

General Education Assessment Report (2020-2021): Responsible Living



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Table of Contents

- I. Prefatory**
- II. Summary**
- III. Responsible Living**
- IV. Results**
 - A. Goal A (Ethics)
 - Lower Division and Upper Division Comparison by Outcome
 - Interpretation of results
 - B. Goal B (Well-Being)
 - Lower Division and Upper Division Comparison by Outcome
 - Interpretation of results
 - C. Cycle Comparison between AY 16-17 and AY 20-21
- V. Conclusions and Recommendations**
- VI. Appendices**
 - A. Scorer comments in AQUA (Edited)
 - B. Additional Assessment Data
 - C. Intraclass Correlation tables

I. Prefatory

The following report covers assessment efforts for the Responsible Living Core competency over the 2020 -2021 academic year. This report includes a narrative account of all components of the assessment cycle as well as selected data and an interpretation of those data. The intention of this report and the recommendations herein is to be advisory to the UCA Core Council and all relevant stakeholders as stewards of the general education program at UCA.

In addition, since this year's assessment efforts represent the second assessment cycle of the responsible living core competency, the data from the first cycle (AY16-17) have been included so that a comparison can be provided. Conclusions and recommendations thus reflect not simply the assessment efforts of AY 20-21, but also general conclusions and recommendations drawn from the experience of having completed two cycles of assessment for the responsible living area of the UCA Core.

II. Summary

The UCA Core is assessed on a four-year cycle. Each year one competency area is addressed. After two, four-year cycles, the UCA Core is scheduled to undergo a full program review. For AY 2020-2021, Responsible Living was the area scheduled to be assessed. This was the second assessment cycle of responsible living, and marks the final time it will be assessed before the UCA Core undergoes a full program review.

Assessment in higher education ought to be driven by the idea that reliable data can be used to inform curricular changes to improve student learning. The focus is always on student performance. If you want to improve learning you must know where your students are and whether or not your curricula is impactful. Thus, there must be moments of assessment where student performance is measured consistently, according to an objective standard, and across time.

During the AY 20-21 assessment cycle observations were made regarding student performance as well as the process of assessment itself as regards the Responsible Living competency of the UCA Core. Below are several key takeaways.

- Faculty participation continues to be an issue. **AY 20-21 survey response rate = 45.69%** Most notably, the **Fall 2020 response rate was 26.67%**
- Poorly chosen or designed assignments were again recognized as a problem (See Appendix A).
- A noticeable **decline in scores** was demonstrated between the lower and upper divisions of Goal A (Ethics), which is the opposite of what would be expected or desired.
- For Goal A, significantly **less than 50%** of students at the upper division scored **“accomplished” or higher**, with markedly **less than 20%** of students scoring **“exemplary”**.
- There was **no growth** indicated in student learning in Goal A from AY 16-17, where Goal B showed **significant growth** from AY 16-17. This may be indicative that **scaffolding of the Core needs to be revisited**.
- The **rubrics ought to be revisited** in order to clarify language.

The following report provides a presentation and analysis of the assessment process and results for the Responsible Living competency of the UCA Core during AY 20-21. This report provides an initial interpretation of selected data as well as a comparison between the results from AY 16-17 and AY 20-21.

III. Responsible Living

The UCA Core is assessed on a four-year cycle. Each year one competency area is addressed. For AY 2020-2021, Responsible Living was the area scheduled to be assessed. The semester prior to the academic year scheduled for assessment training sessions were offered for all faculty scheduled to teach a course in the Responsible Living area during AY 20-21. Multiple sessions were scheduled with times being scattered throughout the week to offer several opportunities for faculty to attend. Due to the onset of the Covid pandemic, all sessions were moved to an online format, with one session being recorded and later published to the UCA Core website at <https://uca.edu/core/for-faculty/responsible-living-assessment/> Dr. Held facilitated all sessions. Topics included rubric interpretation, assignment design and selection, as well as a briefing on the process of artifact collection and scoring.

Sessions times:

April 14th at 3:00 pm

April 15th at 10:00 am

April 16th at 1:40 pm

During spring 2020, the pre-cycle training was conducted on-line in webinar format, recorded, and posted online. Attendance at these webinars was significantly higher than previous pre-cycle trainings, and having the materials posted and accessible is an added benefit to faculty who may wish to review them at their own pace or a more convenient time. The online format seemed to allow more faculty to attend than usual. Ironically, the pandemic may have boosted attendance since faculty were getting used to online activities and were finding time to participate.

After pre-assessment training, the office of assessment prepared to collect student artifacts during AY 20-21.

Artifact Collection:

During AY 20-21, the Office of Assessment attempted to collect artifacts from all courses under the Responsible Living Core competency including all Lower and Upper division courses so designated. Faculty were contacted through general announcements in UCA Inform. In the spring semester, chairs were also contacted to assist in getting faculty to participate. The announcement provided faculty with a link to a wordpress form. The form asked for information regarding what artifact would be chosen, when it would be administered to students, and when and how it would be delivered to the Office of Assessment as well as a link to instructions on how to download artifacts from Blackboard and submit them electronically to the Office of Assessment.

Survey Response Rate:

	# of unique instructors teaching courses	# of unique instructors responding to survey	% response rate ¹
Fall 2020	90	24	26.67
Spring 2021	74	42	56.67
Total AY 20-21	116	53	45.69

Response rate indicates the percentage of respondents in relation to total number of faculty identified as teaching a course identified as assessing under the Responsible Living competency.

The total response rate was disappointing. For Fall 2020, the response rate was 26.67%. Such sparse participation undermines assessment efforts. It is unclear what factors may have contributed to such a low rate of response during the fall, but Dr. Held hypothesizes that relying on UCA Inform may have been a significant factor since relevant faculty may have overlooked the announcement, something less likely to occur if they had been emailed directly. Spring 2021 showed a response rate of 56.67% which is a marked improvement but still sub-optimal. In addition, Dr. Held began contacting chairs to ask for assistance in encouraging faculty participation in spring 21, and this may have been a factor in the improved numbers.

Review of Artifacts:

Evaluation of the artifacts took place between August 9-11th, 2021. The evaluation team was recruited from faculty who had participated in the assessment process. The evaluation team consisted of:

- Rubric A (Ethics)
 - Benjamin Rider (Philosophy and Religion)
 - Jen Talbot (School of Communication)
 - Ramón Escamilla (LLLC)
- Rubric B (Well-Being)
 - Kristy Jamerson (Health Sciences)
 - Desmond Jones (Sociology, Criminology, and Anthropology)
 - Parisha Patel (Health Sciences)

Evaluators were remunerated \$250 per day. During the three day sessions evaluators participated in calibration exercises as well as artifact scoring. Days consisted of routine evaluation work from 8:00 am until 4:30 pm with intermittent breaks as evaluators deemed appropriate.

¹ Response rate for the survey. This would not reflect faculty who participated by submitting artifacts but did not complete the survey.

	# of artifacts available	# of artifacts processed ²	% of artifacts processed
Goal A	342	342	100.00
Goal B	1024	758	74.02
Total	1366	1100	80.53

The team for Goal A was able to score the entire population of artifacts. This is due to the fact that they had a small pool of artifacts. Goal A of Responsible Living has a smaller amount of courses under it than any other goal under any other competency area. This fact, combined with a low response rate led to a small pool of available artifacts; a pool smaller than the selection offered during the AY 16-17 assessment cycle.

Reliability:

The score teams spent the first half of their first day together engaged in norming exercises. The teams reviewed the rubric and proceeded to evaluate anchor assignments. After each assignment was evaluated the team discussed the results and then proceeded to the next assignment. By the close of the calibration exercise, the teams expressed a shared understanding of the rubric. Dr. Held monitored scorer progress and interrater reliability in real time and would pause scoring and update teams on reliability issues periodically. Teams would then confer to continuously “re-calibrate.”

These norming exercises are intended to insure that regardless of team member the score an artifact receives is consistent. If scorer expectations are consistent, then the data will be consistent and generalizable. Calibration is crucial to reliable data, that is, data that reflects the nature of the artifact, in this case student performance, and not the idiosyncrasies of the scorer.

² Disregards the number of artifacts receiving a second score. At least 40% of artifacts received a second score in order to calculate inter-rater reliability.

Percent Agreement and Intraclass correlation

	% agreement	% disagree at 1 pt. ³	ICC ⁴	Reliability ⁵
Goal A	37.37	76.27	.601	Moderate
Goal B	41.10	82.90	.662	Moderate

Although percent agreement is not often accepted as a reliable statistic when judging interrater reliability, of note in this case is the fact that when scorers did disagree over 75% of the time that disagreement was only one point in variance. That indicates that even when scorers disagreed it was minor, indicating a slight disagreement in student performance, not a major incongruity between scorer expectations. Using a more standard measure of interrater reliability, Intraclass Correlation, we find “moderate” reliability in the teams scoring goals A and B. Reliability among the teams was good.

