

# KU Core 34 Assessment Report

## AY 2024-2025

### *Social Awareness & Cultural Understanding* *US Culture and Global Culture*



**Effective Communication:**  
*English*



**Effective Communication:**  
*Communication*



**Analytical Reasoning:**  
*Math & Statistics*



**Creative Inquiry & Discovery:**  
*Natural & Physical Sciences*



**Creative Inquiry & Discovery:**  
*Social & Behavioral Sciences*



**Creative Inquiry & Discovery:**  
*Arts & Humanities*



**Ethical & Professional  
Responsibility:**  
*Social Responsibility & Ethics*



**Social Awareness & Cultural  
Understanding:**  
*US Culture*



**Social Awareness & Cultural  
Understanding:**  
*Global Culture*

## Table of Contents

KU Core 34 Assessment Overview .....	2
Signature Assignments .....	2
Assessment Rubrics .....	2
Schedule of Assessment.....	3
UCCC's Role in Assessment .....	3
KU Core 34 Assessment Committee's Role in Assessment.....	4
AY 2024-2025 Assessment: US Culture and Global Culture .....	5
Collection of Student and Signature Assignment Artifacts .....	5
Assessment Process.....	6
Reliability of Scoring .....	7
KU Core 34 US Culture Results .....	9
Learning expectations for students taking KU Core 34 US Culture Courses .....	9
Signature Assignment Parameters: KU Core 34 US Culture .....	10
Assessment Results: KU Core 34 US Culture .....	10
KU Core 34 Global Culture Results .....	12
Learning expectations for students taking KU Core 34 Global Culture Courses .....	12
Signature Assignment Parameters: KU Core 34 Global Culture .....	13
Assessment Results: KU Core 34 Global Culture .....	13
Committee Observations and Recommendations .....	15

## KU Core 34 Assessment Overview

The KU Core 34 is designed to yield fundamental skills, build a broad background of knowledge, generate capacities and opportunities for blending and creating ideas, strengthen an appreciation of US and global cultures, and cultivate ethical integrity.

The KU Core 34 Assessment Committee partners with the University Core Curriculum Committee (UCCC) to assess KU Core 34, KU's general education curriculum, and its associated Institutional Learning Goals (ILG).

KU Core 34 goals are assessed in the aggregate using a sample of anonymous student signature assignments from each course included in the KU Core 34 goal. KU Core 34 assessment is not designed to assess courses individually but to assess how all courses included in each goal are meeting the goal's associated learning outcomes. The assessment process, therefore, provides broad feedback to instructors concerning how students are achieving outcomes as well as suggestions and best practices for continuous improvement.

### Signature Assignments

Inclusion in the KU Core 34 curriculum requires courses to create one signature assignment across all sections. A Signature Assignment is intentionally created to illustrate student learning in the core concepts of the KU Core 34 and ILGs. Signature Assignments should:

- Align with the KU Core 34 learning outcomes
- Meet the parameters established by the UCCC
- Allow for usage of the provided rubrics following rubric dimension guidelines
- Be identified appropriately in Canvas

Signature assignments, when appropriately designed to measure specific learning outcomes, provide consistent expectations across all sections and courses included in the KU Core 34, allowing for thorough and consistent assessment of KU Core 34 outcomes. Signature assignments may also be used by instructors for learning assessments within their individual courses.

### Assessment Rubrics

The UCCC elected to use, combine, or slightly modify AAC&U Value rubrics associated with each learning outcome as the assessment tools used by the KU Core 34 Assessment Committee to evaluate student learning. AAC&U rubrics are nationally recognized for their validity, reliability, and their flexibility across disciplines.

The UCCC expects courses to meet all learning outcomes and the milestones outlined in the rubric throughout their courses but acknowledges it may be challenging to do that within one assignment. The assignment parameters outlined in the rubric indicate how many criteria the signature assignment is expected to meet. Faculty are asked to submit the signature assignment prompt and identify the rubric criteria the selected assignment meets. The KU Core

34 Assessment Committee utilizes the goal's associated rubric to assess student learning using a sample of signature assignments collected from each course.

