1. Introduction

1.1 The mission of the Division of Undergraduate Studies is to promote academic excellence through collaboration with colleges and support units across the University. The mission is realized through both administrative supervision and support of premier undergraduate programs and academic support units for students, as well as administrative leadership for undergraduate curriculum reform. Central to this mission is campus leadership on issues pertinent to student retention, success and graduation, and innovation in teaching and learning. The Division of Undergraduate Studies is committed to improvement and the implementation and evaluation of our new general education curriculum, the UK Core. In relation to assessment initiatives for the UK Core, the following strategies have been outlined in our strategic plan: identify, orient, and task faculty to assess learning outcomes; lead regular forums and workshops in the understanding of the purpose and impact of the UK Core on the majors as well as statewide transfer; and encourage and incent innovation and creativity within the departments in developing, implementing, and assessing their UK Core offerings.

2. Assessment Oversight, Resources

2.1 The university-wide assessment activities are overseen by the Associate Provost and Dean for Undergraduate Studies with support from the Office of Assessment.

3. UK Core Student Learning Outcomes

3.1 Learning Outcomes by Program

3.1.1. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.

Outcomes and Assessment Framework: Students will be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning.
Curricular Framework: Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

3.1.2. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.

Outcomes and Assessment Framework: Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts.

Curricular Framework: Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

3.1.3. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning

Outcomes and Assessment Framework: Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption.

Curricular Framework: Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

3.1.4. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

Outcomes and Assessment Framework: Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and
evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making.

Curricular Framework: Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

3.2. UK Core Curriculum Map

3.2.1. The Curriculum Map details the UK Core courses as of fall 2012. The courses are mapped to the associated UK Core Outcome for which it will be assessed. (Appendix A).

4. Assessment Methods and Measures

4.1. Curriculum-Embedded Direct Methods/Measures

4.1.1. Upon approval of UK Core courses, a graded assignment (as identified by the course designer through the course syllabus) will be recognized as the assessable assignment for that particular UK Core course. Faculty teaching a UK Core course will create the graded assignment (also known as ‘artifact’) in Blackboard for assessment purposes. The Associate Provost and Dean of Undergraduate Studies will coordinate with the Office of Assessment, the course section number, the type of assignment, and the date of completion within Blackboard. Assignments will be gathered using the Blackboard (Bb) Outcomes system. For all UK Core courses, the graded assessable assignment is submitted every semester by students via Blackboard’s assignment function. This information is then used by the Bb Outcomes system to collect and archive assignments for assessment purposes.

4.1.2 When collected, each assignment will be coded for future use by the Bb Outcomes system. The code preserves demographics, indicates the rubric being used, and the outcome(s) the assignment addresses.

4.1.3 All four UK Core Outcomes will be assessed every two years. A random, stratified sample of assignments is collected using an automated system within Blackboard. The sampling strategy will be developed by the Sampling Advisory Group (members are identified in Appendix B). Assignments are “packaged” in groups to be assessed by normed evaluators. Each sampled assignment is

Approved by UK Core Education Committee, October 15, 2012
submitted to a single review, with 10% of the sample being evaluated by at least different evaluators.

4.1.4 The Proposed UK Core Assessment Schedule (Appendix B) details the timeline for outcome assessment. Assignments are subjected to a hybrid scoring method using faculty-developed rubrics (Appendix C) which assigns both an overall score to the given artifact (holistic) as well as individual scores to particular subcategories as defined by the rubric (analytic). Frequently asked questions regarding the UK Core assessment process are located in Appendix D.

4.2. Standardized Instruments and Indirect Methods/Measures

4.2.1. Currently the Office of Assessment administers, analyzes, and disseminates results from the Collegiate Learning Assessment (CLA) to acquire institutional-level general education data, which UK uses to compare its performance with its peers through the Voluntary System of Accountability.

