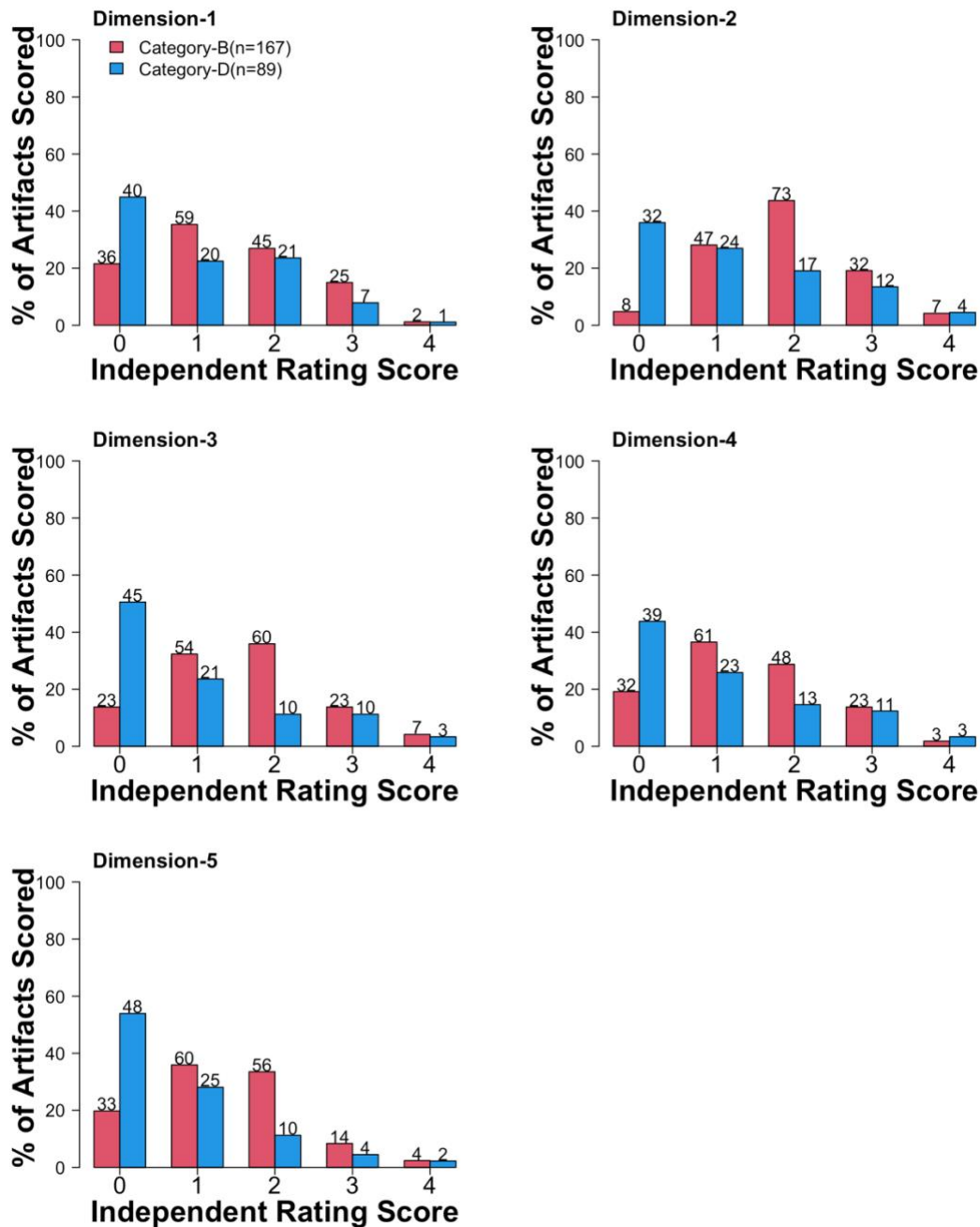
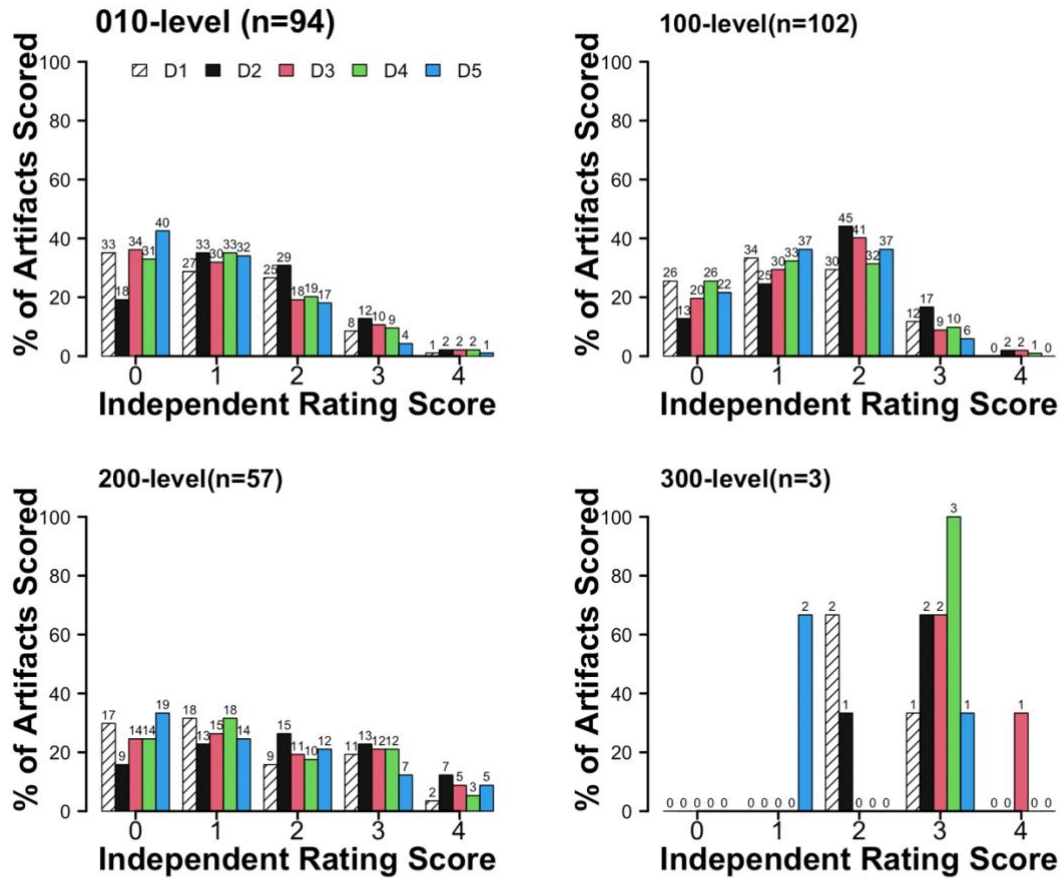


Figure 2. The percentage of all student artifacts from courses in *Category B* (red bars) and *Category D* (blue bars) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