³ When scorers did disagree, this is the percent of disagreements between a single level, for example, scorer A = 1, scorer B = 2, or scorer A = 3 and scorer B = 4.

⁴ Intraclass Correlation Coefficient calculated using SPSS. (Appendix C)

⁵ Based on Terry K. Koo and Mae Y. Li. A Guideline for Selecting and Reporting Intraclass Correlation Coefficients for Reliability Research, *Journal of Chiropractic Medicine*, June 2016, vol. 15(2): 155-63.

IV. Results

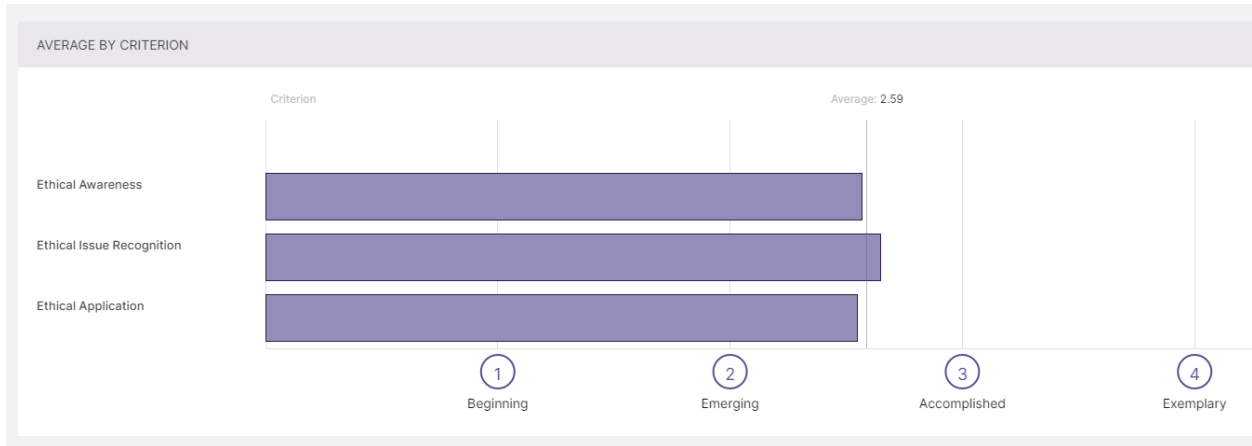
When interpreting assessment data in higher education it is important to note several issues. The methodology used is often derived from the behavioral and social sciences. However, the higher education environment makes it difficult, if not impossible, to maintain the conditions necessary for reliable statistical analysis using these methods. Samples are small, or in isolated communities, there are myriad confounding variables influencing any outcome, most of which cannot be controlled for, nor is it possible to offer control groups as withholding educational opportunities from students for experimental purposes is unethical. The data collected, therefore, must be interpreted in light of these structural barriers, which are inherent to the nature of the study. But while these barriers cannot be removed, they can be ameliorated.

We can get reliable data in terms of identifying trends so long as we know wherein the problems lie and work intentionally to mitigate them. With Core assessment, we have striven to lessen the effects of these factors where possible. We collect student work from the entire population in order to derive a representative sample. Artifacts are all scored on the same rubric, by a single team of calibrated, trained, faculty scorers, thus increasing interrater reliability. We offer training to faculty on assignment design prior to artifact collection, thus allowing faculty to use individual assignments, not standardized ones, while maintaining a consistency of expectation. If a general education program is to be assessed at a university the size of UCA, the means by which we are doing so addresses, as well as can be addressed, the limitations inherent in assessment in higher education.

Goal A (Ethics)

Overall Score Distribution by Level

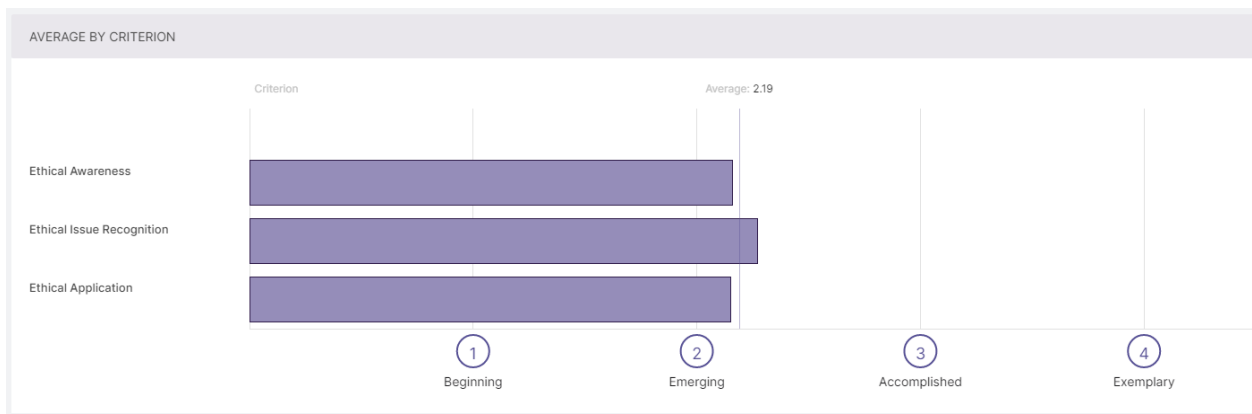
Lower Division Average (by outcome)



The averages for each learning outcome were:

- Ethical Awareness = 2.57
- Ethical Issue Recognition = 2.65
- Ethical Application = 2.55

Upper Division Average (by outcome)



The averages for each outcome were:

- Ethical Awareness = 2.16
- Ethical Issue Recognition = 2.27
- Ethical Application = 2.15

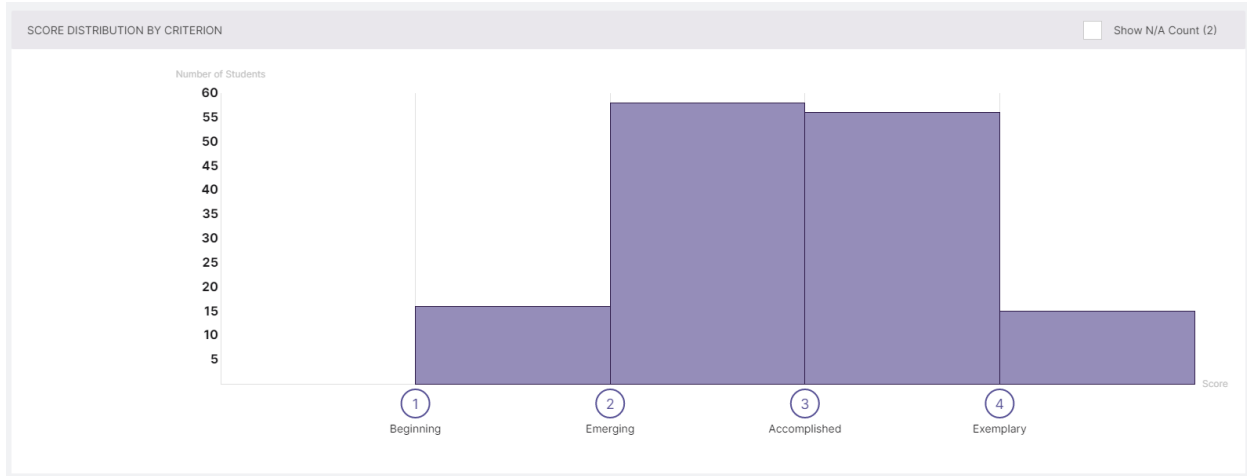
The most notable pattern from the data is the decrease in average score for each outcome from the lower division to the upper division. This is the opposite of what would be expected.

Of course, it would be bizarre, to say the least, if students did in fact become worse at ethical reasoning the longer they remained at UCA. A more cogent interpretation of the data may suggest two different yet equally probable explanations. First, given that our core curriculum is designed to be scaffolded, and assessed as if it were, it is not *de facto* scaffolded insofar as a student may take a lower level course under rubric A and an upper level course under rubric B, or vice versa. Thus, student course work in the responsible living competency is not necessarily aligned at the lower and upper division by goal across time. Given that the vast majority of lower level courses in responsible living are designated under rubric B (well-being) and here we see a decrease at the upper level under rubric A, it is plausible that this could be accounted for by the fact the students taking upper level responsible living courses under rubric A, never took a lower level responsible living course under the same rubric. Thus, they are not as prepared as we'd hope to excel under rubric A at the upper level. A second hypothesis supported by scorer comments (see Appendix A), is that the assignments given students were not designed well to showcase a student's ability either because the assignment didn't address the outcomes, the student was not prompted to perform along the outcomes, or an admixture of similar factors indicative of poor assignment selection or design. Regardless, this is a troubling finding and indicates that we are not providing our students the education we assure them they are receiving regarding this competency area and this rubric specifically. If we value ethical education, and recognize the paramount role it plays in students' development and education, then we need to address this situation and do our best to rectify it.

