



2023 REPORT ON GENERAL EDUCATION GOALS

Civic Engagement, Critical Thinking, & Ethical Perspectives: Leadership, Diversity-Equity-Inclusion, and Empathy Outcomes

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Overview of the Assessment Process

During the 2023 spring semester, 29 faculty members from the General Education and Student Learning Assessment Committees, as well as Arts & Humanities department heads assessed three General Education goals.

In total, 250 artifacts (scrubbed of personally-identifiable information) were randomly sampled from the Fall 2022 approved General Education courses (Table 1). Rubrics, derived from the AAC&U Values Rubric Project (Appendix A), were used to score artifacts.

	Critical Thinking	Civic Engagement	EP: Leadership	EP: DEI	EP: Empathy
Agricultural Business	AGBU 2063				
American Studies	AMST 2003				
Anthropology				ANTH 2003	ANTH 2003
Art	ART 2123				
Communication	COMM 2003		COMM 2173		
English	ENGL 1013 ENGL 1023 ENGL 2013 ENGL 2173				
History	HIST 1903 HIST 2113			HIST 1513	
Music	MUS 2003				
Philosophy	PHIL 2003				PHIL 2003
Political Science		POLS 2003			
Psychology				PSY 2003	PSY 2003
Sociology	SOC 1003			SOC 1003	SOC 1003
Number of Artifacts Scored:	120	20	20	50	40

Table 1: Courses approved for each goal by program.

Each rubric is comprised of several outcomes; each outcome was scored for achievement on a 4- or 5-point scale depending on the rubric (Table 2).

Critical Thinking & Civic Engagement	Ethical Perspectives: Leadership, DEI, Empathy
5-Point Scale (0-4): Mastered: 81-100% Proficient: 61-80% Competent: 41-60% Advanced Beginner: 21-40% Novice: Less than 20%	4-Point Scale (0-3): Proficient: 76-100% Competent: 51-75% Advanced Beginner: 26-50% Novice: Less than 25%

Table 2: Achievement Level: Scales Used for Each Goal

Summary of Findings

In this report, goals are analyzed by overall rubric scores, learning outcomes scores comprising each rubric, and where possible, modality, and course.

Civic Engagement

- General Information: The Fall 2022 semester was the first time to assess this goal.
- Overall: Artifacts scored at the Proficient level on the 5-point scale.
- Learning Outcomes: The lowest-scoring learning outcome, at the Competent level, was LO3-Lead Organizations/Projects in Planning and Implementing Public Participation that Address Local Community Needs, Issues, and Problems.
- Course and Modality: All artifacts were from on-campus Political Science courses.

Critical Thinking

- General Information: This goal was assessed in the Spring and Fall 2022 semesters.
- Overall:
 - More artifacts scored in the Proficient range in the spring semester than in the fall semester.
 - A greater number of artifacts scored Competent or higher in the spring semester (80%) than in the fall semester (68%).
- Learning Outcomes:
 - In both semesters, artifacts scored highest, at the Proficient level, in LO1-Explanation of the Issue.
 - All other LOs scored in the Competent range in both semesters, although scores declined in Fall 2022.
- Modality
 - Academic Outreach class artifacts scored consistently higher than all others, while Online class artifacts scored the lowest.
- Course
 - Artifacts were sampled from the following courses: AGBU-Agricultural Business/Economic, AMST-American Studies, ART-Art, COMM-Communication, ENGL-English, HIST-History, MUS-Music, PHIL-Philosophy, SOC-Sociology.
 - Artifacts from Philosophy classes scored highest and artifacts from Art classes scored lowest.

Ethical Perspectives

- General Information
 - Data from Spring and Fall 2022.
 - The goal is made up of three characteristics (Leadership, Empathy, and Diversity-Equity-Inclusion [DEI]), each with its own rubric and scoring.
- Overall: On the 5-point scale, scores fell at the top of the Competent range in the Spring semester and at the bottom of the Proficient range in the Fall semester.
 - Students' artifacts scored highest on DEI and Empathy characteristics, in the Competent range.

- Leadership was scored the lowest of the three characteristics, in the Advanced Beginner range.

EP: Leadership

- Overall: The average scores for Leadership artifacts were in the Advanced Beginner range in both semesters on a 4-point scale.
- Learning Outcomes
 - Spring semester LO1 fell in the Proficient level.
 - All other learning outcomes scored at the Advanced Beginner level.
- Modality
 - Spring online artifacts scored highest of all outcomes, at the Proficient level, for LO1 Leader's Role.
 - Online Fall artifacts scored the lowest, at the Novice level, for LO3 Ethical Technology Use.
 - All other artifacts scored at the Advanced Beginner level (26-50%).
 - The number of artifacts for each modality was Online ($n=16$); Virtual Conference ($n=14$).
- Course: All artifacts, regardless of semester and delivery, were from Communications courses.

EP: Diversity, Equity, and Inclusion (DEI)

- Overall: In both semesters, scores fell within the Competent range on the 4-point scale.
- Learning Outcomes:
 - Of the three learning outcomes, LO2 Communications and Collaboration Skills had the largest disparity in scores between the two semesters.
 - All learning outcome scores fell in the Competent range.
- Modality
 - Mixed Technology class artifacts scored consistently higher than all others at the Proficient level.
 - Online and Campus class artifacts scored at the Competent level.
 - The number of artifacts for each delivery is campus ($n=36$), Mixed Tech ($n=14$); Online ($n=10$).
- Course
 - DEI artifacts were sampled from the following courses: ANTH-Anthropology, HIST-History, PSY-Psychology, and SOC-Sociology.
 - Anthropology and Psychology artifacts were scored in both the Spring and Fall 2022 semesters.
 - Anthropology, History, and Sociology artifacts scored highest.
 - LO3- Ability to Evaluate Structures of Power received the lowest scores from Psychology artifacts.

EP: Empathy

- Overall: In both semesters, scores fell within the Competent range on the 4-point scale.
- Learning Outcomes: In both semesters, scores fell within the Competent range on the 4-point scale.

- Modality
 - The number of artifacts for each modality is campus ($n=39$), Mixed Tech ($n=8$); Online ($n=3$).
 - Scores were highest for Campus artifacts and lowest for Online artifacts.
 - All artifacts scored within the Competent range.
- Course
 - Empathy artifacts were sampled from the following courses: ANTH-Anthropology, PHIL-Philosophy, PSY-Psychology, and SOC-Sociology.
 - Philosophy artifacts scored higher than all other artifacts.

Goal: Civic Engagement

Overall, Achievement, and Course Scores

	Civic Engagement
Political Science	POLS 2003
Number of Artifacts Scored:	20

The Fall 2023 pilot assessment of Civic Engagement provides baseline data for future assessment work. All artifacts ($n=20$) were from Political Science (POLS) course section(s) set on campus. The overall average score for all artifacts is 61%, which is within the Proficient range (61-80%) (see Figure 1).

Learning Outcomes Average Scores

The Civic Engagement rubric follows a 5-point scale and is comprised of the following outcomes:

- LO1 – Recognize the Potential for Individual Civic Action to Affect Change
- LO2 – Construct a Personal Vision of a Civic Pathway
- LO3 – Lead Organizations/Projects in Planning and Implementing Public Participation that Address Local Community Needs, Issues, and Problems

Achievement

- Proficient (61-80%): While LO1 and LO2 were scored in the Proficient range, artifacts scored highest in **LO2-Construct a Personal Vision of a Civic Pathway**
- Competent range (41-60%): LO3 scored in the Competent range.