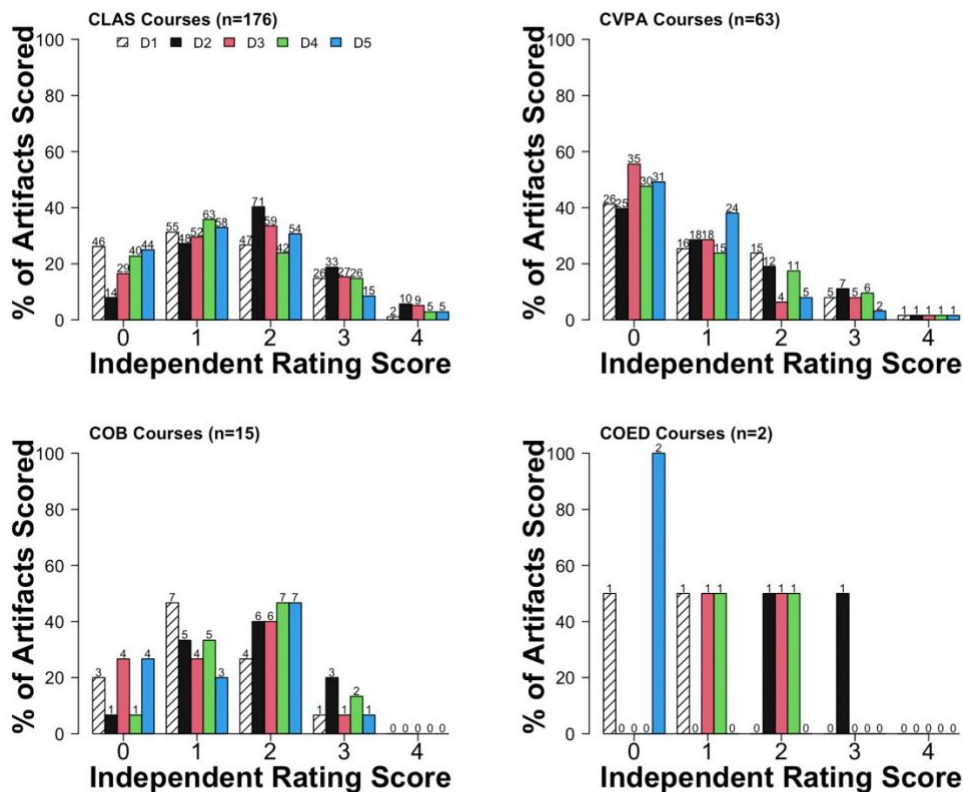
The frequency distribution of student artifact scores was further described according to course-level, i.e., 010-level courses, 100-level courses, 200-level courses, and 300-level courses for each of the five *Dimensions* (**Figure 3**). Of the 94 artifacts in courses at the **010-level**, as few as 19.1% (n=18 in *Dimension 2*) and as many as 42.6% (n=40 in *Dimension 5*) were scored 0 (unable to rate). Of the **010-level** course artifacts that were ratable, 55.7% of *Dimension 1* items (n=61), 56.6% of *Dimension 2* (n=76), 50% of *Dimension 3* (n=60), 47.6% of *Dimension 4* (n=63), and 40.7% of *Dimension 5* (n=54) were scored 2 (fair) and above (**Figure 3**). Of the 102 artifacts in courses at the **100-level**, as few as 12.7% (n=13 in *Dimension 2*) and as many as 25.5% (n=26 in *Dimension 1* and *Dimension 4*) were scored 0 (unable to rate). Of the **100-level** course artifacts that were ratable, 55.3% of *Dimension 1* items (n=76), 71.9% of *Dimension 2* (n=89), 63.4% of *Dimension 3* (n=82), 56.6% of *Dimension 4* (n=76), and 53.8% of *Dimension 5* (n=80) were scored 2 (fair) and above (**Figure 3**). Of the 57 artifacts in courses at the **200-level**, as few as 15.8% (n=9 in *Dimension 2*) and as many as 33.3% (n=19 in *Dimension 5*) were scored 0 (unable to rate). Of the **200-level** course artifacts that were ratable, 55% of *Dimension 1* items (n=40), 72.9% of *Dimension 2* (n=48), 65.1% of *Dimension 3* (n=43), 58.1% of *Dimension 4* (n=43), and 63.2% of *Dimension 5* (n=38) were scored 2 (fair) and above (**Figure 3**). Of the 3 artifacts in courses at the **300-level**, none (0%) were scored 0 (unable to rate). Of the **300-level** course artifacts that were ratable, 100% of *Dimension 1* items (n=3), 100% of *Dimension 2* (n=3), 100% of *Dimension 3* (n=3), 100% of *Dimension 4* (n=3), and 33.3% of *Dimension 5* (n=3) were scored 2 (fair) and above (**Figure 3**).

Figure 3. The percentage of student artifacts in each of four course-levels (010-level, 100-level, 200-level, or 300-level) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



The frequency distribution of student artifact scores was additionally described according to college within the University, i.e., CLAS, CVPA, COB, and COED, for each of the five *Dimensions* (**Figure 4**). **CLAS** courses included those with the prefix ANT, CRJ, CSC, ENG, GEG, HIS, PAG, PHI, POL, PSY, SOC, SPA, SWK, and WGS. Of the 176 artifacts in courses from **CLAS**, as few as 7.9% (n=14 in *Dimension 2*) and as many as 26.1% (n=46 in *Dimension 1*) were scored 0 (unable to rate). Of the artifacts that were ratable from **CLAS** courses, 55.7% of *Dimension 1* items (n=130), 70.4% of *Dimension 2* (n=162), 64.6% of *Dimension 3* (n=147), 53.7% of *Dimension 4* (n=136), and 56.1% of *Dimension 5* (n=132) were scored 2 (fair) and above (**Figure 4**). **CVPA** courses included those with the prefix ARC, ARH, ART, ARU, MUS, MUU, and HUM. Of the 63 artifacts in courses from **CVPA**, as few as 39.7% (n=25 in *Dimension 2*) and as many as 55.5% (n=35 in *Dimension 5*) were scored 0 (unable to rate). Of the artifacts that were ratable from **CVPA** courses, 56.8% of *Dimension 1* items (n=37), 52.6% of *Dimension 2* (n=38), 35.7% of *Dimension 3* (n=28), 54.5% of *Dimension 4* (n=33), and 25% of *Dimension 5* (n=32) were scored 2 (fair) and above (**Figure 4**). **COB** courses included those with the prefix ECO and SPT. Of the 15 artifacts in courses from **COB**, as few as 6.7% (n=1 in *Dimension 2* and *Dimension 4*) and as many as 26.7% (n=4 in *Dimension 3* and *Dimension 5*) were scored 0 (unable to rate). Of the artifacts that were ratable from **COB** courses, 41.7% of *Dimension 1* items (n=12), 64.3% of *Dimension 2* (n=14), 63.6% of *Dimension 3* (n=11), 64.3% of *Dimension 4* (n=14), and 72.7% of *Dimension 5* (n=11) were scored 2 (fair) and above (**Figure 4**). **COED** had one course, EDU, and of the 2 artifacts assessed, as few as 0% (n=0 in *Dimensions 2, 3, 4*) and as many as 100% (n=2 in *Dimension 5*) were scored 0 (unable to rate). Of the artifacts that were ratable from **COED** courses, 0% of *Dimension 1* items (n=1), 100% of *Dimension 2* (n=2), 50% of *Dimension 3* (n=2), 50% of *Dimension 4* (n=2), and 0% of *Dimension 5* (n=2) were scored 2 (fair) and above (**Figure 4**).