KU Core 34 courses are intended to be foundational; therefore, mastery of the course content and material is not expected. The milestone students are expected to achieve in a foundational course are indicated on each rubric. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

#### Schedule of Assessment

Each KU Core 34 goal is assessed every four years through the KU Core 34 Assessment Committee and signature assignment artifacts from courses are collected annually through the university's learning management system, Canvas.

The year following assessment of a KU Core 34 goal, courses will complete the University Core Curriculum Committee (UCCC)'s recertification process. The staggering of this process allows for instructors to reflect on the results of assessment and inform the UCCC and KU Core 34 Assessment Committee how they plan to incorporate those results into their course as needed during recertification.

	<b>Assessment</b>	<b>Recertification</b>
<b>2024-2025</b>	<ul style="list-style-type: none"><li>• US Culture</li><li>• Global Culture</li></ul>	<ul style="list-style-type: none"><li>• US Culture</li></ul>
<b>2025-2026</b>	<ul style="list-style-type: none"><li>• Social &amp; Behavioral Sciences</li><li>• Social Responsibility &amp; Ethics</li></ul>	<ul style="list-style-type: none"><li>• Global Culture</li></ul>
<b>2026-2027</b>	<ul style="list-style-type: none"><li>• Math &amp; Statistics</li><li>• Natural &amp; Physical Sciences</li></ul>	<ul style="list-style-type: none"><li>• Social &amp; Behavioral Sciences</li><li>• Social Responsibility &amp; Ethics</li></ul>
<b>2027-2028</b>	<ul style="list-style-type: none"><li>• English</li><li>• Communication</li><li>• Arts &amp; Humanities</li></ul>	<ul style="list-style-type: none"><li>• Math &amp; Statistics</li><li>• Natural &amp; Physical Sciences</li></ul>
<b>2028-2029</b>	<ul style="list-style-type: none"><li>• US Culture</li><li>• Global Culture</li></ul>	<ul style="list-style-type: none"><li>• English</li><li>• Communication</li><li>• Arts &amp; Humanities</li></ul>

#### UCCC's Role in Assessment

- Develop the signature assignment parameters and the evaluation metrics (using AAC&U VALUE rubrics).
- Identify the milestones foundational KU Core courses should meet on the rubric.
- Assist the KU Core 34 Assessment Committee with collection of assessment materials.
- Communicate the results of the assessment process.
- Provide an opportunity for courses and academic units to reflect on the results and identify strategies for improvement during the recertification process.

#### KU Core 34 Assessment Committee's Role in Assessment

- Participate in AAC&U VALUE based rubric norming with the Center for Teaching Excellence (CTE)
- Participate in training with the Director of University Assessment on use of the assessment platform in assessing student artifacts
- Score student artifacts for annual Core 34 learning outcome assessment based on normed AAC&U VALUE rubric
- Meet as a group to review and discuss assessment findings; and
- Draft narrative reports/responses regarding assessment results that include recommendations, a recommended plan for improvement (focused resources, CTE workshops, etc.), and reviews assignment parameters for future assessment of relevant Core 34 learning outcome.

## AY 2024-2025 Assessment: US Culture and Global Culture

The 2024-2025 KU Core 34 Assessment Committee was charged with the assessment of student or signature assignment artifacts for KU Core 34: US Culture and KU Core 34: Global Culture courses. The committee was led by Gina Wyant, Director of University Assessment, and conducted its work during the spring 2025 semester. This committee was convened to continue assessment of student learning outcomes for the KU Core 34, KU's general education program.