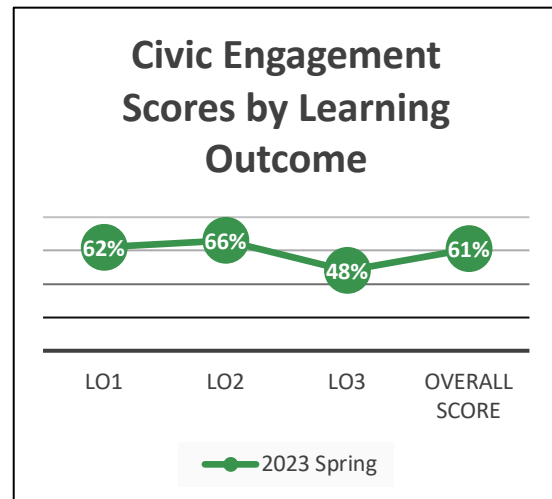
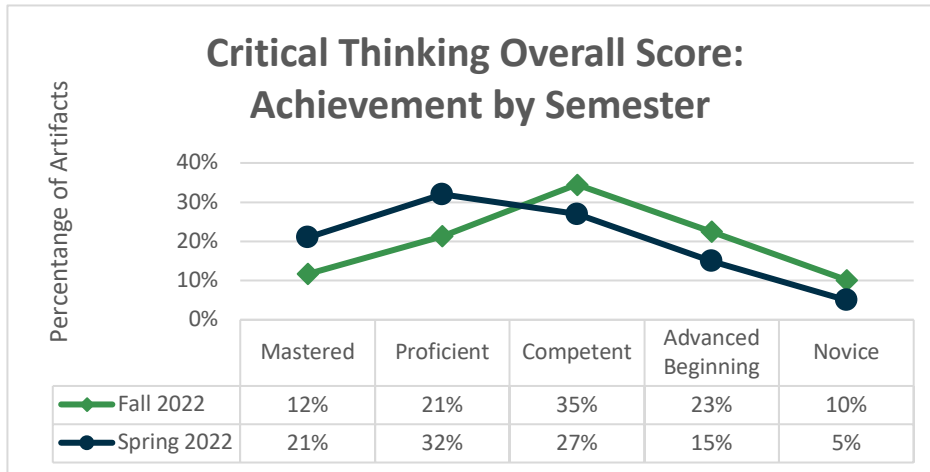


Figure 1 Civic Engagement: Outcomes Averages and Overall Average Score

Goal: Critical Thinking

Overall Scores and Achievement Level

Critical Thinking artifacts were sampled from the spring and fall semesters of 2022. The chart below (Figure 1) compares the percentage of artifacts scored at each achievement level by semester.



- More artifacts scored in the Proficient range in the spring semester than in the fall semester.
- A greater number of artifacts scored Competent or higher in the spring semester than in the fall semester (80% vs 68%)

*Figure 2 Critical Thinking Outcome Achievement:
Percentage of Artifacts Scoring at Each Achievement Level Both Semesters*

Learning Outcomes Average Scores

The Critical Thinking rubric is comprised of five learning outcomes (LO):

- LO1 - Explanation of the Issue
- LO2 – Evidence
- LO3 - Influence of Assumptions and Contexts
- LO4 - Student’s Position
- LO5 - Conclusions and Related Outcomes

Figure 3 compares the average scores for these learning outcomes in both semesters.

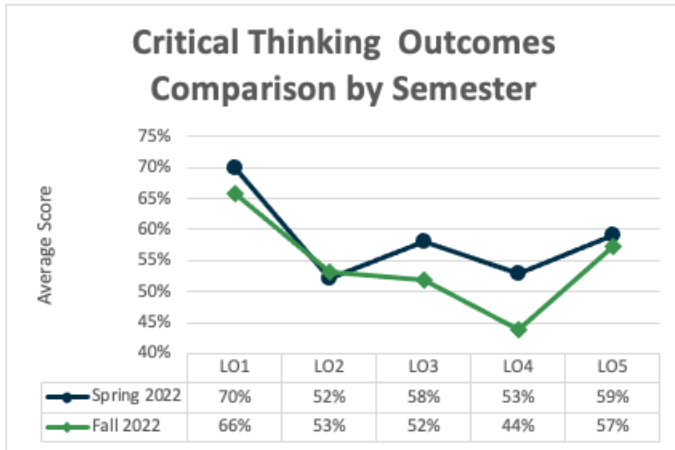


Figure 3 Critical Thinking: Outcomes Averages, Comparison by Semester

- In both semesters, artifacts scored highest in LO1-Explanation of the Issue at the Proficient level (61-80%)
- All other LOs scored in the Competent range in both semesters
- Overall, scores declined in Fall 2022.

Scores by Modality

The sample of artifacts for Critical Thinking in Fall 2022 was spread over the following five modalities, denoted by course code suffixes defined by the ATU Registrar’s Office:

- 00_ classes which meet on the Tech campus
- M_ Mixed technology classes – online classes that require students to physically meet for part of the class
- TC_ Online classes that do not require students to meet physically
- A0_ Academic Outreach classes – Russellville campus courses taught in a location other than Russellville campus; controlled enrollment
- ET_ Virtual Arkansas classes for high school students; controlled enrollment
- VC_ Video Conferencing courses that are conducted online but have a required meeting time.