Detailed by Outcome

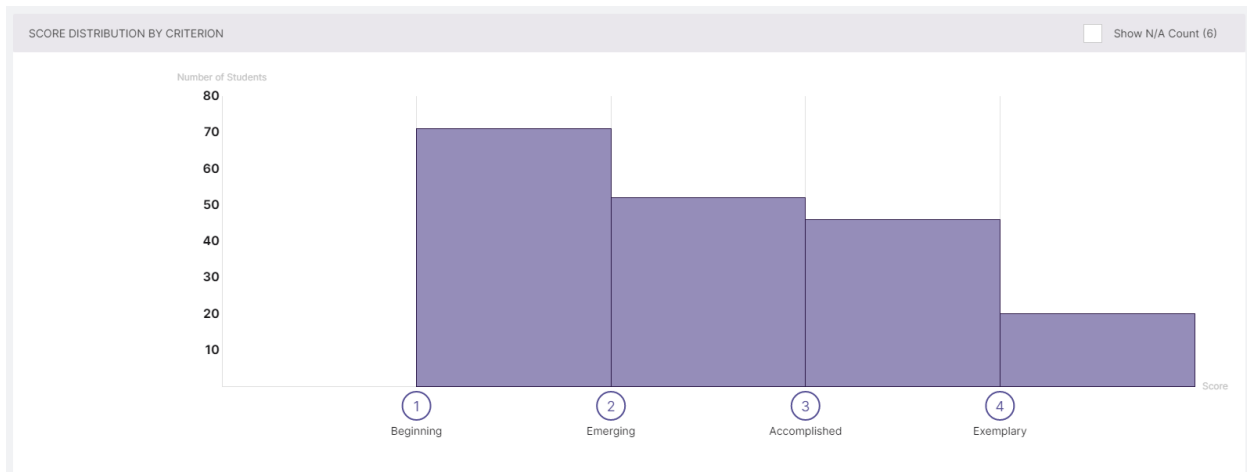
SLO 1: Ethical Awareness

Lower Division



At the lower division, our students receive a solid foundation in this competency area, with 78.62 % of students scoring in the center of the rubric with a score of 2 or 3. Clearly, in the lower division courses dealing with responsible living goal A (Ethics), students are being introduced to these concepts.

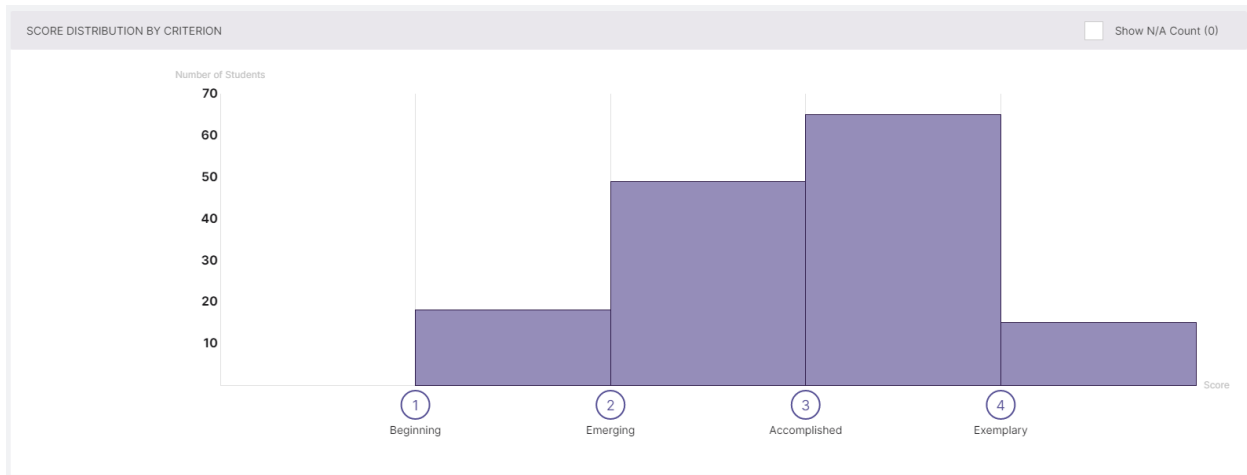
Upper Division



At the upper division, minimal success. Only 34.92% of students at the upper level score “Accomplished” or higher (a 3 or 4 on the rubric) with a paltry 10.58% achieving a score of 4 or “Exemplary.” It is worrisome that only one in ten of our students studying and being assessed for “Ethics” can score as exemplary in this area. Unfortunately, this pattern repeats for all the outcomes under rubric A.

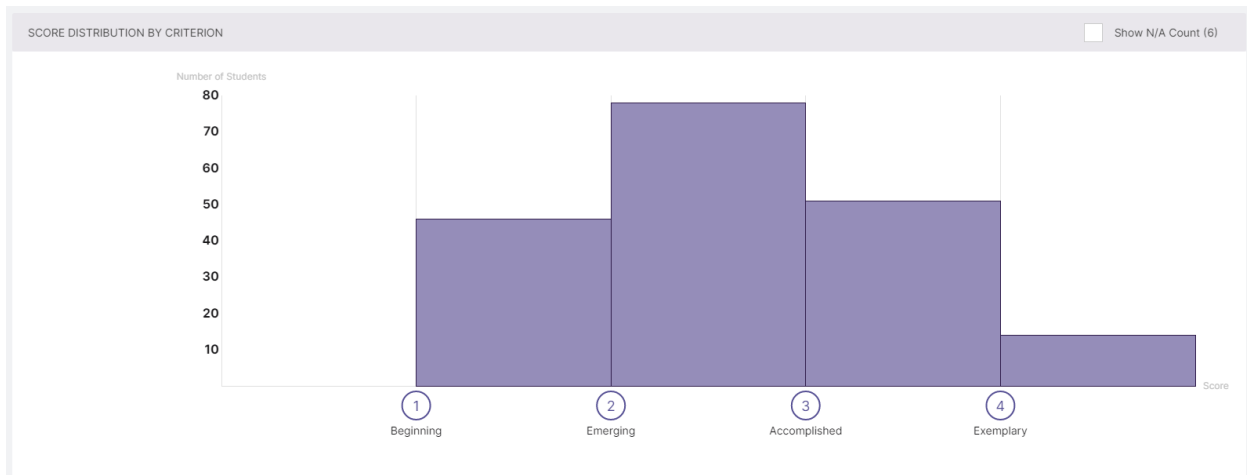
SLO 2: Ethical Issue Recognition

Lower Division



For this outcome, as with the previous outcome, students are demonstrating a firm foundation with 77.55% scoring a 2 or 3 for Ethical Issue Recognition.

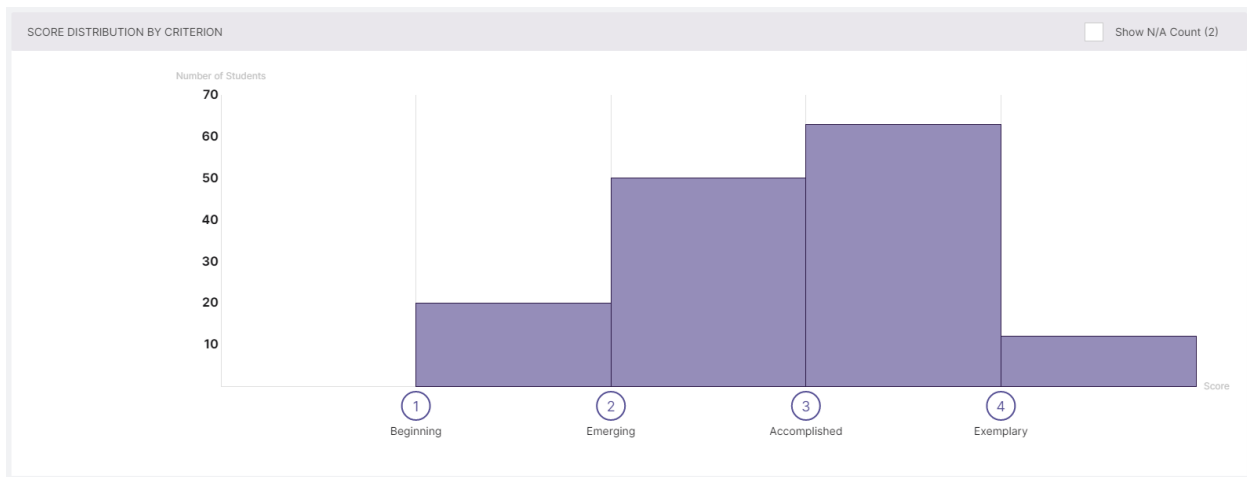
Upper Division



As with the previous outcome, we see a problematic pattern at the upper level. For this outcome, although 34.34% of students scored “Accomplished” or higher, merely 7.41% scored at the “Exemplary” level.