4.2.1.1 In fall 2011 UK completed phase one administration of the CLA for the 2011 student cohort. There are 3 phases in a longitudinal study (students tested as freshman, rising juniors and seniors). CLA measures Critical Thinking, Analytical Reasoning, Problem Solving, and Written Communication. Phase two administration will take place in spring 2013 and phase three in spring 2015.

4.2.2. The Office of Assessment obtains and disseminates for analysis (in combination with direct assessment data) Institutional Research data, enrollment data, and/or other appropriate types of institutional data drawn from the University’s client information system (SAP).

5. Data Collection

5.1. Data Collection Process/Procedures

5.1.1. Evaluation of assignments is conducted in a completely online, automated environment using UK’s customized Bb Outcomes module. Evaluators review and score assignments within Bb, using specially-developed evaluator dashboards and conventional, well-tested performance-based assessment and validity processes and procedures.

5.1.2. The Office of Assessment tracks assignment scores (first, and if applicable, second), evaluator inter-rater reliability, date of evaluation, rubrics used, etc.
5.1.3. Data gathered through Bb Outcomes during assessment is analyzed and reported to faculty and other constituencies for use in planning and budgeting improvements in student learning at the institutional and program levels. The Office of Undergraduate Education, with support from the Office of Assessment, will coordinate any special analysis as requested by the faculty for further investigation.

5.2. Data Report Process/Procedures

5.2.1. When the Bb reporting system is fully implemented, reports will be available at the college and department level for use in planning and budgeting improvements in student learning at all levels.

6. Data Analysis

6.1. Unit Assessment Cycle

6.1.1. The Office of Undergraduate Education has developed a UK Core Assessment Schedule for the next 4 years (Appendix B). The schedule ensures each UK Core Outcome be assessed on a biennial basis. The Blackboard assessment process was piloted in the fall of 2010 and will continue to be used through the 2011-2013 assessment cycle.

6.2. Data Analysis Process/Procedures

6.2.1. The Office of Undergraduate Education, with support from the Office of Assessment, will conduct ongoing data analysis. Results will be forwarded to the faculty committee(s) responsible for reviewing assessment results and developing necessary improvement actions for the UK Core program.

7. Using Assessment Data for Continuous Improvement

7.1. Improvement Action Formulation and Implementation Process/Procedures

7.1.1. An annual meeting of the faculty committee(s) will be held no later than April of each year to aid in the creation of an annual Student Learning Outcomes Assessment Report and communicate the report and improvement action plan to the faculty teaching UK Core courses.

7.2. Reporting Process/Procedures

7.2.1. A designee of the faculty committee(s) will be assigned to submit the Student Learning Outcomes Assessment Report to the Bb Outcomes System by October 31st of each year, making the plan readily available to the Provost, Associate
Provost and Dean for Undergraduate Studies, the UK Core Education Committee, the Office of Assessment, the University Assessment Committee, other faculty as designated by the faculty committee(s), and the Kentucky Council on Postsecondary Education.
The University of Kentucky’s general education program – the UK Core – is foundational to a university education at the University of Kentucky. A university education is more than simply learning a set of skills in a specific area in preparation for a job or career. A university education is designed to broaden the students’ understanding of themselves, of the world we live in, of their role in our global society, and of the ideals and aspirations that have motivated human thought and action throughout the ages. It must help individuals effectively put into action their acquired knowledge, to provide the bases for critical thinking and problem solving, and to develop life-long learning habits.

The UK Core is composed of the equivalent of 30 credit hours in 10 course areas that address four broad learning outcomes. Depending on choice of major or courses, some students may take more than 30 credit hours to complete the UK Core.