Figure 4. The percentage of student artifacts in each of the four University colleges (CLAS, CVPA, COB, COED) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



Key Points and Recommendations:

Based on the assessment of the General Education Program's *SLO 6: Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society* using a new analytic rubric to score student assignments from Spring 2024 semester *Category B* and *Category D* courses, the GEPAC makes the following key points and recommendations about the process and the results.

Key Points – Assessment Data Collection Process

There were challenges in collecting student artifacts from all faculty and course sections, which undoubtedly influenced compliance rate in the assessment of *SLO 6*. Some sections that failed to submit artifacts did so because some faculty simply refused to comply. Other faculty submitted artifacts for some of their sections, but not all, which may have occurred because faculty received separate emails for each section, making it easy to overlook multiple requests. Faculty also submitted artifacts for some, but not all the 5 students on the list in a course. Typically, this was because students dropped the course or did not submit the assignment used by the faculty for assessment of *SLO 6*.

The rating of student artifacts during the Winter 2024 General Education Retreat was the first implementation of the new *SLO 6* analytic rubric. During the norming session, as well as the discussion that occurred after artifacts were rated, multiple suggestions for revision of the rubric itself were shared on a Parking Lot Board where participants placed notes. In addition, some participants shared suggestions about the rubric via an online Feedback Survey after the Retreat. Suggestions ranged in detail and scope, but several focused on the language in the dimensions defined on the rubric. For example, some raters noted that Dimension 1 is about students assessing personal values, yet the definitions of each of the performance levels refer to ethical issues or situations; ethics usually refers to a group's beliefs, not an individual's beliefs, which is instead about values or morals. The suggestion that the word "value" be used instead of "ethic" was made. With regards *Dimensions 3 and 4*, someone noted that culture is not solution based, whereas ethics is solution based. In addition, there was the suggestion that different wording be used in some performance level definitions. For example, the difference between "identifies" and "recognizes" is minimal. Finally, one suggestion was to ask academic departments to develop a single assignment for the assessment of General Education SLOs. All will be considered by the GEPAC and, whenever possible, incorporate them to the next revision of the rubric before the next assessment of *SLO 6*.

Key Points – Results

Results of the analysis of the independent scores for the ratable artifacts used in the assessment of *SLO 6* with an analytic rubric indicate that between 51% and 67% of students are performing at the GEPAC's benchmark level of 2 across all five dimensions. The lowest rating scores were in *Dimension 4* which measures a student's ability to think about how different ethical perspectives might be applied to problems, and *Dimension 5* measuring a student's ability to consider importance of multiple perspectives to solving local and/or global community issues. These data, and that from the other *Dimensions* may have been impacted by the lack of clarity in

the definition of the performance levels, as highlighted by the comments raised by raters during the assessment process, such as confounding use of the words ethics, values and culture in performance levels for nearly all *Dimensions*. Specific examples raised by raters are discussed in the previous section on *Key Points – Assessment Data Collection Process*.

The high percentage of items scored 0 (unable to rate) across the five *Dimensions*, suggests poor alignment between the assignment used by several courses and the *SLO 6* rubric, but also that some students simply performed poorly. The lack of clear alignment is highlighted by the raters' common reasoning for their score being that a student's answer did not seem to address what the dimension(s) in the rubric is/are intending to measure. Of course another partial explanation can always be that the random student(s) selected for assessment did not complete *that* assignment well.

In all five Dimensions, courses in *Category D* had a higher percentage of artifacts that were scored as 'unable to rate', relative to courses in *Category B*. Across all five *Dimensions*, courses at the 200-level generally had fewer artifacts scored as 'unable to rate' than those at the 010- and 100-level. For example, of the artifacts that were scored 0 across all five dimensions, between 19.7 and 23.4% of them were from courses at the 200-level, whereas between 27.2 and 36.6% were from 100-level courses and between 43.4 and 50% from 010-level courses. These patterns could suggest either better alignment of assignments in higher-level courses or perhaps illustrating student development of skills as they progress from lower- to higher-level courses. There were only three items from courses at the 300-level, which reduces the power of inference of scores from artifacts in these courses. Most artifacts that were rated came from courses in *Category B* and *Category D* hosted by the CLAS and CVPA, while artifacts from the COB and COED were in either *Category B* or *Category D* courses, but not both. Across all five *Dimensions*, the highest proportion of artifacts scored 'unable to rate' were from courses from CVPA relative to CLAS, which were the two colleges with a larger artifact sample size. Rating scores for each course prefix, but not individual course number or section, from all of the four colleges are summarized in **Appendix 2 - 5**.

Overall, the first implementation of the analytic rubric for *SLO 6* supports the suggestion that it can potentially be more informative to instruction and student learning. For example, results on why artifacts submitted were not ratable can help instructors identify some of the skills that their course or assignments need more emphasis or clarity for students. The rating results and the feedback from instructors and raters on the rubric itself should help this tool evolve in its content, definition, and implementation, which in turn will help improve KU students' performance in *SLO 6: Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*.

Recommendations –

1. We recommend to further revise the analytic rubric with additions, deletions or other modifications, as suggested by the comments and data collected during the rating process. We suggest accomplishing this before the next assessment cycle of *SLO 6* and note that it may need

to be considerable in some parts. Nonetheless, we anticipate these modifications to not be as time intensive as was transforming the rubric into an analytical tool in the first place.

2. We continue to recommend making rubrics available to all instructors as early as possible so they can better prepare assignments and for the submission of the artifacts and materials requested by the GEPAC.
3. We recommend continuing to encourage department chairs, program directors, and college deans to discuss patterns emerging from this assessment report of *SLO 6* with the faculty preparing or modifying assignments that can be used for General Education assessment.
4. We suggest discussion among GEPAC, faculty, departments, programs and college deans about how feasible use of ‘analogous assignments’ for in the assessment of General Education SLOs can be for some multi-sectioned courses where development of such type of assessment instrument can potentially lead to better alignment with the rubric for *SLO 6*.
5. We encourage course instructors, department chairs, program directors, and college deans to discuss and consider ways to improve compliance in the submission of student artifacts for General Education assessment, as well as reduce the number of artifacts that could be scored a 0, i.e., unable to rate, through better rubric-assignment alignment, and whenever possible, improve on achieving and surpassing the benchmark levels that have been defined thus far.
6. We recommend especially that instructors, department chairs, program directors, and college deans consider improving on issues with course compliance and alignment as GEPAC moves forward with developing a process of recertifying courses that are currently part of General Education, since one of the criteria for courses to remain as contributors to its *curriculum* is the submission of student work on assignments that align with the dimensions on the General Education SLO rubrics.