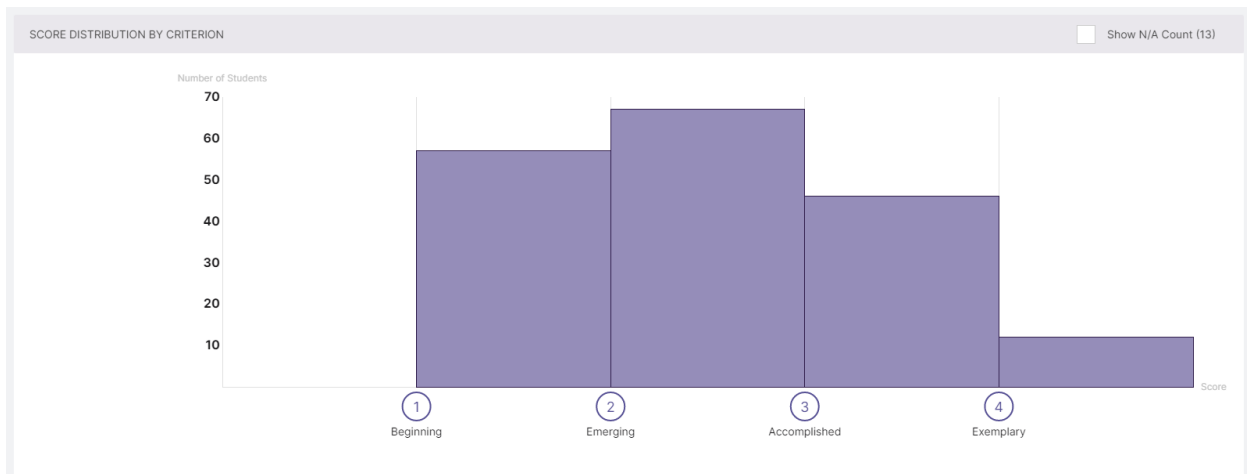
SLO 3: Ethical Application

Lower Division



For the Ethical Application outcome the pattern repeats. 77.93% of students score a 2 or 3 at the lower level, indicating a strong foundation.

Upper Division



At the upper level, only 31.87% of students score “Accomplished” or higher with only 6.59% scoring at the “Exemplary” level. The numbers are clear. If we presume them to be representative of student skill level, of which there is reason to be dubious, then our students are not being educated adequately in this outcome or across this goal as a whole.

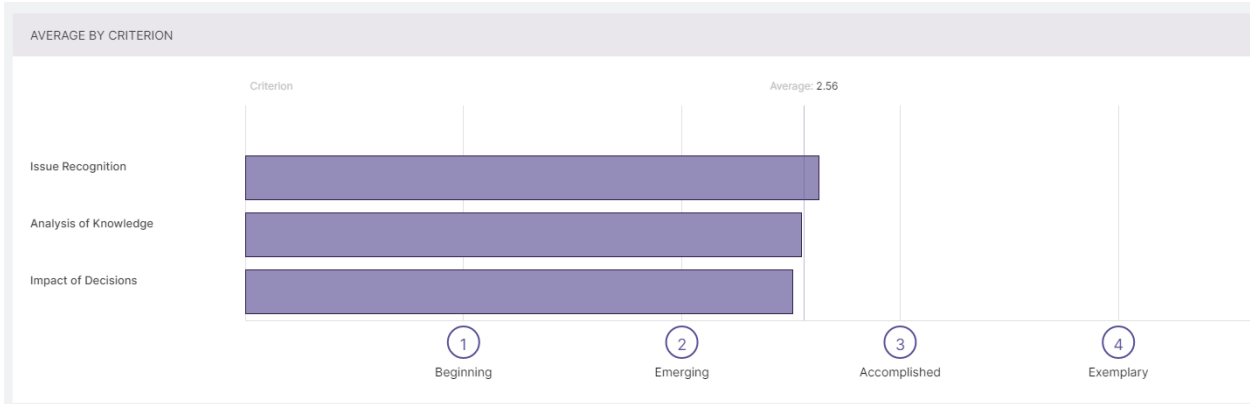
As noted above, this pattern is reasonably attributable to the fact that we don’t have a scaffolded and aligned core curriculum between the lower and upper levels, so students taking upper division ethics courses may have never had an ethics course before. In addition, there are assignment selection and design problems as well as the fact that some faculty may not know that they are teaching a responsible living course in the core. But we do not see this pattern with Goal B, nor have we ever seen this pattern

before. This may be because other competencies have disciplinary requirements forcing alignment, as happens, for example, in the health sciences. Regardless, if we as a faculty care about teaching our students ethics and care about shaping responsible future citizens, then we need to address all the possible issues attributable to his result.

Goal B (Well-Being)

Overall Score Distribution by Level

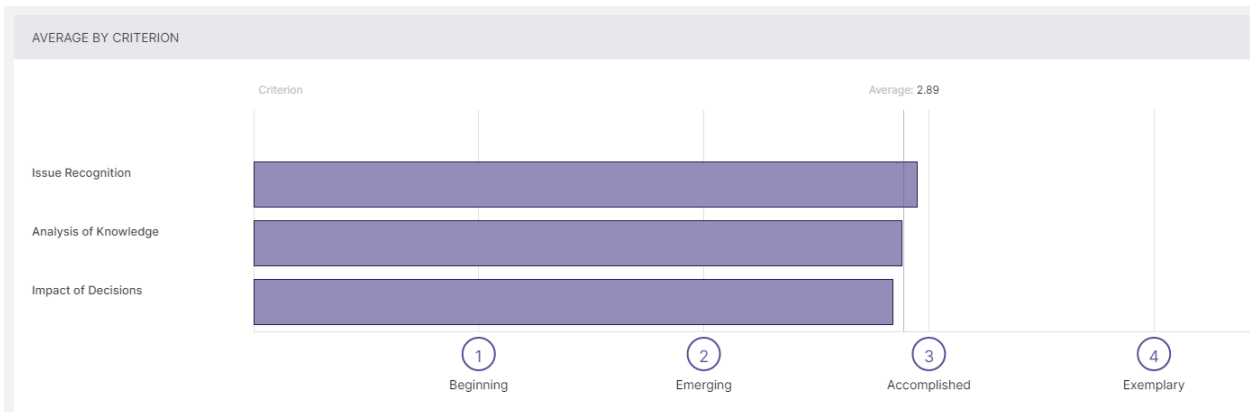
Lower Division Average (by outcome)



The averages for each outcome were:

- Issue Recognition = 2.63
- Analysis of Knowledge = 2.55
- Impact of Decisions = 2.51

Upper Division Average (by outcome)



The averages for each outcome were:

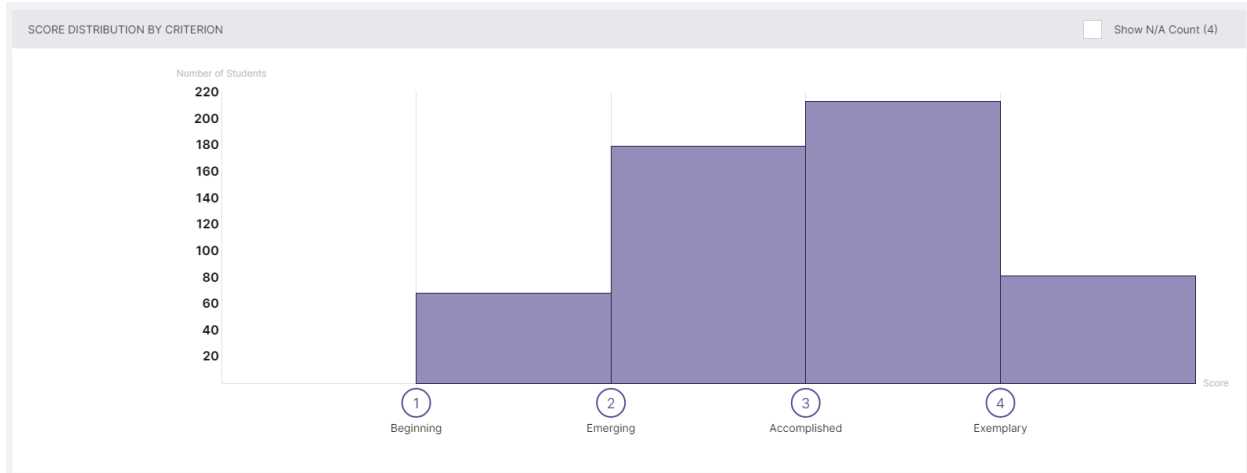
- Issue Recognition = 2.95
- Analysis of Knowledge = 2.88
- Impact of Decisions = 2.84

We see, under Goal B, the pattern we would expect to see: growth across each outcome.