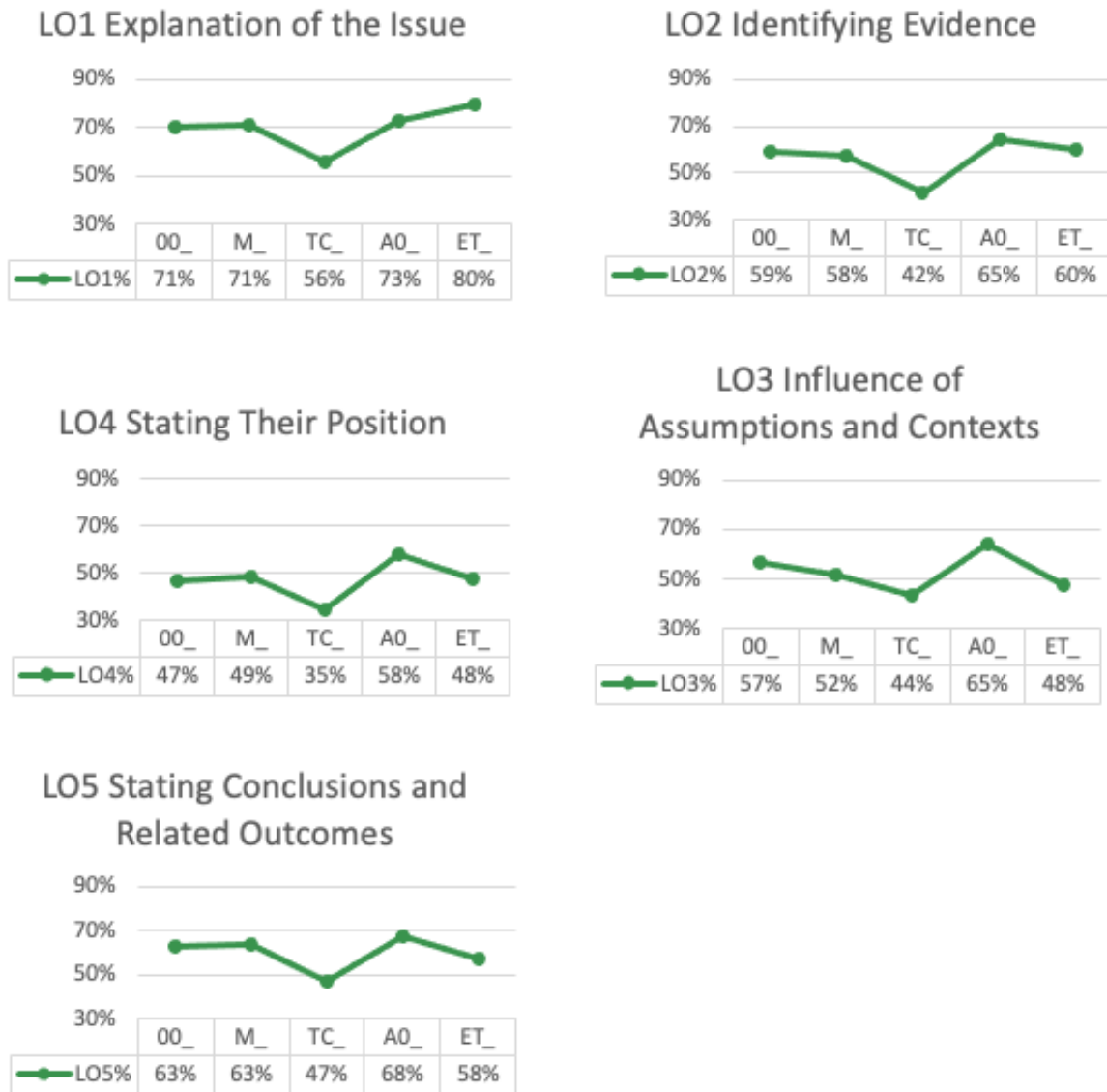


Figure 4 (set of 5 graphs): Critical Thinking Learning Outcomes by Class Modality, Fall Semester 2022

- Academic Outreach class artifacts scored consistently higher than others, while Online class artifacts scored the lowest.
- The number of artifacts for each delivery is: OO_Campus ($n=40$), M_Mixed Tech ($n=13$); TC_Online ($n=50$); AO_Academic Outreach/Ozark ($n=12$); and VC_Virtual AR H.S. ($n=5$).

Scores by Course

Critical Thinking artifacts were sampled from the following courses:

Courses	Critical Thinking	Modality/ Count
Agricultural Business	AGBU 2063	M_ /5
American Studies	AMST 2003	00_ /6 M_ /1
Art	ART 2123	TC_ /12
Communication	COMM 2003	M_ /4 TC_ /3 ET_ /5
English	ENGL 1013 ENGL 1023 ENGL 2013 ENGL 2173	00_ /21 TC_ /16 AO_ /12
History	HIST 1903 HIST 2113	00_ /1 TC_ /10
Music	MUS 2003	TC_ /5
Philosophy	PHIL 2003	00_ /12
Sociology	SOC 1003	M_ /3 TC_ /4
Number of Artifacts Scored:	120	

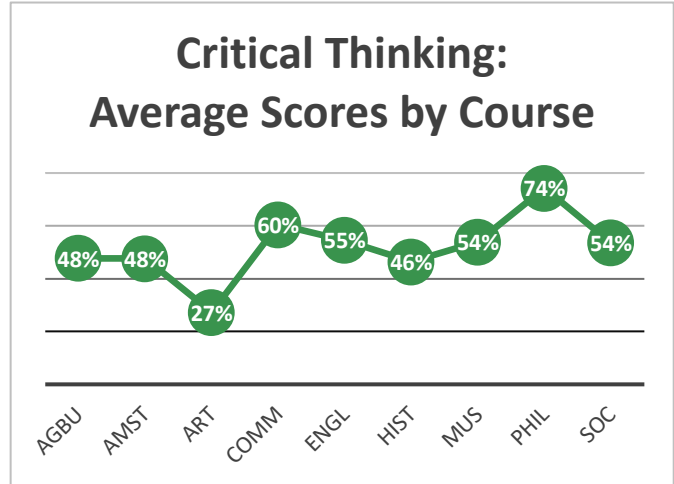
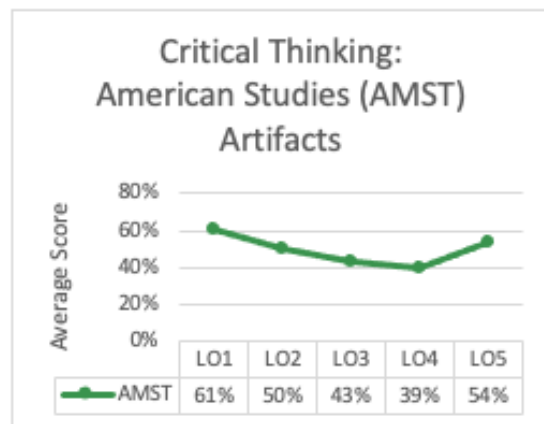
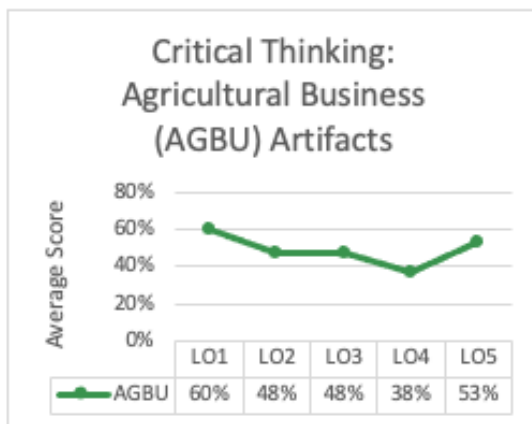
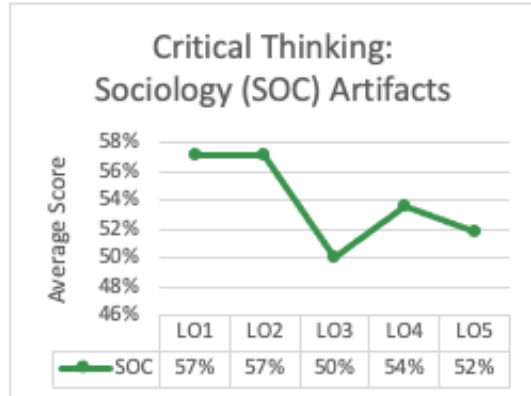
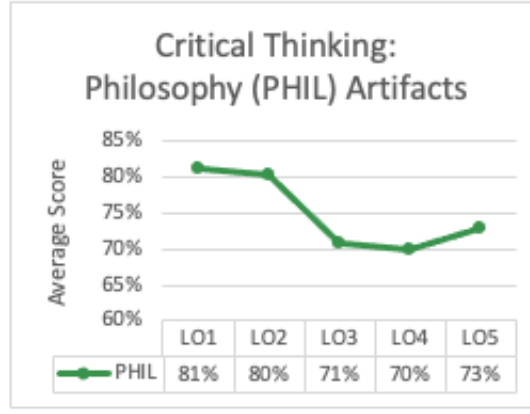
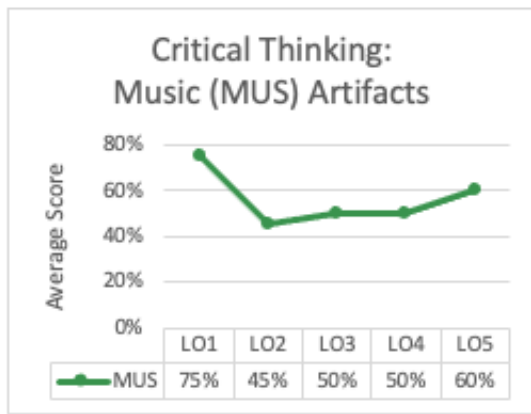
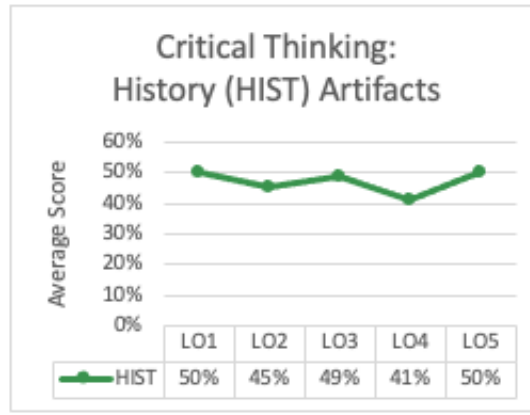
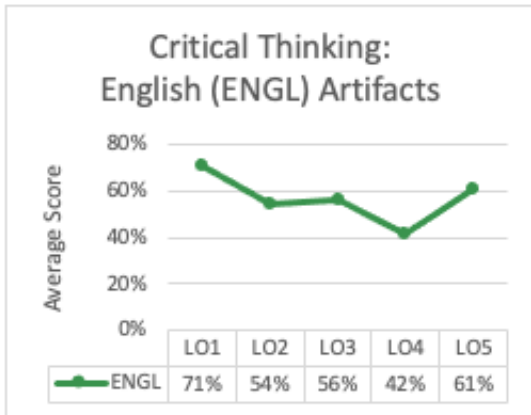
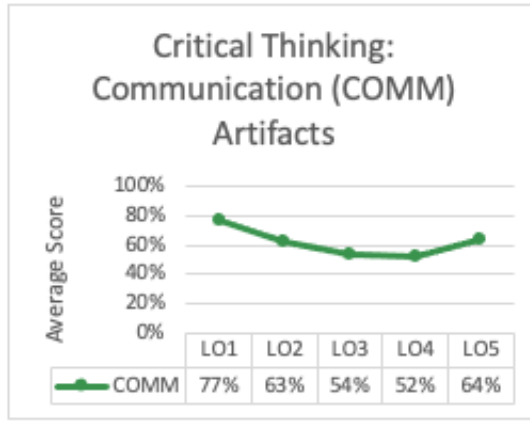
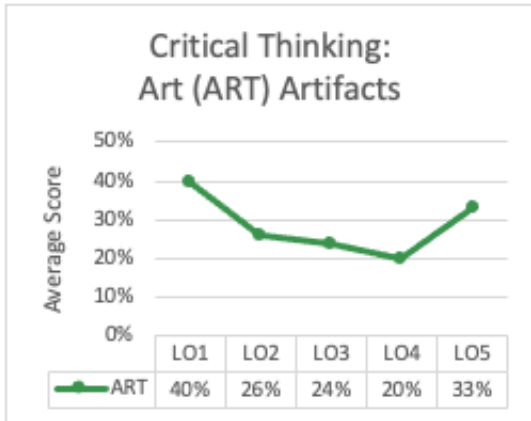