Trend Analysis:

The GEPAC would like to highlight the differences in student performance to achieve *SLO 6* in its last assessment during Spring 2020 relative to the Spring 2024 assessment results in this report. In 2020, compliance for SLO 6 was determined as the proportion of artifacts submitted from the total number expected. Artifacts from 15% of the 6,523 students enrolled in courses in *Category B* and *D* in Spring 2020 semester were expected to be submitted (n=978), with 275 (28%) submissions received. Analysis of artifacts scored was done separately for courses in *Category B* and *Category D*. Results indicated that the average rating score was 2.05 for *Category B* courses (n=133 student artifacts) with 63.6% scoring at the benchmark-level of 2 (or above), and 2.0 for *Category D* courses (n=137 student artifacts) with 65.6% scoring at the benchmark-level of 2 (or above). A total of 15 (11.3%) *Category B* and 15 (10.9%) *Category D* student artifacts were scored 0, which were items considered not appropriate for the assessment of *SLO 6* by raters.

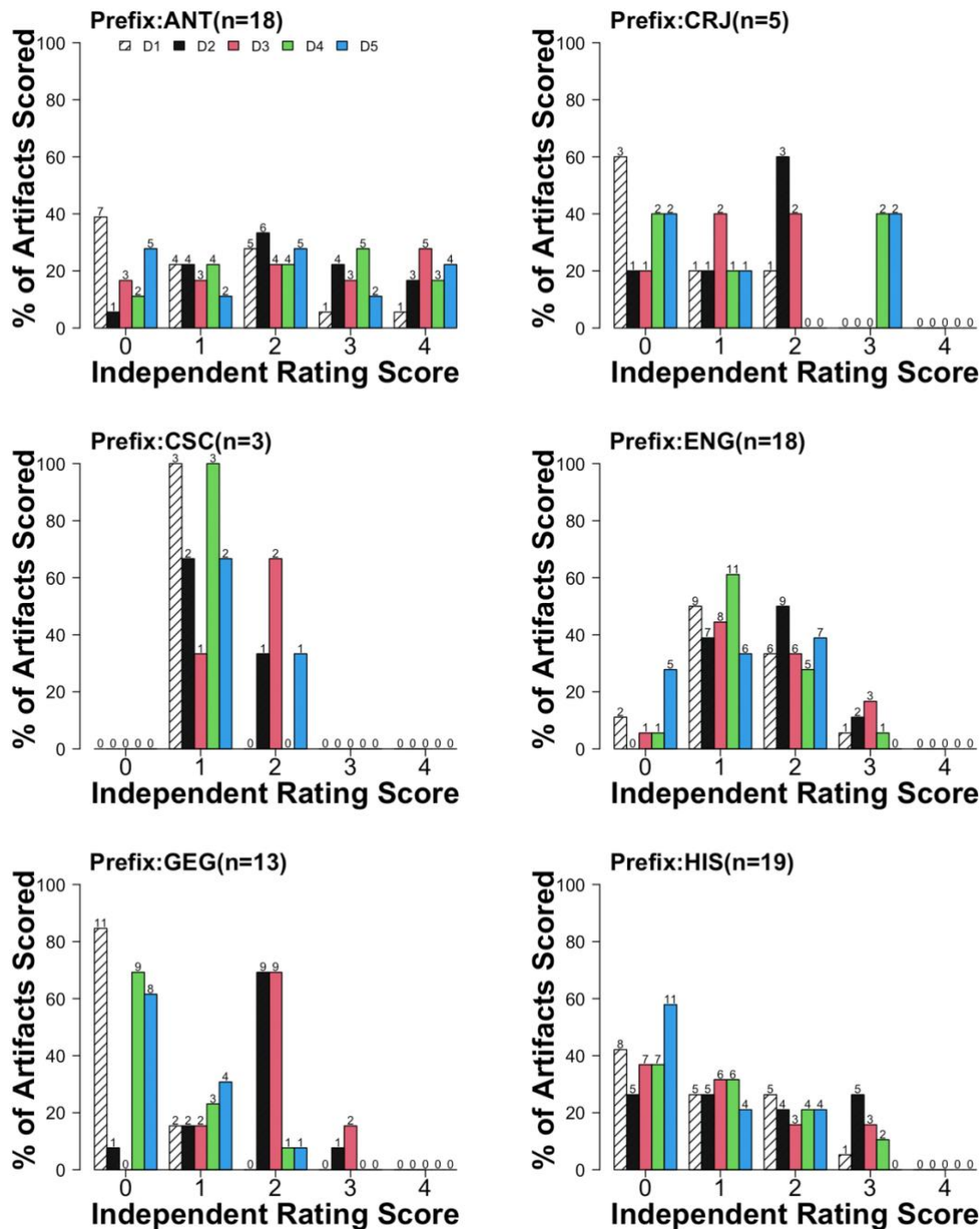
APPENDIX 1 – Summary of GEPAC’s Spring 2024 Assessment Recommended Tasks

Task	University Group(s) Leading Task	Target Due Date	Date Completed	Notes
Revise the analytic rubric with additions, deletions or other modifications, as suggested by the comments and data collected during the rating process.	GEPAC, Depts or Programs	Next assessment of SLO 6 in GEPAC assessment cycle		
Make rubrics available to all instructors early enough for them to better prepare assignments, and for the submission of artifacts for assessment by GEPAC	GEPAC	Every semester in GEPAC assessment cycle		
Encourage department chairs, program directors, and college deans to discuss patterns emerging from this assessment report of <i>SLO 6</i> with the faculty preparing or modifying assignments that can be used for General Education assessment	GEPAC	Next assessment of SLO 6 in GEPAC assessment cycle		
Discuss with instructors, department chairs, program directors, and college deans the feasibility of using ‘analogous assignments’ for the assessment of General Education SLOs in some multi-sectioned courses where development of such type of assessment instrument can potentially lead to better alignment with the rubric for <i>SLO 6</i>	GEPAC	Next assessment of SLO 6 in GEPAC assessment cycle		
Improve compliance in the submission of student artifacts for General Education assessment, as well as reduce the number of artifacts that could be scored a 0, i.e., unable to rate, through better rubric-assignment alignment,	GEPAC, instructors, departments, programs, and Deans	Next assessment of SLO 6 in GEPAC assessment cycle		

Appendix 2 - The frequency distribution of student artifact scores described according to course prefix in the CLAS (Figures A.2.1 to A.2.3).