Detailed by Outcome

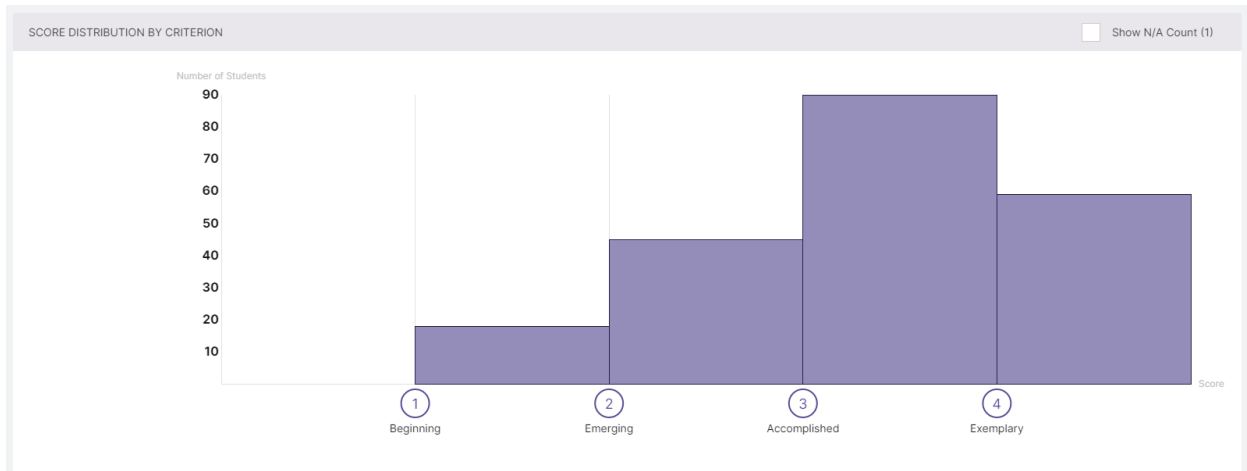
SLO 1: Issue Recognition

Lower Division



At the lower division, 72.46% of students scored a 2 or 3, indicating that students are being offered a firm foundation in this competency at that level.

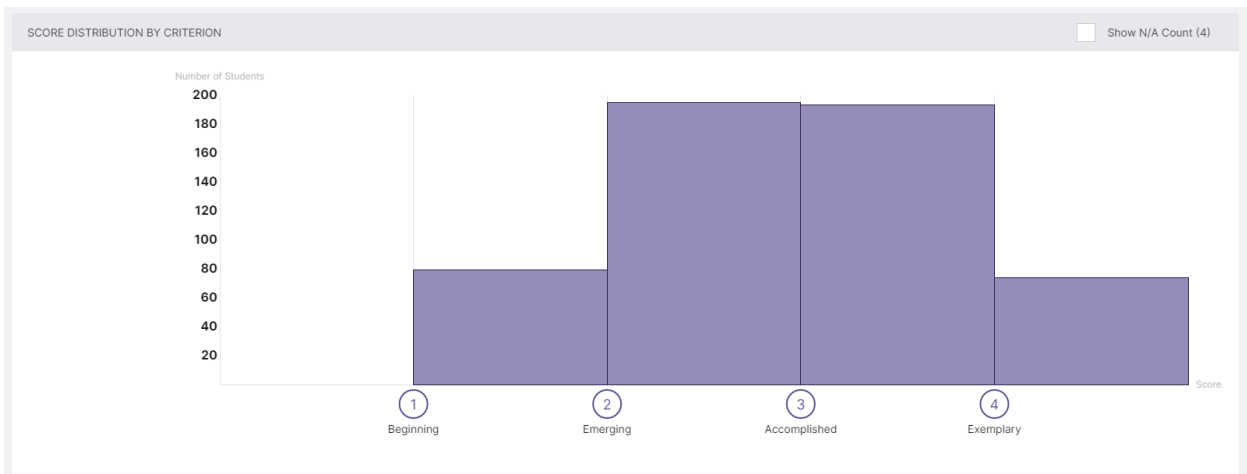
Upper Division



At the upper division, 70.28% of students scored at the “Accomplished” level or higher with 27.83% of students scoring “Exemplary.” This is markedly better than what was seen with Goal A. It also indicates that a majority of students are scoring near the top of the rubric at the upper level.

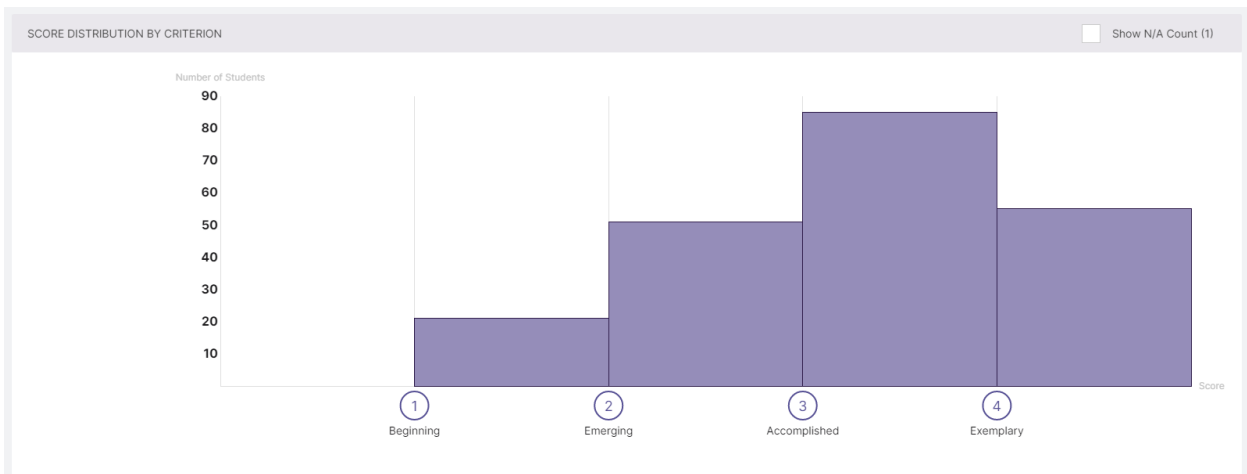
SLO 2: Analysis of Knowledge

Lower Division



At the lower division, 71.72% of students scored a 2 or 3, indicating that students are being offered a firm foundation in this competency at that level.

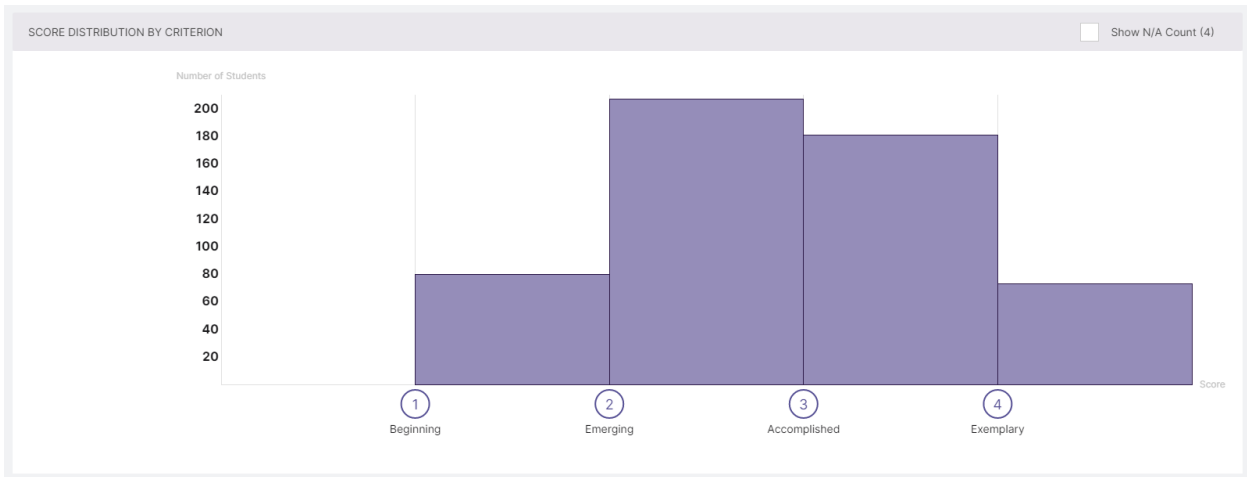
Upper Division



At the upper division, 66.04% of students scored at the “Accomplished” level or higher with 25.94% of students scoring “Exemplary.” This indicates that a majority of students are scoring near the top of the rubric at the upper level.