Figure 5 Critical Thinking Average Scores by Course

The following nine graphs show scores for each learning outcome by course.





Goal: Ethical Perspectives (EP)

The Ethical Perspectives goal, split into three characteristics: Leadership, Empathy, and Diversity-Equity-Inclusion (DEI), is examined as a whole, by individual characteristics, and by class delivery.

Overall Scores and Achievement

The overall score for the Ethical Perspectives goal by semester was 60% for Spring 2022 ($n=30$) and 64% for Fall 2022 ($n=110$). The chart below (Figure 7) compares students' achievement of the goal (average of sampled artifacts) by characteristic and semester.

- Competent (51-75%): Students' artifacts scored highest on DEI and Empathy characteristics.
- Advanced Beginner (26-50%): Leadership was scored the lowest of the three characteristics.

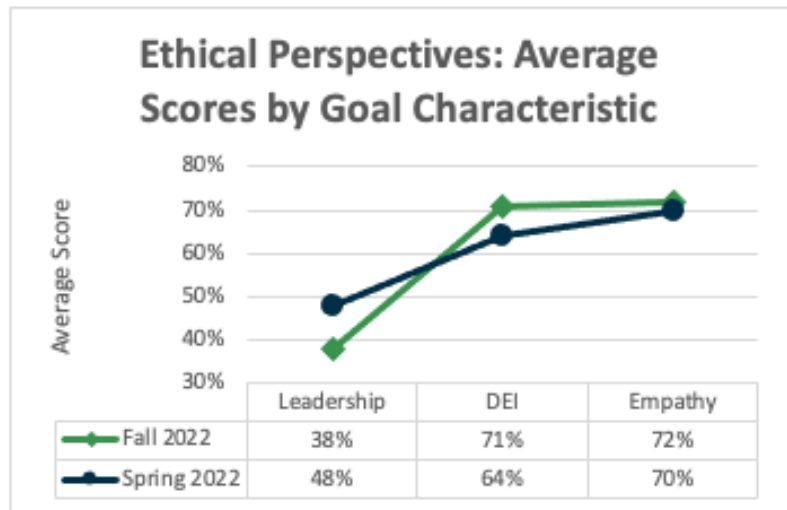


Figure 7: Ethical Perspectives: Average Scores by Goal Characteristic

EP: Leadership

Learning Outcomes Average Scores

The average scores for Leadership artifacts, 48% in Spring 2022 and 38% in Fall, were in the Advanced Beginner (26-50%) achievement range. The rubric follows a 4-point scale and is comprised of three learning outcomes:

- LO1 – Leader’s Role
- LO2 – Personal Accountability
- LO3 – Ethical Technology Use

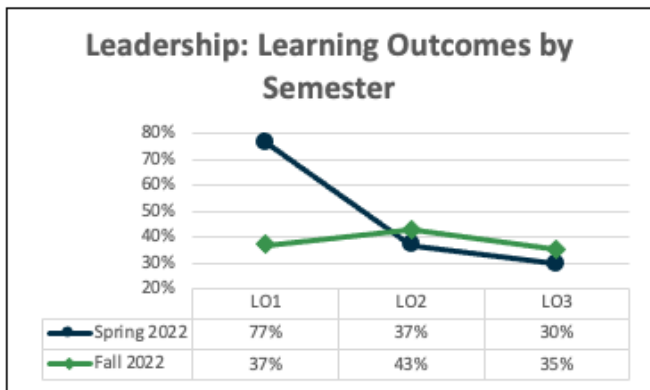


Figure 8: Leadership: Outcomes by Semester

- A large disparity in scores exists for LO1 when comparing Spring and Fall artifacts.
- LO1 was scored at the Proficient achievement level in the Spring semester.
- All other LOs, regardless of the semester, were scored at the Advanced Beginner achievement level.
- Spring ($n=10$), Fall ($n=20$)