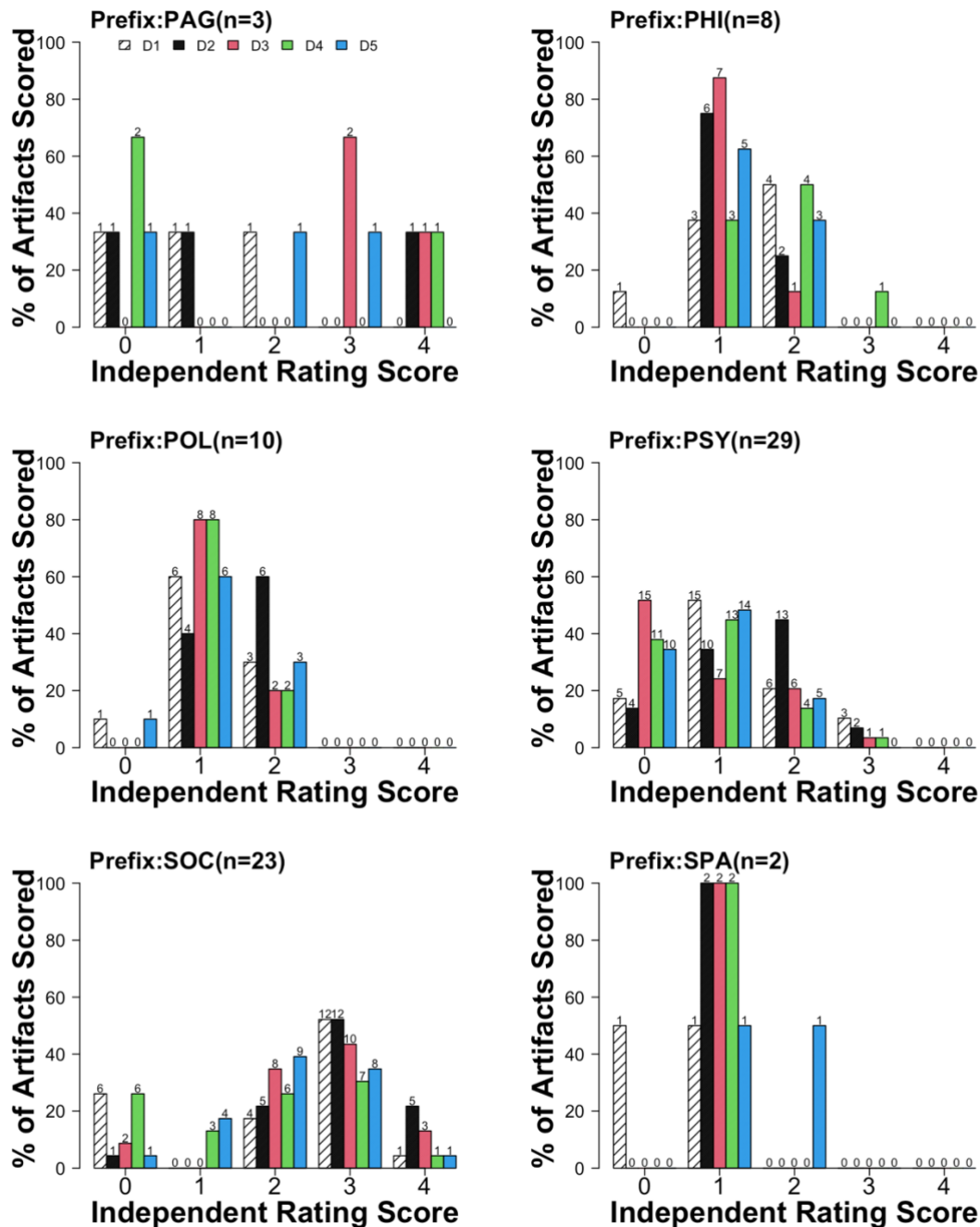
CLAS courses ANT, CRJ, CSC, ENG, GEG, HIS are summarized in **Figure A.2.1**. Of the 18 artifacts from ANT courses, as few as 5.6% (n=1 in *Dimension 2*) and as many as 38.9% (n=7 in *Dimension 1*) were scored 0 (unable to rate). Of the ANT course artifacts that were ratable, 63.6% of *Dimension 1* items (n=11), 76.5% of *Dimension 2* (n=17), 80% of *Dimension 3* (n=15), 75% of *Dimension 4* (n=16), and 84.6% of *Dimension 5* (n=13) were scored 2 (fair) and above (**Figure A.2.1**). Of the 5 artifacts from CRJ courses, as few as 20% (n=1 in *Dimension 2* and 3) and as many as 60% (n=3 in *Dimension 1*) were scored 0 (unable to rate). Of the CRJ course artifacts that were ratable, 50% of *Dimension 1* items (n=2), 75% of *Dimension 2* (n=4), 50% of *Dimension 3* (n=4), 66.6% of *Dimension 4* (n=3), and 66.6% of *Dimension 5* (n=3) were scored 2 (fair) and above (**Figure A.2.1**). Of the 3 artifacts from CSC courses, none (0%) were scored 0 (unable to rate). Of the CSC course artifacts that were ratable, 0% of *Dimension 1* items (n=3), 33.3% of *Dimension 2* (n=3), 66.6% of *Dimension 3* (n=3), 0% of *Dimension 4* (n=3), and 33.3% of *Dimension 5* (n=3) were scored 2 (fair) and above (**Figure A.2.1**). Of the 18 artifacts from ENG courses, as few as 0% (n=0 in *Dimension 2*) and as many as 27.8% (n=5 in *Dimension 5*) were scored 0 (unable to rate). Of the ENG course artifacts that were ratable, 43.8% of *Dimension 1* items (n=16), 61.1% of *Dimension 2* (n=18), 52.9% of *Dimension 3* (n=17), 35.3% of *Dimension 4* (n=17), and 53.8% of *Dimension 5* (n=13) were scored 2 (fair) and above (**Figure A.2.1**). Of the 13 artifacts from GEG courses, as few as 0% (n=0 in *Dimension 3*) and as many as 84.6% (n=11 in *Dimension 1*) were scored 0 (unable to rate). Of the GEG course artifacts that were ratable, 0% of *Dimension 1* items (n=2), 83.3% of *Dimension 2* (n=12), 84.6% of *Dimension 3* (n=13), 25% of *Dimension 4* (n=4), and 20% of *Dimension 5* (n=5) were scored 2 (fair) and above (**Figure A.2.1**). Lastly, of the 19 artifacts from HIS courses, as few as 26.3% (n=5 in *Dimension 2*) and as many as 57.9% (n=11 in *Dimension 5*) were scored 0 (unable to rate). Of the HIS course artifacts that were ratable, 54.5% of *Dimension 1* items (n=11), 64.3% of *Dimension 2* (n=14), 50% of *Dimension 3* (n=12), 50% of *Dimension 4* (n=12), and 50% of *Dimension 5* (n=8) were scored 2 (fair) and above (**Figure A.2.1**).