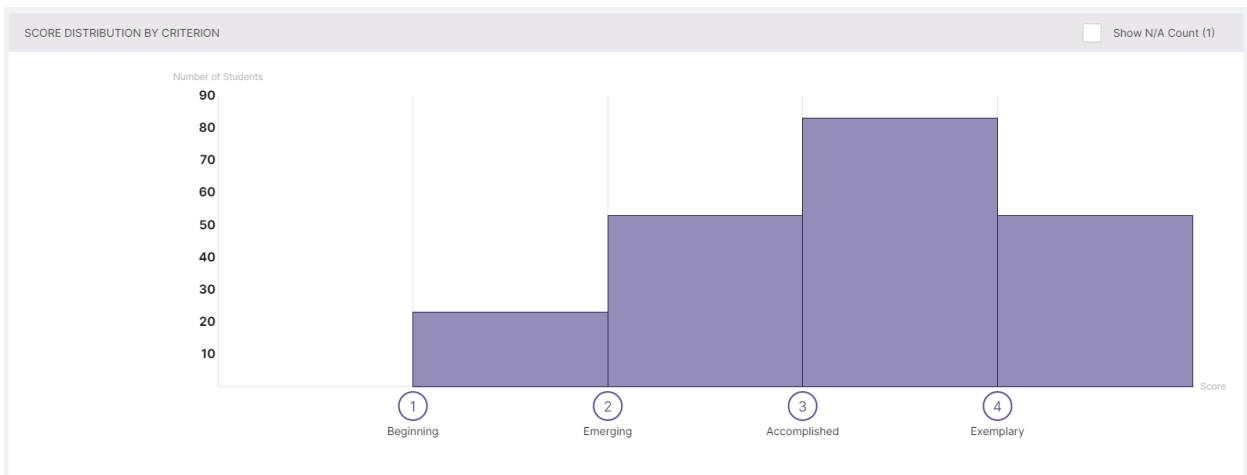
SLO 3: Impact of Decisions

Lower Division



At the lower division, 71.72% of students scored a 2 or 3, indicating that students are being offered a firm foundation in this competency at that level.

Upper Division



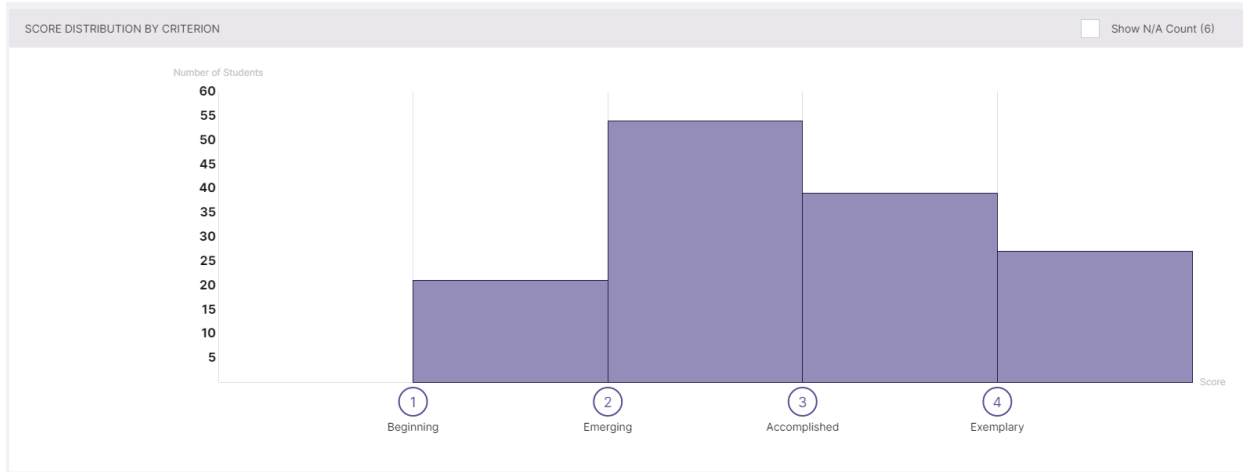
At the upper division, 64.15% of students scored at the “Accomplished” level or higher with 25.00% of students scoring “Exemplary.” This indicates that a majority of students are scoring near the top of the rubric at the upper level.

Overall, although there is room for improvement for Goal B, that is, it would be desirable to have a greater percentage of students at the upper level scoring “Exemplary,” the trend is in the right direction and students are clearly receiving a firm foundation in this goal, and those that pursue it at the upper level excel at a respectable rate.

Responsible Living Cycle Comparison between AY 16-17 and AY 20-21.

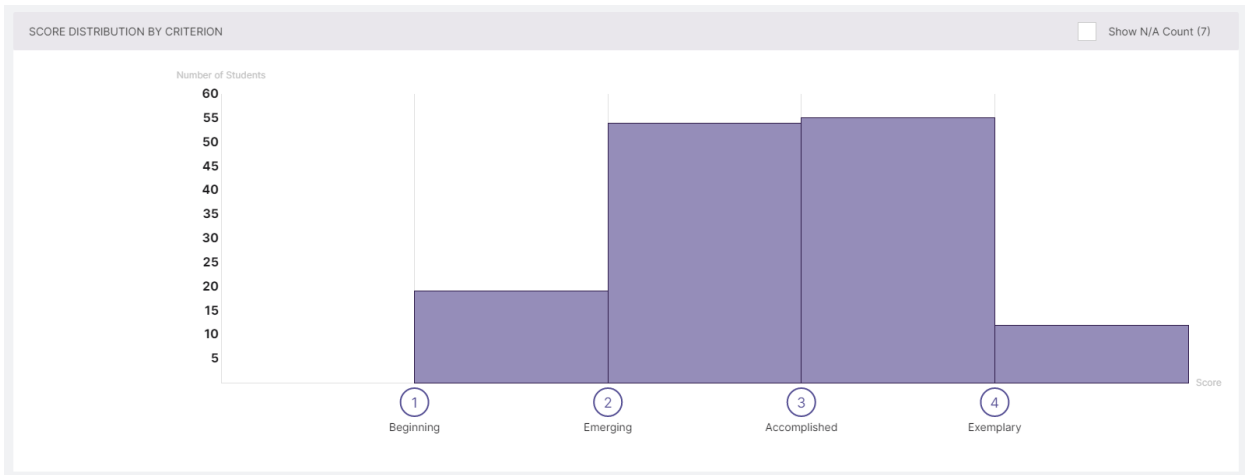
Since AY 20-21 was the beginning of the second 4-year assessment cycle for the UCA Core, it affords an opportunity to compare student learning from the first assessment cycle of responsible living with the second cycle. Below are frequency data for upper division courses for each outcome under each goal of responsible living for AY 2016-2017. These will provide points of comparison with the present assessment cycle. Upper division scores are being focused on since they will indicate ultimate success and skill level among students and thus indicate level of mastery of the student body over time.

SLO 1: Ethical Awareness (AY 16-17 – Upper Division)



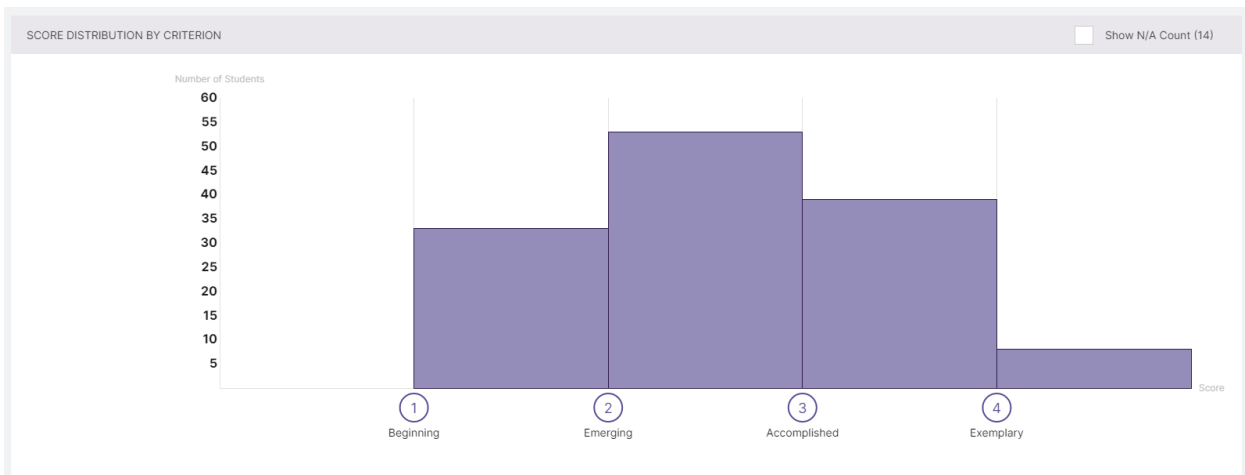
For this outcome, 46.81% of students scored at the “Accomplished” or higher level, with 19.15% scoring at the “Exemplary” level. Although on its own this result would be modest, what is troubling is that these data indicate that since AY 16-17 the rate of students at the “Exemplary” level under goal A has fallen roughly 8%, from 19.15% to 10.58%. When we look at students at the “Beginning” level, with a score of 1 in upper division courses, we see that in AY 16-17 only 14.89% of students at the upper division scored a 1, whereas in the most recent cycle that number increased to 37.37%. If we assume that relevant factors remain constant, such as courses offered as upper division in goal A, curriculum of courses in the goal, student aptitude, etc. then this shift indicates a significance decrease in student performance in this outcome. Various factors could account for this, including poor assignment selection or design, or lack of faculty focus on the Core outcomes as explicit points of teaching.