Scores by Modality

Artifacts from two modalities were sampled for all Leadership learning outcomes:

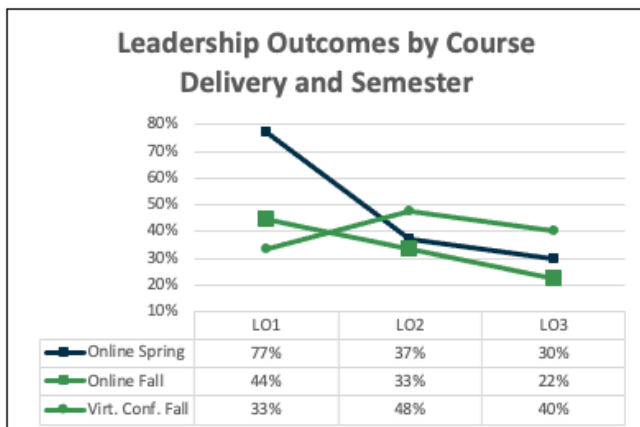


Figure 9: Learning Outcome Scores by Modality and Semester.

- Online (Fall $n=6$; Spring $n=10$)
- Virtual conference (Fall $n=14$; Spring $n=0$)
- Spring online artifacts scored highest (77%) of all outcomes for LO1 Leader’s Role, at the Proficient level.
- No outcomes scored at the Competent level (51-75%).
- Online Fall artifacts scored at the Novice level (less than 25% for LO3 Ethical Technology Use)
- All other artifacts scored at the Advanced Beginner level (26-50%)

Scores by Course

All artifacts, regardless of semester and delivery, were from Communications courses (Comm 2173, $n=20$).

EP: Diversity, Equity, and Inclusion (DEI)

Learning Outcomes Average Scores

The average scores for DEI artifacts, 64% in Spring 2022 and 71% in Fall, were in the Competent achievement range (51-75%). The rubric follows a 4-point scale and is comprised of three learning outcomes:

- LO1 – Openness to new perspectives and critical self-awareness
- LO2 – Communications and collaboration skills
- LO3 – Evaluate structures of power

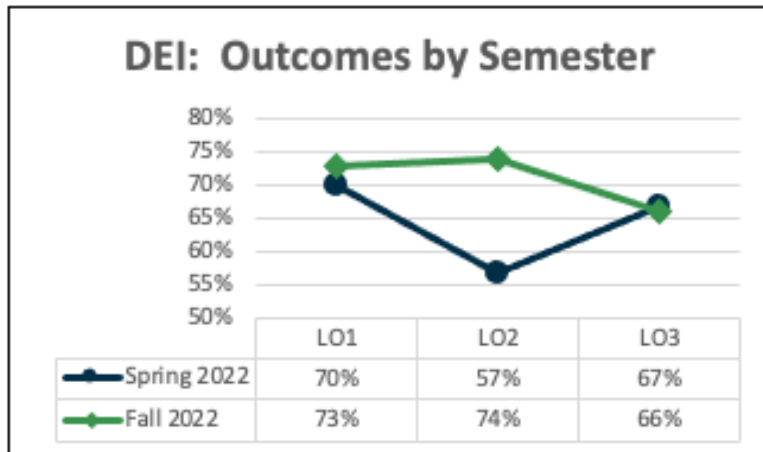


Figure 10: DEI Learning Outcomes by Semester

- Of the three Learning Outcomes, LO2 Communications and Collaboration Skills had the largest disparity in scores between the two semesters.
- All scores fell in the Competent range (51-75%).
- Spring ($n=10$)
Fall ($n=50$)

Scores by Modality

Artifacts from three modalities were sampled for all DEI learning outcomes:

- Campus (Fall $n=30$; Spring $n=6$)
- Online (Fall $n=7$; Spring $n=3$)
- Mixed Tech (Fall $n=13$; Spring $n=1$)

DEI: Average Scores by Learning Outcome, All Artifacts

- Scores were highest for Mixed Technology artifacts, falling in the Proficient achievement range (76-100%).
- Artifacts from campus and online classes fell in the Competent achievement range (51-75%).

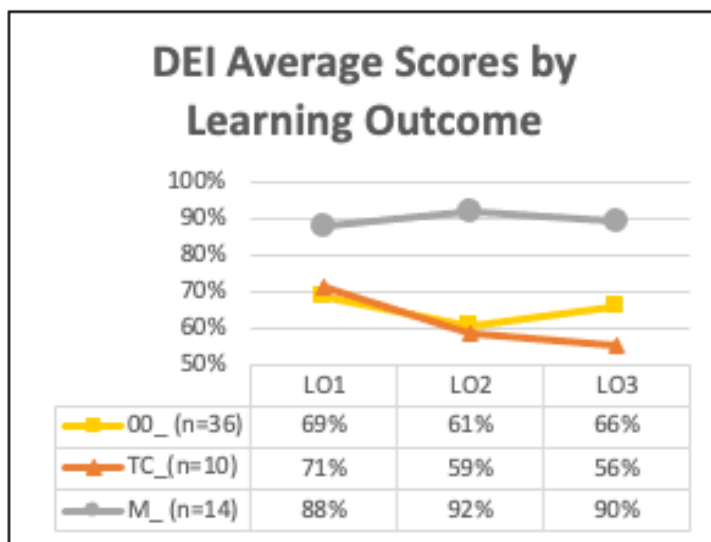


Figure 11: DEI Learning Outcome Scores by Modality for Fall 2022

DEI: Review of Outcomes by Modality for Each Semester

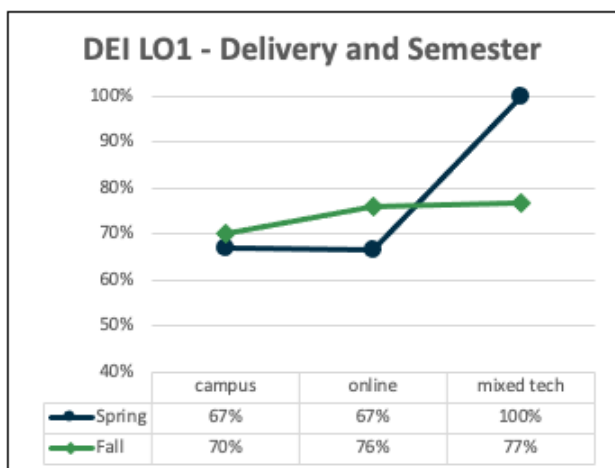


Figure 12: LO1: Openness to New Perspectives and Critical Self-Awareness

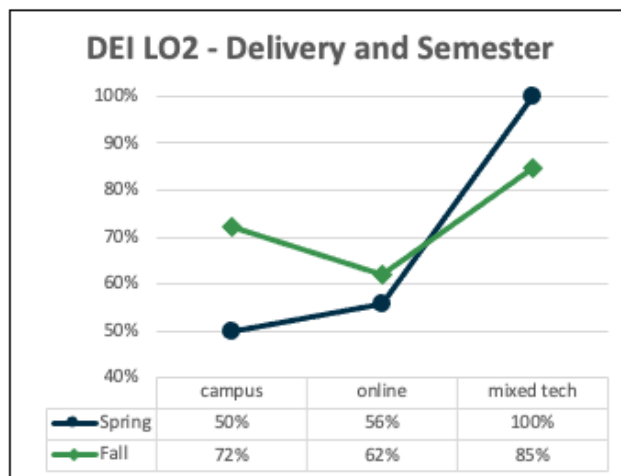


Figure 13: LO2: Communications and Collaboration Skills

- Scores were highest for Mixed Technology delivery in both semesters, falling in the Proficient achievement range (76-100%).
- Artifacts from campus and online classes fell in the Competent achievement range (51-75%).