Figure A.2.1. The percentage of student artifacts in 6 of CLAS course prefixes (ANT, CRJ, CSC, ENG, GEG, and HIS) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



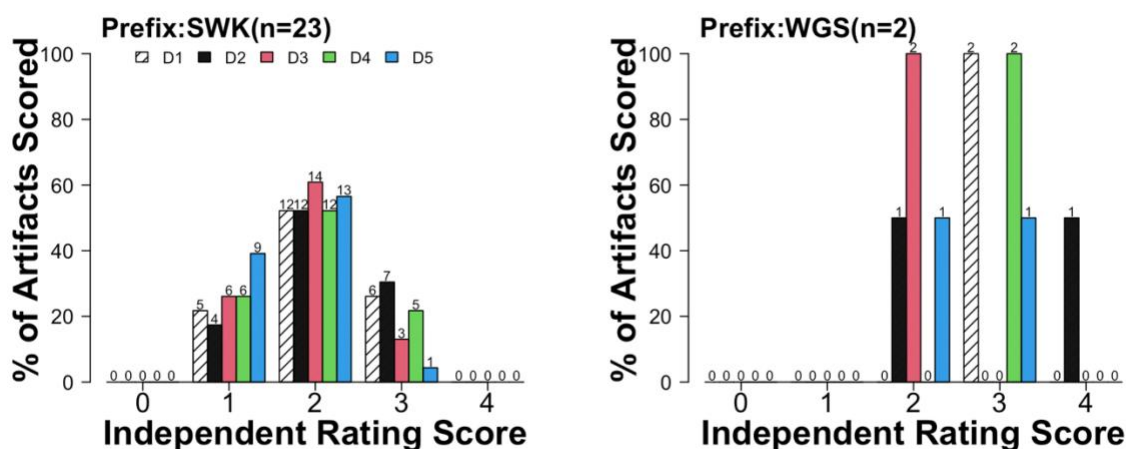
CLAS courses PAG, PHI, POL, PSY, SOC, SPA are summarized in **Figure A.2.2**. Of the 3 artifacts from PAG courses, as few as 0% (n=0 in *Dimension 3*) and as many as 66.6% (n=2 in *Dimension 4*) were scored 0 (unable to rate). Of the PAG course artifacts that were ratable, 50% of *Dimension 1* items (n=2), 50% of *Dimension 2* (n=2), 100% of *Dimension 3* (n=3), 100% of *Dimension 4* (n=1), and 100% of *Dimension 5* (n=2) were scored 2 (fair) and above (**Figure A.2.2**). Of the 8 artifacts from PHI courses, as few as 0% (n=0 in *Dimension 2, 3, 4, and 5*) and as many as 12.5% (n=1 in *Dimension 1*) were scored 0 (unable to rate). Of the PHI course artifacts that were ratable, 57.1% of *Dimension 1* items (n=7), 25% of *Dimension 2* (n=8), 12.5% of *Dimension 3* (n=8), 62.5% of *Dimension 4* (n=8), and 37.5% of *Dimension 5* (n=8) were scored 2 (fair) and above (**Figure A.2.2**). Of the 10 artifacts from POL courses, as few as 0% (n=0 in *Dimension 2, 3, and 4*) and as many as 10% (n=1 in *Dimension 1 and 5*) were scored 0 (unable to rate). Of the POL course artifacts that were ratable, 33.3% of *Dimension 1* items (n=9), 60% of *Dimension 2* (n=10), 20% of *Dimension 3* (n=10), 20% of *Dimension 4* (n=10), and 33.3% of *Dimension 5* (n=9) were scored 2 (fair) and above (**Figure A.2.2**). Of the 29 artifacts from PSY courses, as few as 13.8% (n=4 in *Dimension 2*) and as many as 51.7% (n=15 in *Dimension 3*) were scored 0 (unable to rate). Of the PSY course artifacts that were ratable, 37.5% of *Dimension 1* items (n=24), 60% of *Dimension 2* (n=25), 50% of *Dimension 3* (n=14), 27.8% of *Dimension 4* (n=18), and 26.3% of *Dimension 5* (n=19) were scored 2 (fair) and above (**Figure A.2.2**). Of the 23 artifacts from SOC courses, as few as 4.3% (n=1 in *Dimension 2 and 5*) and as many as 26.1% (n=6 in *Dimension 1 and 4*) were scored 0 (unable to rate). Of the SOC course artifacts that were ratable, 100% of *Dimension 1* items (n=17), 100% of *Dimension 2* (n=22), 100% of *Dimension 3* (n=21), 82.4% of *Dimension 4* (n=17), and 81.8% of *Dimension 5* (n=22) were scored 2 (fair) and above (**Figure A.2.2**). Lastly, of the 2 artifacts from SPA courses, as few as 0% (n=0 in *Dimension 2, 3, 4, and 5*) and as many as 50% (n=1 in *Dimension 1*) were scored 0 (unable to rate). Of the SPA course artifacts that were ratable, 0% of *Dimension 1* items (n=1), 0% of *Dimension 2* (n=2), 0% of *Dimension 3* (n=2), 0% of *Dimension 4* (n=2), and 50% of *Dimension 5* (n=2) were scored 2 (fair) and above (**Figure A.2.2**).

Figure A.2.2. The percentage of student artifacts in 6 of CLAS course prefixes (PAG, PHI, POL, PSY, SOC, and SPA) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



CLAS courses SWK and WGS are summarized in **Figure A.2.3**. Of the 23 artifacts from SWK courses, none (0%) were scored 0 (unable to rate). Of the SWK course artifacts that were ratable, 78.3% of *Dimension 1* items (n=23), 82.6% of *Dimension 2* (n=23), 73.9% of *Dimension 3* (n=23), 73.9% of *Dimension 4* (n=23), and 60.8% of *Dimension 5* (n=23) were scored 2 (fair) and above (**Figure A.2.3**). Of the 2 artifacts from WGS courses, none (0%) were scored 0 (unable to rate), and 100% of artifacts were scored 2 (fair) and above for all five *Dimensions* (**Figure A.2.3**).

Figure A.2.3. The percentage of student artifacts in two of CLAS course prefixes (SWK and WGS) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



Appendix 3 - The frequency distribution of student artifact scores described according to course prefix in the CVPA (Figures A.3.1 to A.3.2).

CVPA courses ARC, ARH, ART, ARU, CDE, and COM are summarized in **Figure A.3.1**. Of the 5 artifacts from ARC courses, 40% (n=2 in all *Dimensions 1-5*) were scored 0 (unable to rate). Of the ARC course artifacts that were ratable, 33.3% of items (n=3) were scored 2 (fair) and above in *Dimensions 1-5* (**Figure A.3.1**). Of the 20 artifacts from ARH courses, as few as 10% (n=2 in *Dimension 2*) and as many as 60% (n=12 in *Dimension 3*) were scored 0 (unable to rate). Of the ARH course artifacts that were ratable, 69.2% of *Dimension 1* items (n=13), 44.4% of *Dimension 2* (n=18), 12.5% of *Dimension 3* (n=8), 42.9% of *Dimension 4* (n=14), and 28.6% of *Dimension 5* (n=14) were scored 2 (fair) and above (**Figure A.3.1**). Of the 5 artifacts from ART courses, all (100%) were scored 0 (unable to rate). Of the 4 artifacts from ARU courses, as few as 0% (n=0 in *Dimension 2, 3, and 4*) and as many as 25% (n=1 in *Dimension 1 and 5*) were scored 0 (unable to rate). Of the ARU course artifacts that were ratable, 33.3% of *Dimension 1* items (n=3), 66.6% of *Dimension 2* (n=4), 33.3% of *Dimension 3* (n=4), 50% of *Dimension 4* (n=4), and 0% of *Dimension 5* (n=3) were scored 2 (fair) and above (**Figure A.3.1**). Of the 12 artifacts from CDE courses, as few as 58.3% (n=7 in *Dimension 1*) and as many as 83.3% (n=10 in *Dimension 5*) were scored 0 (unable to rate). Of the CDE course artifacts that were ratable, 20% of *Dimension 1* items (n=5), 25% of *Dimension 2* (n=4), 25% of *Dimension 3* (n=4), 25% of *Dimension 4* (n=4), and 0% of *Dimension 5* (n=2) were scored 2 (fair) and above (**Figure A.3.1**). Lastly, of the 2 artifacts from COM courses, as few as 0% (n=0 in *Dimension 1, 2, 3 and 5*) and as many as 100% (n=2 in *Dimension 4*) were scored 0 (unable to rate). Of the COM course artifacts that were ratable, 100% of *Dimension 1* items (n=2), 50% of *Dimension 2* (n=2), 0% of *Dimension 3* (n=2), and 0% of *Dimension 5* (n=2) were scored 2 (fair) and above (**Figure A.3.1**).