Committee membership included:

- Steven Leonard, Professor of the Practice, School of Business
- Eric Conrad, Assistant Professor, Visual Art
- Whitney Grube, Assistant Professor, Social Welfare
- Molly McVey, Assistant Teaching Professor, Mechanical Engineering
- Edward Peltier, Professor, Engineering Administration
- Irina Symons, Multi-Term Lecturer, Philosophy
- Sean Seyer, Associate Professor, History
- Sean Gullickson, Associate Teaching Professor, Spanish & Portuguese
- Kevin McCannon, Assistant Teaching Professor, Sociology
- Rahina Muazu, Assistant Professor, African & African American Studies

Support Staff included:

- Josh Potter, Associate Director, Center for Teaching Excellence
- Drew Vartia, Education Program Manager, Center for Teaching Excellence
- Gina Wyant, Director of University Assessment

### Collection of Student and Signature Assignment Artifacts

[Signature Assignment Parameters](#) (listed below) were established by the University Core Curriculum Committee (UCCC) in fall 2024; however, this did not allow faculty sufficient time to build and incorporate a signature assignment into their fall 2024 courses. Therefore, UCCC set a deadline of spring 2025 for all Core 34 courses to have signature assignments identified and launched. While a few faculty implemented a newly designed assignment to submit for this cycle of assessment, a majority were selected from previously developed assignments that the faculty felt most directly reflected the specific Core goal and parameters.

Instructors for KU Core 34 US Culture and KU Core 34 Global Culture courses were asked to electronically submit graded student work from the most recent offering of their course(s) for assessment purposes by October 18, 2024. Instructors were provided a copy of the relevant assessment rubric, asked to identify a single assignment that most directly reflected the content of the Core goal in question, and upload all student submissions for that assignment. Some faculty designed a signature assignment for their Fall 2024 course submitted these artifacts at the end of Fall 2024 semester.

The submission system was built by KU Information Technology (IT), through extensive consultation with the assessment staff in Academic Affairs (AA) and Center for Teaching Excellence (CTE). Faculty users were referred to a Canvas course where they would upload zipped file folders of assignments. Tracking of submissions was coordinated between AA and the UCCC.

### **Assessment Process**

In coordination with the UCCC, the Director of University Assessment selected a random distribution of 10% of the student artifacts received for each of the KU Core 34 Goals for assessment. Each assignment artifact selected was anonymized in accordance with FERPA and KU Policy prior to them being assigned to a committee member for scoring. Submissions that were unable to be anonymized were deemed inappropriate for distribution and not used. The Director then uploaded the anonymized artifacts into the university's assessment platform (Portfolium) and met individually with members of the assessment committee to ensure they each had access and orient them on accessing, scoring, and submitting artifacts within the system.

Assessment committee members were divided into two teams (shown below), scoring a total of 264 artifacts across US Culture (99) and Global Culture (165). Each student artifact selected was reviewed twice for inter-rater reliability.

<b>US Culture Review Team</b>	<b>Global Culture Review Team</b>
Steven Leonard	Molly McVey
Inna Symons	Rahina Muazu
Whitney Grube	Kevin McCannon
Eric Conrad	Sean Seyer
Edward Peltier	Sean Gullickson

The University Core Curriculum Committee (UCCC) adapted AAC&U VALUE rubrics for each Core 34 goal. These rubrics were utilized as they are known to be externally validated and reliable. The UCCC also identified the milestone value for each rubric dimension that students in foundational KU Core 34 courses within this goal are expected to achieve. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

Rubric values range from Capstone (4), Milestone (3), Milestone (2), Benchmark (1), and Not Observed (0). Committee members were directed to score "NA" in those settings where they felt like the assignment itself did not reflect a dimension of a rubric. Under the direction of the Associate Director of the Center for Teaching Excellence, the Committee conducted norming sessions during April 2025 to ensure consistency within their approach and to train members on use of the rubrics.

The AAC&U defines an acceptable margin of error between reviewers evaluating the same assignment as: all scores on that dimension of the rubric falling within one integer value.

Example: A “reliable” evaluation of an assignment across multiple reviewers would consist of all 3’s and 4’s, or all 1’s and 2’s, while an “unreliable” evaluation would include a broader range of values.