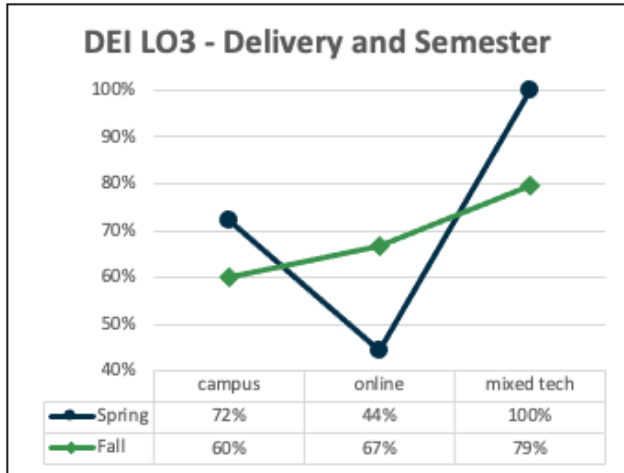


Figure 14: LO3: Ability to Evaluate Structures of Power

- Again, scores were highest for Mixed Technology delivery in both semesters, falling in the Proficient achievement range (76-100%).
- In the Spring semester, artifacts from online classes scored lowest, in the Advanced Beginner achievement range (26-50%).
- All other artifacts (campus and online), scored in the Competent achievement range (51-75%).

Scores by Course

In the Fall 2022 semester, DEI artifacts were sampled from the following courses:

	EP: DEI	Modality/Count
Anthropology	ANTH 2003	00 /15
History	HIST 1513	TC /1 M /1
Psychology	PSY 2003	00 /15 TC /3
Sociology	SOC 1003	M /12 TC /3
Number of Artifacts Scored:	50	

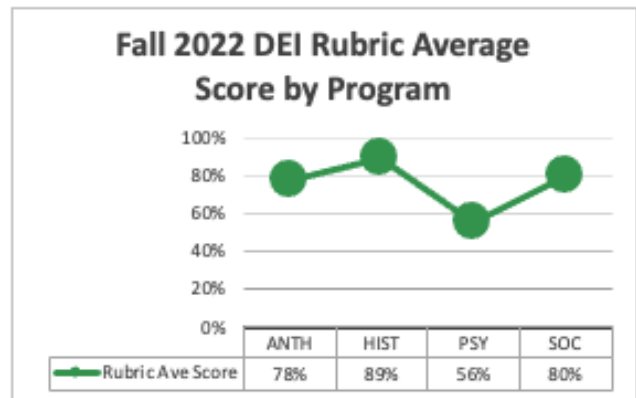


Figure 15: DEI Average Scores by Course

Anthropology and Psychology courses were scored in both the Spring and Fall 2022 semesters.

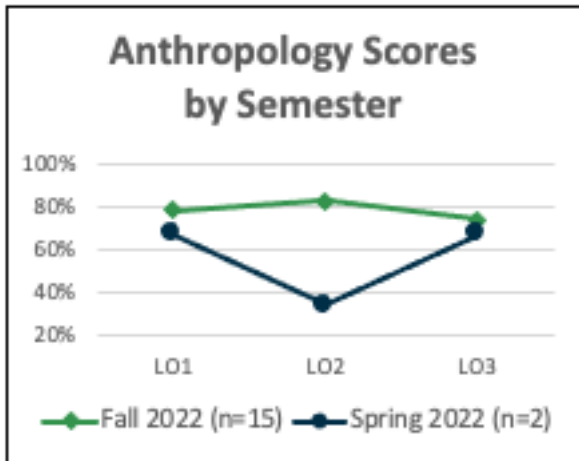


Figure 16: Anthropology Artifact Learning Outcome Scores by Semester

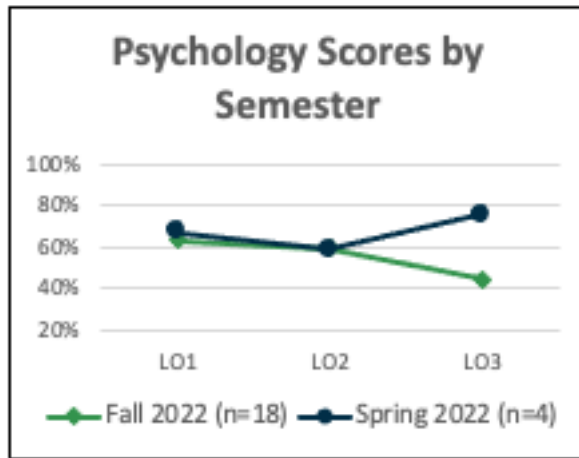


Figure 17: Psychology Artifact Learning Outcome Scores by Semester

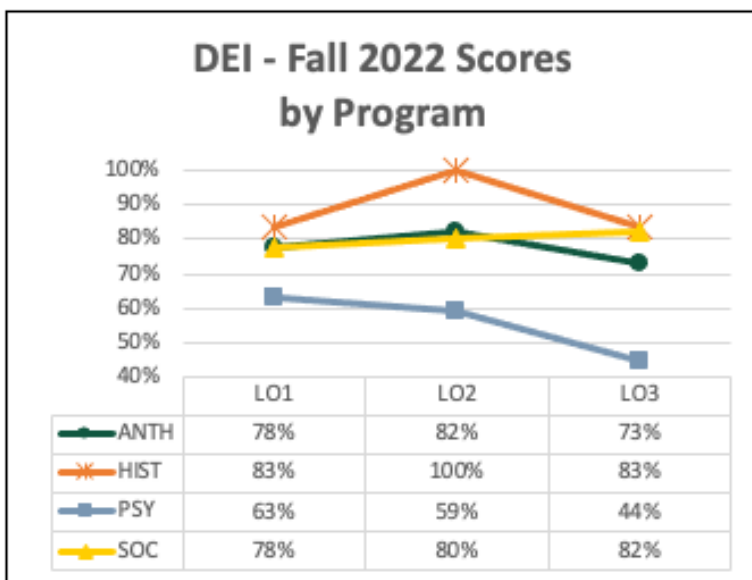


Figure 18: Artifact Learning Outcome Scores for Fall 2022

- The average score (all learning outcomes) for Anthropology artifacts, both semesters combined, is 75%.
- Scores for Learning Outcomes 1 and 3 were generally consistent in both semesters.
- Learning Outcome 2 scores were lower in the spring semester.

- The average score (all learning outcomes) for Psychology artifacts, both semesters combined, is 58%.
- Scores for LO1 and LO2 were generally consistent in both semesters.
- Scores for LO3-Evaluate Structures of Power were lower in the fall semester.