CVPA courses MUS, MUU, and HUM are summarized in **Figure A.3.2**. Of the 12 artifacts from MUS courses, as few as 8.3% (n=1 in *Dimension 1*) and as many as 50% (n=6 in *Dimension 4 and 5*) were scored 0 (unable to rate). Of the MUS course artifacts that were ratable, 63.6% of *Dimension 1* items (n=11), 85.7% of *Dimension 2* (n=7), 85.7% of *Dimension 3* (n=7), 100% of *Dimension 4* (n=6), and 16.7% of *Dimension 5* (n=6) were scored 2 (fair) and above (**Figure A.3.2**). Of the 2 artifacts from MUU courses, as few as 0% (n=0 in *Dimension 4 and 5*) and as many as 100% (n=2 in *Dimension 1, 2 and 3*) were scored 0 (unable to rate). Of the MUU course artifacts that were ratable, 100% of *Dimension 4* (n=2), and 100% of *Dimension 5* (n=2) were scored 2 (fair) and above (**Figure A.3.2**). The one artifact from the HUM course was scored 0 (unable to rate; **Figure A.3.2**).

Figure A.3.1. The percentage of student artifacts in 6 of CVPA course prefixes (ARC, ARH, ART, ARU, CDE, and COM) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.

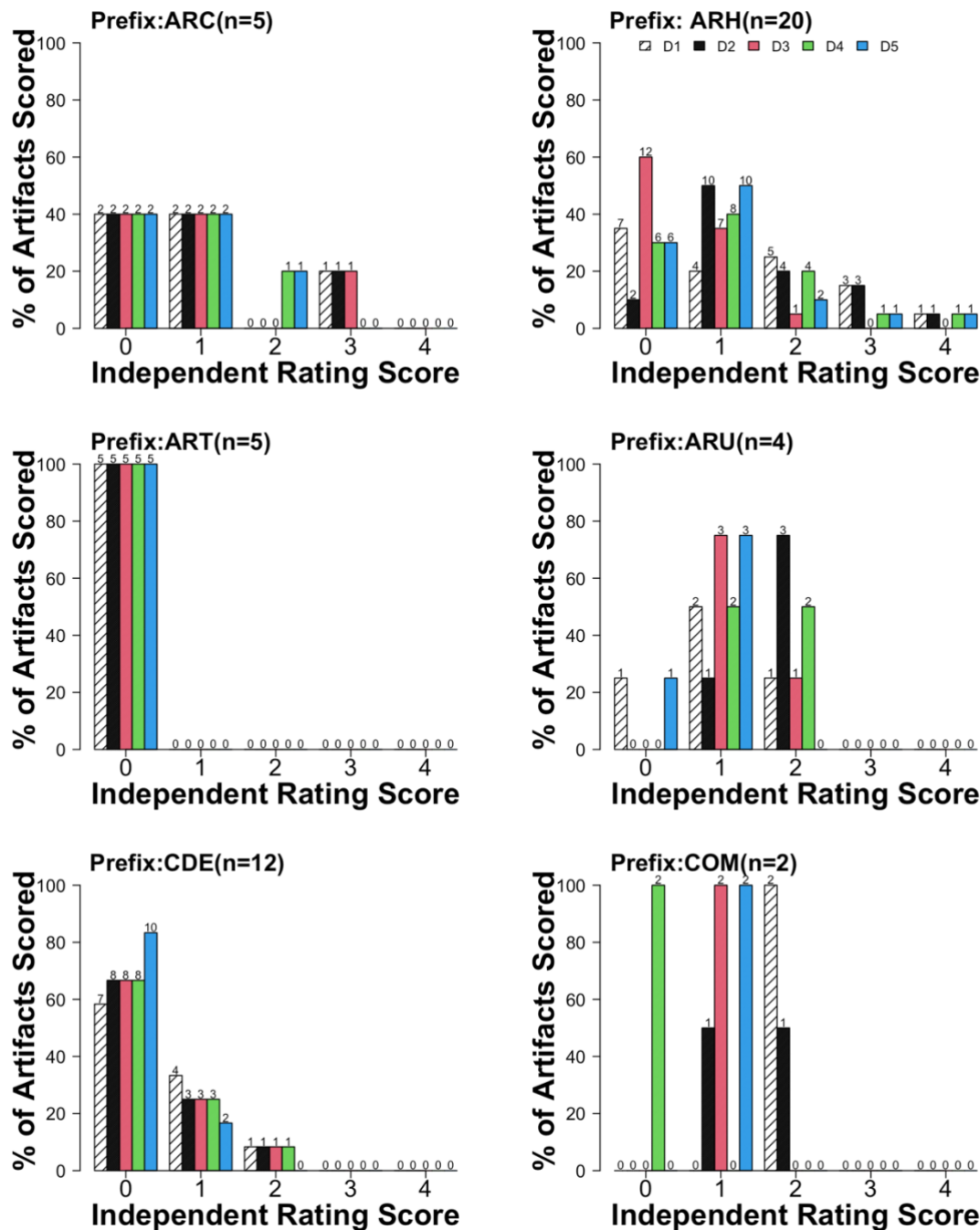
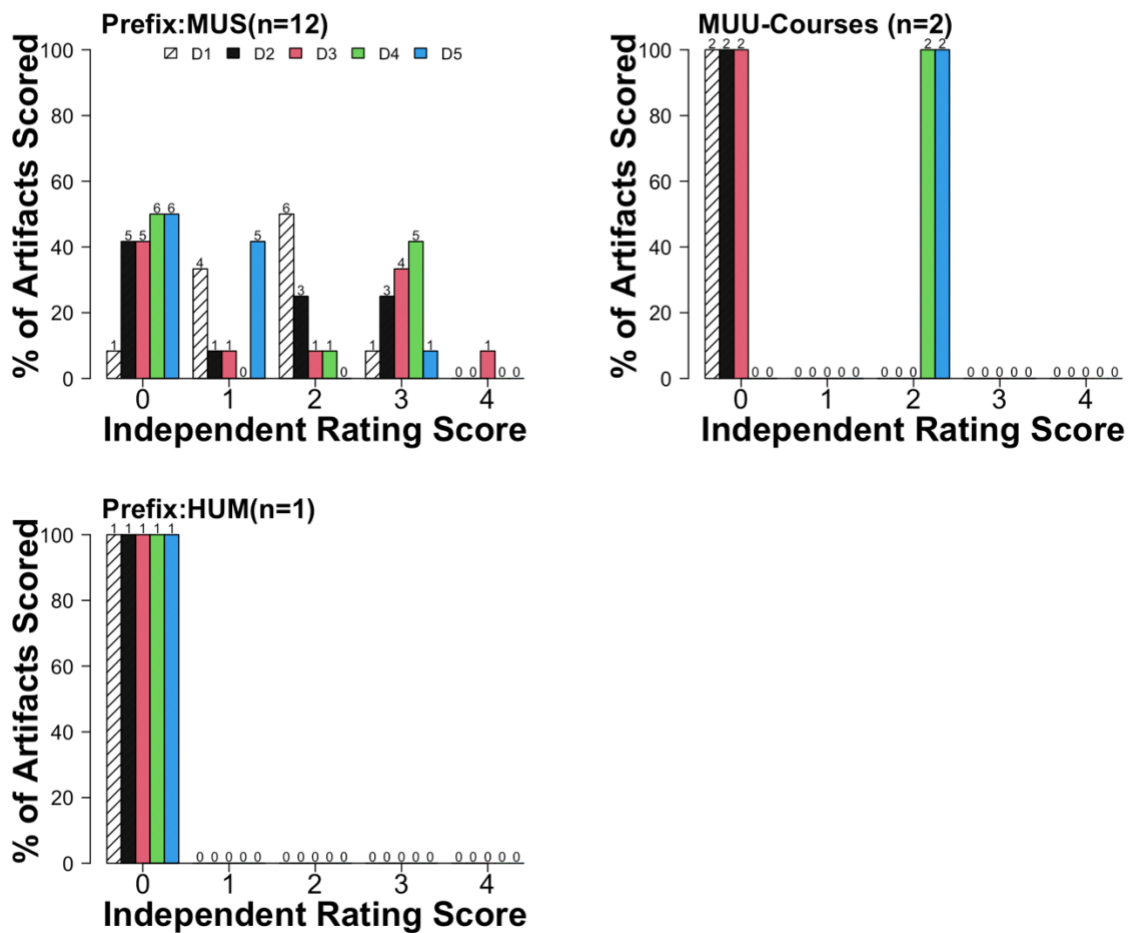