The chart below illustrates the dimensions of each rubric:

<u>US Culture</u> Rubric Dimensions (6)	<u>Global Culture</u> Rubric Dimensions (5)
Knowledge (cultural self-awareness)	Cultural Diversity
Diversity of Communities and Cultures	Inquiry & Curiosity
Perspective Taking	Global Self-Awareness
Cultural Diversity	Perspective Taking
Skills (empathy)	Knowledge (cultural worldview frameworks)
Inquiry & Curiosity	

## Reliability of Scoring

### US Culture

The review team for US Culture collectively hit the “reliable” mark in 67.7% of its 1,018 data points<sup>1</sup>. The most reliably scored dimension of the rubric for the US Culture review team was the Skills dimension at 78.1%; however, this was also the least selected dimension by KU Core 34 faculty related to the signature assignment. With instructional faculty being allowed to opt out of a portion of the dimension(s) for their course, 67.7% of US Culture courses did not select the “Skills” dimension for scoring. The Cultural Diversity dimension accounted for the largest scoring variance with 39.2% of the artifact scores being considered “unreliable”. This evidence suggests that additional rubric norming in the dimension may be beneficial for the team to consider in the future.

Reliability by Dimension US Culture	Artifacts with Scoring Variance >1 integer value	Percentage of Artifacts within “reliable” mark
Knowledge	30	66.3%
Diversity of Communities & Cultures	16	74.2%
Perspective Taking	17	71.7%
Cultural Diversity	38	60.8%
Skills	7	78.1%
Inquiry & Curiosity	27	67.9%

<sup>1</sup> The total data points include only rubric dimensions that were selected by KU Core 34 faculty for each artifact.

## Global Culture

The review team for Global Culture hit the “reliable” mark in 69.6% of its 1,513 data points<sup>2</sup>. The most reliably scored dimension of the rubric for the Global Culture review team was Perspective Taking with 83.1% of scores within the “reliable” mark, while the Inquiry & Curiosity dimension had 47.2% of scores being considered “unreliable”.

<b>Reliability by Dimension Global Culture</b>	<b>Artifacts with Scoring Variance &gt;1 integer value</b>	<b>Percentage of Artifacts within “reliable” mark</b>
Cultural Diversity	37	75.3%
Inquiry & Curiosity	75	52.8%
Global Self Awareness	38	70.1%
Perspective Taking	22	83.1%
Knowledge	42	69.6%

Review team members accessed the student assignments, assessment rubrics, assignment descriptions and criteria, and submitted their scores through Portfolium. The Director of Assessment then downloaded the rubric scores and analyzed the resulting data before presenting it back to the review team members for their comments and feedback.

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<sup>2</sup> The total data points include only rubric dimensions that were selected by KU Core 34 faculty for each artifact.

## KU Core 34: US Culture

### Learning expectations for students taking KU Core 34 US Culture Courses

The UCCC formulated statements (like the one below for US Culture) to articulate the intent of courses certified for each Core 34 Goal. The expansion of students cultural understanding is a focus of the KU Core 34 Goal: US Culture.

#### [Expand Cultural Understanding](#)

*Participating in 21<sup>st</sup> century society means acquiring knowledge and understanding of the world beyond our immediate experience and culture, showing consideration and enhanced understanding for human and cultural diversity, and reexamining our own lives in a global context. Students will learn to analyze regional and international issues and perspectives, enabling them to engage with the languages, cultures, customs, beliefs, and/or behaviors from the world's various communities.*

In addition to expanding students' cultural understanding, each KU Core 34 learning outcome was aligned to an Institutional Learning Goal. Six Institutional Learning Goals (ILG)s were established during academic year 2020-2021. The ILGs are focused on enriching the student learning experience and are intended to create a framework for aligning assessment efforts already occurring across all campuses and represent the university's values around student learning. The KU Core 34 Goal: US Culture was aligned to the ILG Social Awareness & Cultural Understanding below.

#### [Institutional Learning Goal: Social Awareness & Cultural Understanding](#)

Upon completion of their academic programs at KU, students will develop a critical and reflective awareness of social, global, and cultural differences (including ability, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race) and their impacts on relationships.

This assessment of student learning is directly related to the KU Core 34 Learning Outcome: US Culture. This learning outcome is articulated below.

#### [Core 34 Learning Outcome: US Culture](#)

Upon reaching this goal, students will be able to investigate and examine cultures within the United States, considering how social identities such as age, ability, culture, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race, as well as their related social structures, have shaped and continue to shape cultures and human experiences within the United States.