- History artifacts scored highest among the four courses while Psychology artifacts scored lowest.
- Anthropology and Sociology artifact scores were similar to each other.
- LO3- Ability to Evaluate Structures of Power received the lowest scores from Psychology artifacts, at the Advanced Beginner (26-50%) achievement level.

EP: Empathy

Learning Outcomes Average Scores

The average scores for Empathy artifacts, 70% in Spring 2022 and 72% in Fall, were in the Competent achievement range (51-75%). The rubric follows a 4-point scale and is comprised of two learning outcomes:

- LO1 – Written arguments or analyses demonstrate a capacity to share and understand others' feelings and thoughts.
- LO2 – Devises empathy-related solutions that model concern for others, inhibit aggression, and provide the foundation of moral judgment.

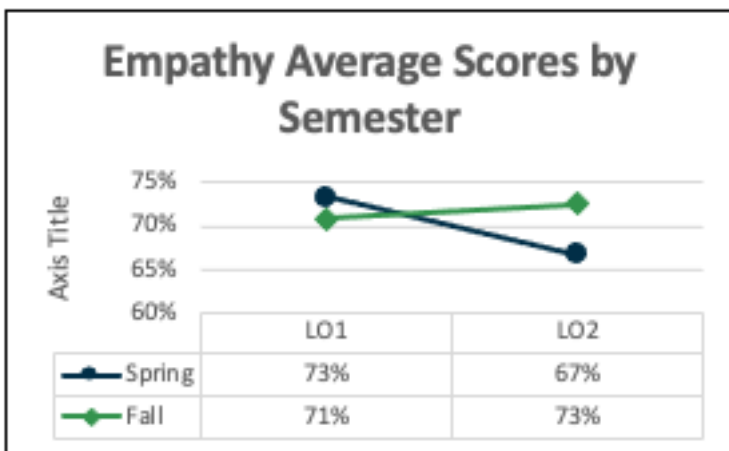


Figure 19: Empathy Average Scores by Semester

- Learning outcomes in both semesters scored in the Competent range.

Scores by Modality

Artifacts were sampled from the following modalities:

- Campus (Fall $n=29$; Spring $n=10$)
- Online (Fall $n=3$; Spring $n=0$)
- Mixed Tech (Fall $n=8$; Spring $n=0$)

- Scores were highest for Campus artifacts and lowest for Online artifacts.
- All artifacts scored within the Competent achievement range (51-75%).

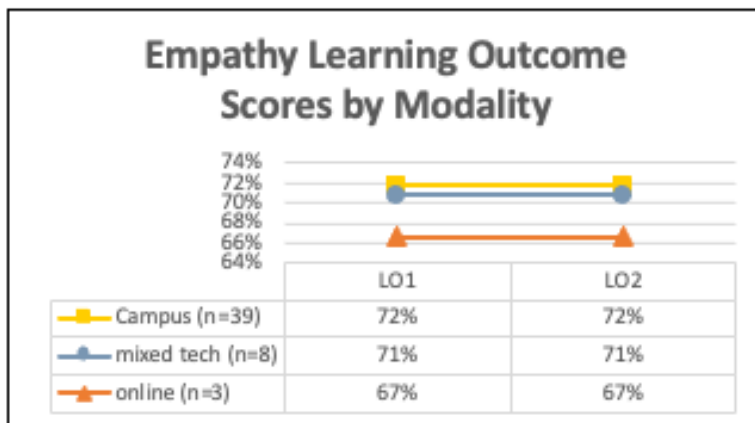


Figure 20: Artifact Learning Outcome Scores by Modality for Fall 2022

Scores by Course

In the Fall 2022 semester, Empathy artifacts were sampled from the following courses:

	EP: Empathy	Modality/Count
Anthropology	ANTH 2003	00 /10
Philosophy	PHIL 2003	00 /9
Psychology	PSY 2003	00 /10 TC /1
Sociology	SOC 1003	M_/8 TC /2
Number of Artifacts Scored:	40	

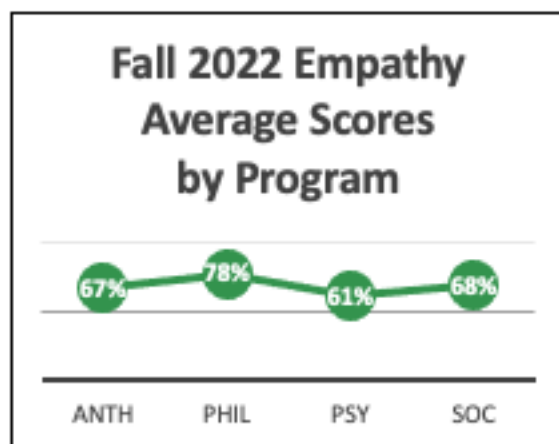


Figure 21: Artifact Average Scores by Course for Fall 2022

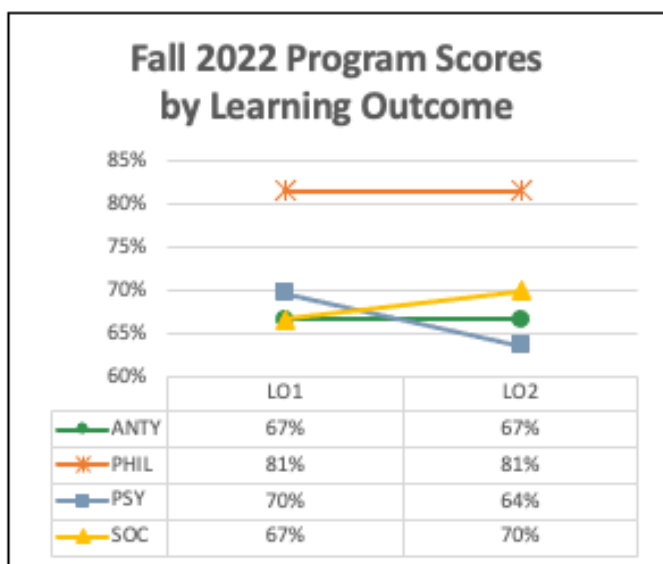


Figure 20: Artifact Learning Outcome Scores by Course for Fall 2022

Appendix A - Rubrics

Practice Civic Engagement Scoring Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

	Mastered	Proficient	Developing	Advanced Beginner	Novice
	4	3	2	1	0
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities.	Expresses attitudes and beliefs as an individual, from a one-sided view.	Is resistant to, or disengaged from, conversations about learning from diversity of communities and cultures.
	Engages and promotes others' engagement with diversity.	Exhibits curiosity about what can be learned from diversity of communities and cultures.	Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Is indifferent to what can be learned from diversity of communities and cultures.	Is resistant or hostile to what can be learned from diversity of communities and cultures.
Analysis of Knowledge: <i>Degree of connection between facts, theories, etc. from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.</i>	Connects and extends knowledge	Analyzes knowledge	Begins to connect knowledge	Begins to identify knowledge	Does not identify knowledge.
Civic Identity and Commitment <i>Evidence of experience in civic-engagement activities and its impact on personal commitment</i>	Provides evidence and describes what they learned about themselves as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence and describes what they learned about themselves as it relates to a growing sense of civic identity and commitment.	Evidence is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence and does not connect experiences to civic identity.	Does not participate or show evidence of participation.
Civic Communication <i>Ability to express, listen, and adapt ideas and messages based on others' perspectives to establish relationships to further civic action</i>	Tailors civic communication strategies to effectively express, listen, and adapt	Effectively communicates in civic context.	Communicates in civic context with more than one, but not all, of the following: express, listen, and adapt	Communicates in civic context with one of the following: express, listen, and adapt	Does not communicate in civic context

Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities.	Demonstrates independent experience and <i>team leadership of</i> civic action, with	Has clearly <i>participated</i> in civically focused actions.	Has <i>experimented</i> with some civic activities	Has not participated in civic activities
	Reflective insights or analysis about the aims and accomplishments of one's actions.	Somewhat reflective insights or analysis about the aims and accomplishments of one's actions.	Begins to reflect or describe how their actions may benefit individual(s) or communities.	Shows little internalized understanding of their aims or effects and little commitment to future action.	Does not show understanding of aims or effects of personal commitment to civic activities.
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .	Does not demonstrate ability to participate in any civic contexts and structures.