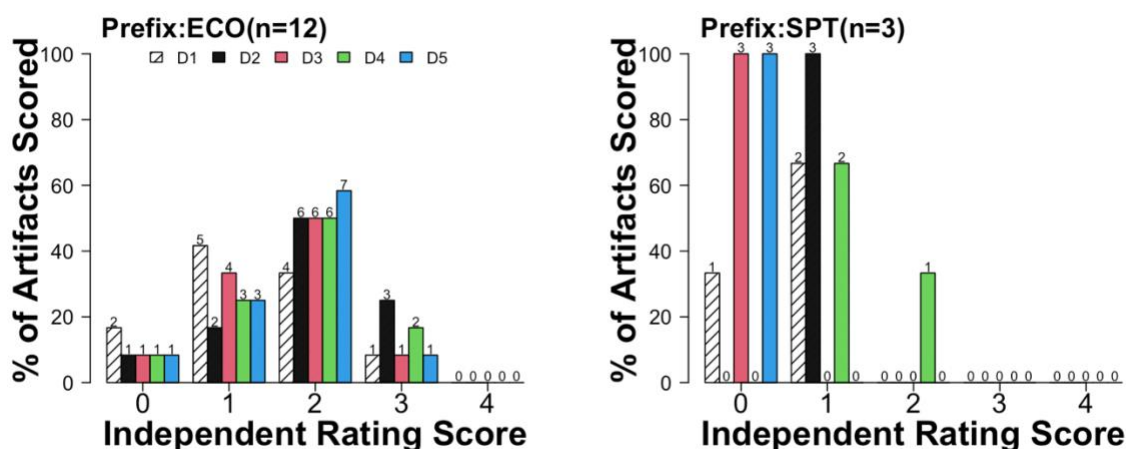
Figure A.3.2. The percentage of student artifacts in three of CVPA course prefixes (MUS, MUU, and HUM) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



Appendix 4 - The frequency distribution of student artifact scores described according to course prefix in the COB (Figures A.4.1).

COB courses ECO and SPT are summarized in **Figure A.4.1**. Of the 12 artifacts from ECO courses, as few as 8.3% (n=1 in *Dimension 2, 3, 4* and 5) and as many as 16.7% (n=2 in *Dimension 1*) were scored 0 (unable to rate). Of the ECO course artifacts that were ratable, 50% of *Dimension 1* items (n=10), 81.8% of *Dimension 2* (n=11), 63.6% of *Dimension 3* (n=11), 72.7% of *Dimension 4* (n=11), and 72.7% of *Dimension 5* (n=11) were scored 2 (fair) and above (**Figure A.4.1**). Of the 3 artifacts from SPT courses, as few as 0% (n=0 in *Dimension 2* and 4) and as many as 100% (n=3 in *Dimension 3* and 5) were scored 0 (unable to rate). Of the SPT course artifacts that were ratable, 0% of *Dimension 1* items (n=2), 0% of *Dimension 2* (n=3), and 33.3% of *Dimension 4* (n=3) were scored 2 (fair) and above (**Figure A.4.1**).

Figure A.4.1. The percentage of student artifacts in two of COB course prefixes (ECO and SPT) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B* and *D* of the KU General Education Program.



Appendix 5 - The frequency distribution of student artifact scores described according to course prefix in the COB (Figures A.5.1).

The COED course EDU is summarized in **Figure A.5.1**. Of the 2 artifacts from EDU courses, as few as 0% (n=0 in *Dimension 2, 3, and 4*) and as many as 100% (n=2 in *Dimension 5*) were scored 0 (unable to rate). Of the EDU course artifacts that were ratable, 0% of *Dimension 1* items (n=1), 100% of *Dimension 2* (n=2), 50% of *Dimension 3* (n=2), and 50% of *Dimension 4* (n=2) were scored 2 (fair) and above (**Figure A.5.1**).

Figure A.5.1. The percentage of student artifacts in one COED course prefix (EDU) that were scored 0 (unable to rate), 1 (poor), 2 (fair), 3 (good), or 4 (excellent) by pairs of volunteer raters during assessment of the five dimensions (D1-D5) in the analytic rubric for *SLO 6 - Analyze the Role of Values, Ethics, Diversity and Multiple Perspectives in Local and Global Society*. Artifacts were submitted for assessment in Spring 2024 semester by courses in *Category B and D* of the KU General Education Program.