SLO 2: Ethical Issue Recognition (AY 16-17 – Upper Division)



For outcome 2, the results seem similar to what we find in the current cycle. In AY 16-17, 47.86% of students scored “Accomplished” or higher, with 8.57% scoring “Exemplary.” In the current cycle, 7.41% scored “Exemplary.” Although this indicates a drop, it is miniscule. What is most striking is that during both cycles well under ten percent of students at the upper level scored “Exemplary” on this outcome.

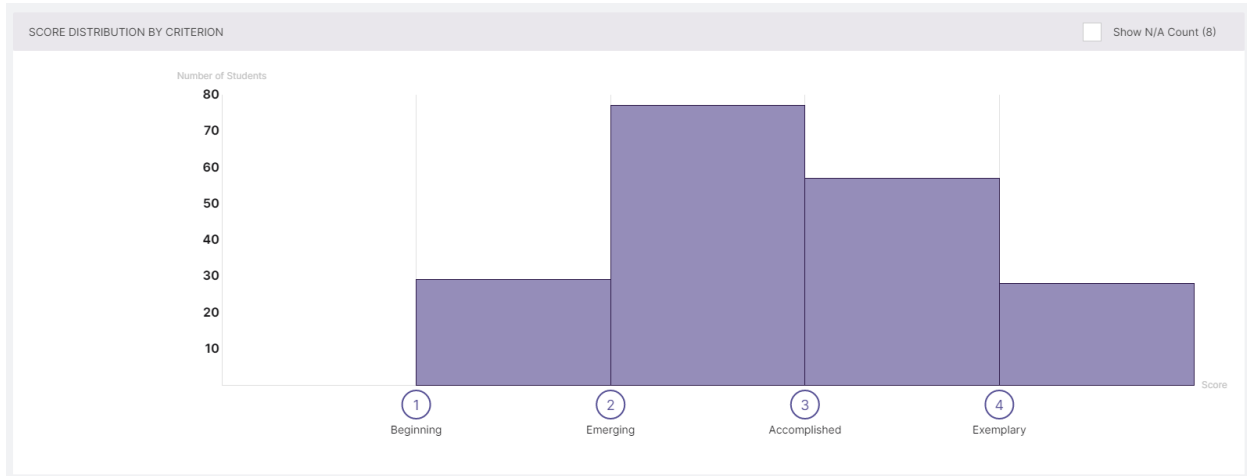
SLO 3: Ethical Application (AY 16-17 – Upper Division)



For outcome 3, the result is nearly identical to the results for outcome 2. Whereas 35.34% of students score “Accomplished” or higher, only 6.02% scored “Exemplary.” Compared to this year’s cycle there is nearly no change, moving from 6.02% in AY 16-17 to 6.59% in the current cycle. Clearly, we struggle in educating our students to these outcomes under this goal, or at least, our students do not clearly demonstrate mastery in those exercises we have intentionally chosen to have them exhibit their abilities.

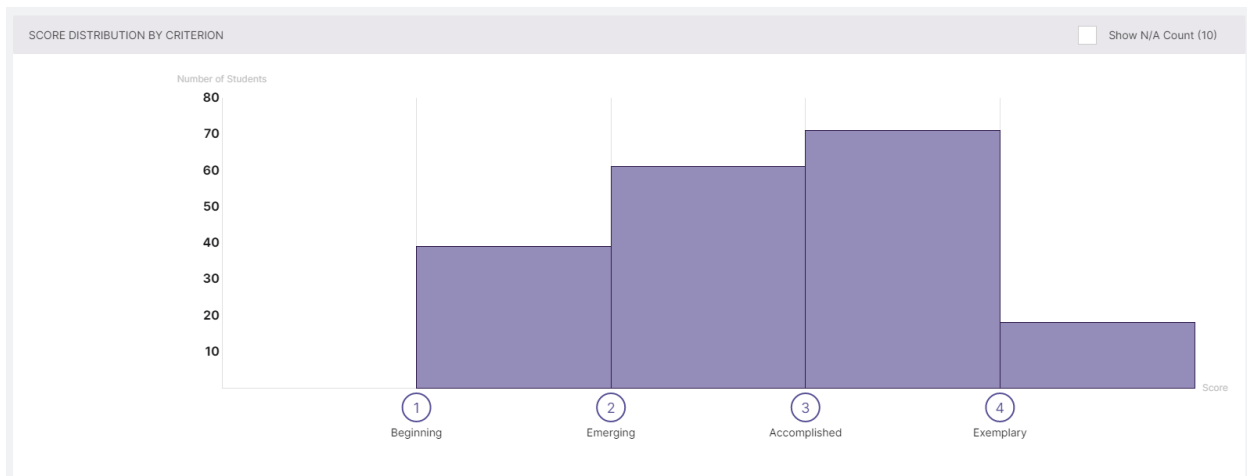
Goal B tells a different story. For all outcomes under goal B we notice marked improvement from AY 16-17.

SLO 1: Issue Recognition (AY 16-17 – Upper Division)



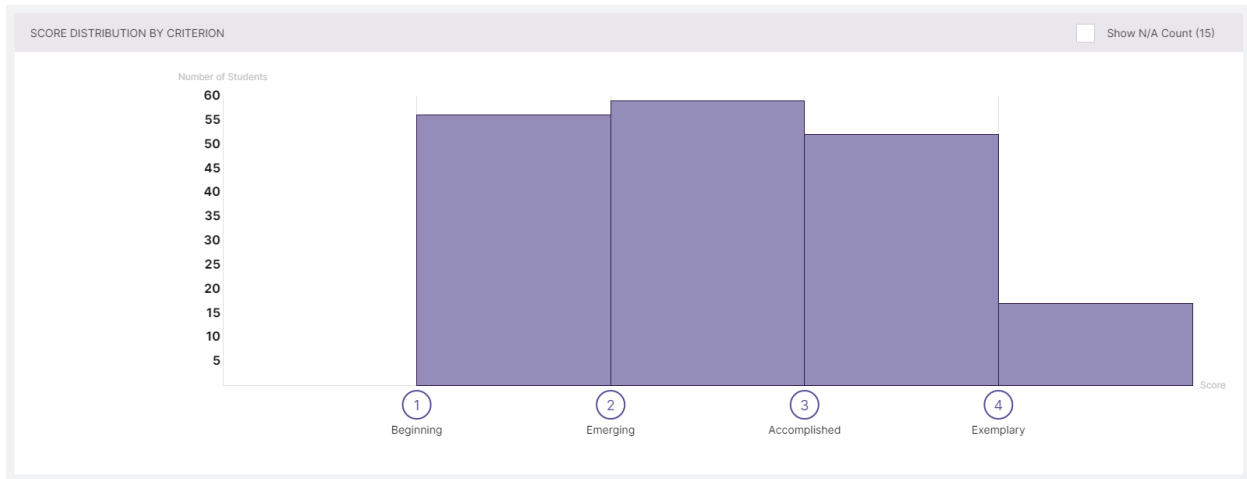
For learning outcome 1, 44.50% of students scored “Accomplished” or higher during the AY 16-17 cycle, with merely 14.66% scoring “Exemplary.” However, during the current cycle 22.83% of students at the upper division scored “Exemplary,” an improvement of 13.23%, almost a 100% improvement rate. This pattern is reproduced for each outcome under goal B.

SLO 2: Analysis of Knowledge (AY 16-17 – Upper Division)



During the AY 16-17 cycle, 47.09% of students scored “Accomplished” or higher, with only 9.52% scoring “Exemplary.” During the current cycle, 25.94% of comparable students scored “Exemplary,” indicating an over 270% increase.

SLO 3: Impact of Decisions (Ay 16-17 – Upper Division)



During AY 16-17, 37.5% of students scored “Accomplished” or higher, with merely 9.23% scoring “Exemplary.” During the current cycle, 25% of students scored “Exemplary,” indicating a 270% increase.

The disparate results between goal A and goal B are intriguing, and it is unclear what factors may contribute to the divergent results. Goal A remains stagnant, with numbers indicating that students are performing markedly under our expectations for where they should be performing at the upper division. As noted above, factors that may account for this include a lack of a truly scaffolded curriculum, as well as faculty intention in aligning curriculum to core outcomes and designing assignments that prompt students to perform across all components of the goal. However, we see a different result with goal B. Goal B shows significant improvement in student performance across all outcomes. This could indicate faculty better preparing students as well as better designing assignments to address learning outcomes under the goal, or it could reflect the fact that courses designated under goal B are “naturally” scaffolded by the departments that offer these courses as part of rigorous, scaffolded curricula in programs in health sciences, etc.