Think Critically Scoring Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

	Mastered	Proficient	Competent	Advanced Beginner	Novice
	4	3	2	1	0
Explanation of issues: <i>Issue/problem to be considered critically.</i>	Stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Stated, described, and clarified so that understanding is not seriously impeded by omissions.	Stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Stated without clarification or description.	Not stated.

Evidence <i>Selecting and using information to investigate a point of view or conclusion.</i>	Enough interpretation/evaluation of sources to develop a comprehensive analysis or synthesis.	Enough interpretation/evaluation of sources to develop a coherent analysis or synthesis.	Some interpretation/evaluation of sources, but not enough to develop a coherent analysis or synthesis.	Sources without any interpretation/ evaluation.	No sources of information are provided.
	Viewpoints of experts are provided and questioned thoroughly.	Viewpoints of experts are provided and subject to some questioning.	Viewpoints of experts are provided with very little questioning.	Viewpoints of experts are provided and accepted as fact; no questioning.	Viewpoints of experts are not presented or questioned.

Influence of assumptions and contexts	Systematically and methodically analyzes own and others' assumptions.	Identifies own and others' assumptions.	May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).	Shows no awareness of present assumptions.
	Carefully evaluates the relevance of many contexts.	Clearly identifies several relevant contexts.	Identifies one or two relevant contexts.	Begins to identify contexts.	Does not identify contexts.

Student's position <i>(perspective, thesis/ hypothesis)</i>	Imaginative, taking into account the complexities of an issue. Limits of position are acknowledged.	Takes into account the complexities of an issue.	Acknowledges different sides of an issue.	Stated, but is simplistic and obvious.	Specific position is not stated.
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<i>Others' points of view (perspective, thesis/hypothesis)</i>					
	Fully synthesized others' points of view within position.	Acknowledged other's perspectives within position.	Somewhat recognizes others' points of view.	begins to identify at least one other point of view.	does not address others' points of view.

Conclusions and related outcomes <i>Conclusions are...</i>	Logical and reflect student's informed evaluation.	Logically tied to a range of information, including opposing viewpoints.	Logically tied to information (because information is chosen to fit the desired conclusion).	Inconsistently tied to some of the information discussed.	Not tied to information discussed.
<i>Related outcomes (consequences and implications)</i>	Ability to place evidence and perspectives discussed in priority order is established.	Most are identified clearly.	Some are identified clearly.	Not clearly identified.	Not addressed.

Ethical Perspectives: Leadership

Instructions: Enter the artifact file name in the upper right corner. Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact. Score will automatically calculate.

	Proficient	Competent	Advanced Beginner	Novice	
	3	2	1	0	
Leader's role: Student identifies the responsibilities of a leader in individual or collaborative assignments.	Student thoroughly recognizes organization leaders' actions and policies determine the ethical tone of the organization.	Students adequately recognize organization leaders' actions and policies determine the ethical tone of the organization.	Student recognizes that leaders play some role in the organization's ethical conduct.	Student unable to explain the role of leaders in individual actions or institutional context.	
Personal accountability: Student integrates principles of PCL in coursework.	Student clearly demonstrates a love for learning and sharing knowledge positively with others. Several PCL characteristics woven through work.	Student demonstrates strong control of self and choices. Incorporates several PCL characteristics in decisions.	Student is beginning to demonstrate self-control and personal decision-making. Evidence of at least one of PCL characteristics.	Unable to control own decisions and behaviors. Does not demonstrate any of the 8 characteristics	
Ethical technology use: Student can appropriately select and implement new technology.	Seeks out new technologies to enhance programs or situations.	Adapts to and incorporates new technologies.	Sparingly incorporates new or recent technologies.	Resistant to new technologies.	

Ethical Perspectives: Diversity, Equity, Inclusion Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

	Proficient	Competent	Advanced Beginner	Novice	
	3	2	1	0	
Openness to new perspectives and critical self-awareness	Student demonstrates a self-aware, nuanced, and evidence-based understanding of their own cultural positionality as one among many diverse possible positions and worldviews.	Student can identify the intersections of belief and culture and is able to explore differences through evidence and reasoning	Student states individual beliefs or opinions without interrogating difference or absorbing complicating concepts/ evidence.	Student avoids or is resistant to stating their beliefs/ opinions, exploring other viewpoints, cultures, and new ideas	
Communications and collaboration skills	Student seeks out multiple other perspectives and shows a willingness to incorporate new ideas into their arguments, worldviews, or projects	Student asks questions about other viewpoints, cultures, and structures, and seeks out answers to these questions.	Student encounters new ideas and perspectives without seeking to understand or incorporate them.	Student avoids or is resistant to encountering other viewpoints, cultures, and new ideas	
Evaluate structures of power	Student can produce an evidence-based analysis or evaluation of power dynamics, identity, culture, and multiple perspectives on how they interact.	Student understands multiple perspectives on power, culture, and identity.	Student can state individual beliefs regarding power dynamics in culture.	Student is not able to state individual beliefs, or discuss others' perspectives, regarding power dynamics in culture.	

Ethical Perspectives: Empathy

Instructions: Enter the artifact file name in the upper right corner. Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact. Score will automatically calculate.

	Proficient	Competent	Advanced Beginner	Novice	
	3	2	1	0	
Written arguments or analyses demonstrate capacity to share and understand others' feelings and thoughts.	Disciplined, disposed and able to see and feel what others see and feel; unusually open to and willing to seek out the odd, alien, or different; able to make sense of texts, experiences, events that seem weird to others	Disposed to see and feel what others see and feel; open to the unfamiliar or different; able to see the value and work that others do not see.	Knows and feels that others see and feel differently and is somewhat able to empathize with others.	Has little or no empathy beyond intellectual awareness of others; sees things through own ideas and feelings; ignores or is threatened or puzzled by different feelings, attitudes, views.	

Devises empathy-related solutions that model concern for others, inhibit aggression, and provide the foundation of moral judgment.	Incorporates multiple other perspectives and shows a willingness to try new ideas into their arguments, worldviews, or projects	Seeks out other viewpoints and correct implementation of other viewpoints, cultures, and structures,.	Incorporates new ideas and perspectives without seeking to understand or apply them completely or appropriately.	Unable to find solution that incorporates opposite viewpoints.	