### Signature Assignment Parameters: KU Core 34 US Culture

The [signature assignment](#) should be a faculty-designed reflective written or oral analysis which presents students with the opportunity to fulfill at least **four** of the criteria outlined below:

- Identify own cultural rules and biases
- Reflect on how own attitudes and beliefs are different from those of other cultures and communities
- Identify and explains multiple perspectives (such as cultural, disciplinary, and ethical)
- Explain or connect multiple cultures historically or in contemporary contexts acknowledging power structures and demonstrating respectful interaction with cultures.
- Show ability to act/respond in a way that recognizes another cultural group's viewpoints
- Encourage students to ask questions about other cultures.

*Please note, the collection of artifacts for this assessment took place fall 2024. UCCC did not require the use of Signature Assignments for KU Core 34 certified courses until spring 2025.*

### Assessment Results: KU Core 34 US Culture

Assessment scores for the Core 34 Goal US Culture average from 2.88 to 3.87, indicating student performance solidly at the milestone levels. Specific milestone values for each rubric dimension were identified by the UCCC with input from constituents teaching courses within each goal. Established milestones are highlighted in the chart at the top of the following page.

#### Core 34 Goal: US Culture Rubric Results

	Average	Std Deviation	N*
<b>Knowledge</b>	3.71	1.16	60
<b>Diversity of Communities and Cultures</b>	3.82	1.01	62
<b>Perspective Taking</b>	3.87	1.08	97
<b>Cultural Diversity</b>	3.19	1.10	89
<b>Skills</b>	2.97	0.99	32
<b>Inquiry &amp; Curiosity</b>	2.88	1.15	84

\*"N" represents the number of student artifacts included in the calculation presented. While 99 student artifacts were randomly selected for assessment, not every artifact was assessed for every rubric dimension. Where "N" is less than 99, this indicates that some number of assignments either received "NA" scores by every faculty reviewer OR that dimension was marked as not applicable to the assignment selected by the faculty member (meaning that it was not possible to include those assignments in the average calculation for that rubric dimension).

**Core 34 Goal: US Culture Percentage of Students in the Sample at Each Threshold (N=99)**

	NA	Not Scored	Not Observed 0	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	At or above "Goal"
<b>Knowledge</b>	10.1%	0.0%	14.1%	18.2%	31.3%*	19.2%	7.1%	57.6%
<b>Diversity of Communities &amp; Cultures</b>	37.4%	0.5%	4.5%	18.7%	17.7%	19.2%*	2.0%	21.2%
<b>Perspective Taking</b>	39.4%	0.0%	5.6%	20.2%	18.2%*	11.1%	5.6%	34.9%
<b>Cultural Diversity</b>	2.0%	1.0%	18.2%	28.3%	26.3%*	21.7%	2.5%	50.5%
<b>Skills</b>	67.7%	0.5%	5.6%	10.1%	11.1%*	4.5%	0.5%	16.1%
<b>Inquiry &amp; Curiosity</b>	15.2%	0.5%	16.7%	32.8%*	13.6%	17.7%	3.5%	67.6%

\*Milestones values for each rubric dimension identified by UCCC are highlighted above.

Numerical values indicate:

- 0 = Not Observed (lowest)
- 1 = Benchmark
- 2 = Milestone 1
- 3 = Milestone 2
- 4 = Capstone (highest)

## KU Core 34: Global Culture

### Learning expectations for students taking KU Core 34 Global Culture Courses

The UCCC formulated statements (like the one below for Global Culture) to articulate the intent of courses certified for each Core 34 Goal. The expansion of students cultural understanding is a focus of the KU Core 34 Goal: Global Culture.

#### Expand Cultural Understanding

*Participating in 21<sup>st</sup> century society means acquiring knowledge and understanding of the world beyond our immediate experience and culture, showing consideration and enhanced understanding for human and cultural diversity, and reexamining our own lives in a global context. Students will learn to analyze regional and international issues and perspectives, enabling them to engage with the languages, cultures, customs, beliefs, and/or behaviors from the world's various communities.*

In addition to expanding students cultural understanding, each KU Core 34 learning outcome was aligned to an Institutional Learning Goal. Six Institutional Learning Goals (ILG)s were established during academic year 2020-2021. The ILGs are focused on enriching the student learning experience and are intended to create a framework for aligning assessment efforts already occurring across all campuses and represent the university's values around student learning. The KU Core 34 Goal: Global Culture was aligned to the ILG Social Awareness & Cultural Understanding below.