One must be wary of drawing conclusions from assessment data in higher education. The conditions under which data are collected are non-ideal, results are unable to be replicated, and assumptions necessary for clean statistical analysis often go unmet due to the constraints of the environment, such as class size, number of faculty teaching a section of a course, and myriad, if not infinite, confounding variables affecting student learning across time. The conclusions and recommendations offered below are sensitive to these limitations.

V. Conclusions and Recommendations

The data support the following observations and recommendations:

- 1) Faculty participation in terms of survey completion and artifact submission continues to be an issue. Without participation from faculty, assessment of the UCA Core will not be successful. The office of assessment has taken the following measures to address the issue or poor participation rates:
 - a. The survey instrument has been revised further to be easier to use.
 - b. Survey responses are monitored throughout the semester and chairs are contacted directly and asked to contact faculty who have yet to participate.
- 2) Given that poorly designed assignments continue to pose a problem, one frequently noted by the score teams (See Appendix A), pre-cycle training needs to emphasize assignment design. Materials on assignment design need to be readily accessible for faculty. In an attempt to address this issue, as well as a response to Covid-19, pre-cycle trainings were offered on-line and posted on the UCA Core website for ease of access along with various educational materials. (see "Assessment" at <https://uca.edu/core/for-faculty/>). This practice will be continued in the future.
- 3) With respect to student learning: significant growth was noted in some areas, notably with respect to goal B (Well-Being); growth both from lower division to upper division course work and between AY 16-17 and the current cycle. However, the results for goal A (Ethics) were worrisome, with scores remaining stagnant from AY 16-17 to the current cycle, and most troubling, scores declining from the lower to the upper division. Students at the upper division should demonstrate a greater amount of mastery at higher rates if our curriculum is to be adjudged impactful. If our programming is intended to assist students in developing various intellectual competencies, we must do better than graduating students with less than 1:10 demonstrating mastery. As this is the completion of the second cycle of assessment for the Responsible Living competency, these results offer all involved a great deal to consider as we move towards the 10-year program review of the UCA Core. No recommendations are offered for improvement given that the 10-year review will happen before another responsible living assessment cycle is scheduled. Issues to be considered in the 10-year review will include scaffolding of the UCA Core program with respect to the responsible living competency area, as well as increasing faculty investment in the learning outcomes and curriculum of the Core as it relates to Goal A (Ethics).
- 4) Given scorer feedback, the rubrics need to be revisited. The 10-year review will offer the opportunity to revisit and revise, if appropriate, the rubrics in the responsible living competency area.

Appendix A: Scorer Comments in AQUA (Edited)

Goal A Scorer Comments

17 pages is too long for an assessment artifact.

A solid discipline-specific analysis, but not really about ethical decisions or values

A solid enough analysis, but not much on ethics.

Another application paper that is not 'about' ethics in any meaningful way.

Another discipline-specific application that doesn't directly bring in ethics

Assignment appears to be based on an outdated rubric

Does not address ethics

Does not engage ethical issues

I feel sorry for students who had to do this assignment.

No ethical argument

No ethical content

Not really taking a clear position on any ethical issue. I do not think the assignment really prepares them to do that.

Solid discipline-specific analysis; not about ethics

This assignment does not really address the rubric. It emphasizes a very shallow understanding of ethics.

This assignment is about legislation, and does not center ethics

This assignment is not a good fit for Rubric A

This assignment is not asking students to address most of Rubric A

This assignment is not the best fit for Rubric A

This is another paper that applies a discipline-specific model, but doesn't bring in any discussion of ethics.

This piece situates and describes a piece of legislation, rather than the ethical implications of the process or its effects

This submission discusses a theory of how public policy works but doesn't have much engagement with ethics.

Very little ethical content

Weak engagement with the objective

This assignment is a solid discipline-specific analysis, but doesn't really bring in ethics

A very nice report. However, I did not find any ethical component.

Although this paper addresses "Responsible Living" it is better situated as a Rubric B (Well-Being) artifact than Rubric A (Ethics) There is no ethical argumentation or theory present, it's about health.

As a health paper it would be better placed under Rubric B (well-being)

As a reflection on one's experiences in the classroom and their future prospects for success it seems more like "well-being" than "ethics." I wonder if this assignment, or class, shouldn't be assessed under Rubric B instead of A.

First 2 pages are missing.

Report describes a social problem in detail, but does not address ethical issues.

I believe re-wording the assignment can make it better aligned with the CORE objectives.

I think the assignment needs to be rephrased or redesigned.

Nice report. No ethical issues addressed.

No ethical component.

No ethical issues addressed.

No ethical issues addressed.

No ethical issues addressed.

Part of the report is missing.

Partial assignment

Poor assignment choice. A biography of a religious figure does not demonstrate ethical awareness, issue recognition, or application/reasoning.

Seems like this only a partial submission.

Seems more of an informational literacy type exercise than an ethics exercise. I'd score it as N/A if that were an option since it doesn't seem directed at any of the outcomes under the rubric being used.

There is practically nothing in this article to evaluate.

This assignment does not speak to the Rubric, which is about Ethics.

This is a report on "Can an average household afford Organic Foods". There are not any ethical issues addressed. The assignment probably needs to be redesigned.

This is basically a report on misuse of prescription pills. No ethical issues are addressed. I think the assignment may have to be redesigned.

This is more of a biography with little ethical discussions.

While the report addresses an important problem, unfortunately it does not address any ethical issues directly.

Goal B Scorer Comments

Most of the assignment questions did not require students to delve into aspects of interconnections between the concepts and issues.

Much of the assignment is Q & A based with little opportunity to explore beyond basic concepts and interconnectedness.

Need both parts to score

Not a well-being artifact, possibly ethics.

Not well-being rubric, probably ethics.

Since this paper is an autobiography he did not discuss discipline based knowledge. He did focus on issues and how they have shaped him and his decisions over his lifetime.

The autobiographies don't really fit the rubric.

The letter to a friend or relative describing UCA's core doesn't really give the student a chance to satisfy the requirements graded in the rubric.

This artifact appears to address ethics instead of well-being.

This artifact could easily be categorized in the Ethical group so I'm not sure if the scores are relevant.

This artifact merely lists exercises the student plans to do with no description of why or the intended goal.

This artifact was merely the student's detailed score on a stress test.

This letter to potential students does not really address responsible living - well being. It mentions responsible living - ethics, but that is all. Giving these a 1 is even a stretch, they should probably receive an NA but it will not let me submit without assigning a score.

When you simply have song lyrics it is difficult to determine whether they are making appropriate connections. This exercise is likely very good but not suited to assessment.

Appendix B: Additional Assessment Data

Score Distribution Report Goal A:

Score Distribution Report

Score Distribution Report

The ability to address real-world problems and find ethical solutions for individuals and society.

<i>Levels</i> Criteria	Exemplary Number(%)	Accomplished Number(%)	Emerging Number(%)	Beginning Number(%)
Ethical Awareness	104 (22.46%)	151 (32.61%)	138 (29.81%)	70 (15.12%)
Ethical Issue Recognition	74 (15.71%)	178 (37.79%)	152 (32.27%)	67 (14.23%)
Ethical Application	99 (22.35%)	139 (31.38%)	150 (33.86%)	55 (12.42%)
Totals	277 (20.12%)	468 (33.99%)	440 (31.95%)	192 (13.94%)

Score Distribution Report Goal B:

Score Distribution Report

Score Distribution Report

The ability to address real-world problems and find ethical solutions for individuals and society.

<i>Levels</i> Criteria	Exemplary Number(%)	Accomplished Number(%)	Emerging Number(%)	Beginning Number(%)
Issue Recognition	101 (10.87%)	262 (28.2%)	355 (38.21%)	211 (22.71%)
Analysis of Knowledge	115 (12.38%)	290 (31.22%)	326 (35.09%)	198 (21.31%)
Impact of Decisions	121 (13.02%)	304 (32.72%)	310 (33.37%)	194 (20.88%)
Totals	337 (12.09%)	856 (30.71%)	991 (35.56%)	603 (21.64%)

Appendix C: Intraclass correlation tables

ICC Table for Goal A scorers:

	Intraclass Correlation Coefficient						
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			Sig
		Lower Bound	Upper Bound	Value	df1	df2	
Single Measures	.430 ^a	.344	.509	2.506	378	378	.000
Average Measures	.601	.512	.674	2.506	378	378	.000

Two-way random effects model where both people effects and measures effects are random.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.

ICC Table for Goal B scorers:

	Intraclass Correlation Coefficient						
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			Sig
		Lower Bound	Upper Bound	Value	df1	df2	
Single Measures	.495 ^a	.426	.557	2.998	526	526	.000
Average Measures	.662	.598	.716	2.998	526	526	.000

Two-way random effects model where both people effects and measures effects are random.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.