#### Institutional Learning Goal: Social Awareness & Cultural Understanding

Upon completion of their academic programs at KU, students will develop a critical and reflective awareness of social, global, and cultural differences (including ability, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race) and their impacts on relationships.

This assessment of student learning is directly related to the KU Core 34 Learning Outcome: Global Culture. This learning outcome is articulated below.

#### Core 34 Learning Outcome: Global Culture

Upon reaching this goal, students will be able to investigate and examine cultures within the United States, considering how social identities such as age, ability, culture, language, class, gender, sexuality, religion, nationality, ethnicity, indigeneity, and/or race, as well as their related social structures, have shaped and continue to shape cultures and human experiences within the United States.

### Signature Assignment Parameters: KU Core 34 Global Culture

The [signature assignment](#) should be a faculty-designed reflective written or oral analysis which presents students with the opportunity to fulfill at least **four** of the criteria outlined below:

- Explain or connect cultures historically or in contemporary contexts acknowledging power structures and demonstrating respectful interaction with cultures.
- Encourage students to ask questions about other cultures.
- Explain connections between one's own and other's personal decision-making surrounding certain local and global issues.
- Identify and explain differing perspectives (such as cultural, disciplinary, and ethical).
- Demonstrate understanding of the complexity and interconnectedness of elements important to members of another culture in relation to its history, values, politics, communications styles, economy, or beliefs and practices.

*Please note, the collection of artifacts for this assessment took place fall 2024. UCCC did not require the use of Signature Assignments for KU Core 34 certified courses until spring 2025.*

### Global Culture Assessment Results

Assessment scores for Global Culture average from 2.64 to 3.75, indicating student performance solidly at the milestone levels. Specific milestone values for each rubric dimension were identified by the UCCC with input from constituents teaching courses within each goal.

Established milestones are highlighted in the chart at the top of the following page.

	Average	Std Deviation	N*
Cultural Diversity	3.46	1.07	150
Inquiry & Curiosity	3.75	1.20	159
Global Self Awareness	2.64	1.23	127
Perspective Taking	3.37	1.05	130
Knowledge	3.40	1.12	138

*\*"N" represents the number of student artifacts included in the calculation presented. While 165 student artifacts were randomly selected for assessment, not every artifact was assessed for every rubric dimension. Where "N" is less than 165, this indicates that some number of assignments either received "NA" scores by every faculty reviewer OR that dimension was marked as not applicable to the assignment selected by the faculty member (meaning that it was not possible to include those assignments in the average calculation for that rubric dimension).*

**Core 34 Goal: Global Culture Percent of Students in the Sample at Each Threshold (N=165)**

	NA	Not Scored	Not Observed 0	Benchmark 1	Milestone 2	Milestone 3	Capstone 4	At or above "Goal"
<b>Cultural Diversity</b>	9.1%	11.5%	7.0%	18.8%	28.8%	18.5%	6.4%	53.7%
<b>Inquiry &amp; Curiosity</b>	3.6%	1.5%	13.6%	23.9%	22.4%	26.4%	8.5%	81.2%
<b>Global Self Awareness</b>	33.3%	0.9%	15.2%	10.3%	22.1%	13.0%	5.2%	40.3%
<b>Perspective Taking</b>	26.1%	0.6%	5.8%	14.5%	26.7%	20.3%	6.1%	53.1%
<b>Knowledge</b>	16.4%	0.0%	9.4%	23.3%	22.7%	22.7%	5.5%	50.9%

\*Milestones values for each rubric dimension identified by UCCC are highlighted above.

Numerical values indicate:

- 0 = Not Observed (lowest)
- 1 = Benchmark
- 2 = Milestone 1

- 3 = Milestone 2
- 4 = Capstone (highest)

## **Committee Observations & Recommendations**

Assessment results were provided to the KU Core 34 Assessment Committee and members were invited to participate in a debriefing session on June 23, 2025, to discuss the process, findings, and provide recommendations for improvement. The following observations and resulting recommendations were discussed:

### **Observations:**

#### **1. Recognition of Signature Assignment Implementation Timeline**

It is essential to recognize that this next academic year, AY 2025-2026, is the first opportunity for the assessment committee to apply the new rubrics to signature assignments that were crafted by faculty specifically to the requirements of the signature assignment framework. The intentionally designed signature assignments were not a requirement for Core 34 certified courses until Spring 2025. Therefore, it is our expectation that even if we did nothing at this point to build a better process, the evaluation scores (their consistency, the alignment, and students' assessed performance) would all likely be expected to improve this coming year. Signature assignments for assessment are now being archived each semester with the assistance of KU's Educational Technology team.

#### **2. Rubric Clarity and Faculty Understanding**

While the language of the evaluation rubric was generally clear, committee members expressed concern about inconsistent faculty understanding of how to align signature assignments with the rubric criteria. Some assignments selected for assessment did not appropriately match the rubric, suggesting a gap in faculty understanding of expectations. For example, the phrase "seek out" in the research dimension caused confusion about the level of student engagement intended.

#### **3. Assignment Alignment and Quality**

Several submitted assignments lacked alignment with the intended outcomes. In some cases, only a portion of a larger assignment series was submitted, making it difficult to assess. This was especially true for Global Culture with some assignments not referencing "global" elements at all. There should be clarity in the assignments. Vague or subjective prompts such as "get comfortable" were difficult to score as students submitted a wide range of responses affecting artifact quality. Committee members emphasized that often poor assessment scores were related to assignment design rather than student effort or performance. Misalignment between assignments and rubric dimensions hindered the results.

#### **4. Challenges with Creative Assignments**

Creative assignments are a wonderful teaching tool but may not be appropriate for signature assignments as they are difficult to assess for this purpose.

## **5. Faculty Selection of Rubric Dimension(s)**

There was an imbalance in the selection of rubric dimensions by faculty. For instance, within the 'Skills' dimension for US Culture only 32.3% of faculty identified 'Skills' as a relevant dimension for their courses' signature assignment. Similarly, in Global Culture, only 66.7% of faculty selected 'Global Self Awareness' as an aligned rubric dimension.

## **6. Technical System Issues**

While the Portfolium platform used in this assessment was user-friendly, it was slow to load and respond. Some users reported having to clear their browser cache between reviews which significantly slowed progress.

## **7. Changing Curriculum**

It is worth noting that in the past 10 years, there have been 3 sets of general education curriculum. This makes it difficult to establish consistency in teaching and assessment practices. The committee shared hope that with the UCCC's direction and support, newly required signature assignments (Spring 2025), revised rubrics, and clear direction to faculty will allow this process to mature into focusing on the improvement of student learning rather than administrative and technical issues.

## **Recommendations:**

### **1. Faculty Professional Development and Support**

Consider offering additional targeted professional development on the understanding of rubric language, expectations for signature assignments, and aligning assignments with the assessment criteria. One idea included regular workshops for faculty teaching Core 34 courses to build a shared understanding of rubric expectations.

### **2. Rubric Dimension(s)**

Due to the disproportion of rubric dimensions selected by faculty, specifically targeted professional development or workshops could help clarify how the 'Skills' dimension in US Culture and the 'Global Self Awareness' dimension in Global Culture can be effectively integrated into course design. Additional consideration may also need to be given administratively to the parameters of the selection process to ensure that all relevant rubric dimensions are appropriately addressed or requiring specific dimensions like 'Global Self Awareness' as it is pivotal to the goal.

For ongoing assessment purposes, it may also be beneficial to establish a target score for student performance at or above the defined milestone goal for each rubric dimension.

### **3. Sustained and Enhanced Committee Engagement**

Plan to maintain consistent membership on the assessment committee to preserve the institutional knowledge and support continuity of evaluation processes. Members of the

committee requested to participate in the fall presentation of observations and recommendations to UCCC, if possible, to share insights and answer questions.