The UK Core Learning Outcomes
The UK Core curriculum is based on a comprehensive set of student learning outcomes that all students are expected to be able to demonstrate upon completion of a baccalaureate degree at the University of Kentucky. All UK Core courses are designed to meet one or more of the following learning outcomes:

I. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. [12 credit hours]
Students will be able to identify multiple dimensions of a good question (i.e., interesting, analytical, problematic, complex, important, genuine, researchable); determine when additional information is needed; find credible information efficiently using a variety of reference sources; and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning. Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [6 credit hours]
Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts. Students will take one 3-hour course focusing on the development of effective writing skills, and one 3-hour integrated communications course focusing on oral and visual communication skills, along with continued development of written communication skills.

III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]
Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption. Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

IV. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. [6 credit hours]
Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally; students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

The Curricular Framework and Relationship to the Learning Outcomes
Students must take one course from each of the areas listed below in order to complete the UK Core. A course taken to satisfy a requirement in one area of the UK Core cannot be used to satisfy a requirement in another area, even if a specific course is present in more than one area (e.g., some courses are designed to meet the learning outcomes in more than one area).

<table>
<thead>
<tr>
<th>Course Areas by Learning Outcome</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome I: Intellectual Inquiry</strong></td>
<td></td>
</tr>
<tr>
<td>The Nature of Inquiry in Arts and Creativity</td>
<td>3</td>
</tr>
<tr>
<td>The Nature of Inquiry in the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>The Nature of Inquiry in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>The Nature of Inquiry in the Natural, Physical and Mathematical Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Learning Outcome II: Written, Oral and Visual Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Composition and Communication I</td>
<td>3</td>
</tr>
<tr>
<td>Composition and Communication II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Learning Outcome III: Quantitative Reasoning</strong></td>
<td></td>
</tr>
<tr>
<td>Quantitative Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Inferential Reasoning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Learning Outcome IV: Citizenship</strong></td>
<td></td>
</tr>
<tr>
<td>Community, Culture and Citizenship in the USA</td>
<td>3</td>
</tr>
<tr>
<td>Global Dynamics</td>
<td>3</td>
</tr>
<tr>
<td><strong>UK Core Credit-Hour Total</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

*The UK Core is designed to provide the equivalent of 30 credit hours. Some courses in the UK Core require more than three credits, resulting in more than 30 credits in some cases.*

Please consult your advisor for a complete list of options.
II. Intellectual Inquiry in the Humanities

These courses develop students’ skills in interpretation and analysis of creations of the human intellect such as art and literature (including folklore, popular culture, film and digital media), philosophical and religious contemplation and argumentation, language systems, and historical narratives. In these courses, students gain the ability not only to analyze the works themselves but to evaluate competing interpretations of such works.

To fulfill the Humanities requirement, complete one of the following:

- A-H 101 Introduction to Visual Studies
- A-H 105 Ancient Through Medieval
- A-H 106 Renaissance Through Modern Art
- A-H 334 Reframing Renaissance Art
- AAS 264 Major Black Writers
- ARC 314 History and Theory III: 20th Century and Contemporary Architecture
- CLA 135 Greek and Roman Mythology
- CLA 191 Christianity, Culture, and Society: A Historical Introduction
- CLA 229 The Ancient Near East and Greece to the Death of Alexander the Great
- CLA 230 The Hellenistic World and Rome to the Death of Constantine
- EGR 201 Literature, Technology, and Culture
- ENG 191 Literature and the Arts of Citizenship
- ENG 230 Introduction to Literature
- ENG 234 Introduction to Women’s Literature
- ENG 264 Major Black Writers
- ENG 281 Introduction to Film
- EPE 350 Town and Gown in Fact and Fiction: Campus and Community as Local History
- FR 103 French Cinema
- FR 205 The French Graphic Novel
- FR 225 French Film Noir
- GER 105 German Film Today
- GWS 201 Introduction to Gender and Women’s Studies in the Arts and Humanities
- HIS 104 A History of Europe Through the Mid-Seventeenth Century
- HIS 105 A History of Europe from the Mid-Seventeenth Century to the Present
- HIS 112 The Making of Modern Kentucky
- HIS 121 War and Society, 1914-1945
- HIS 202 History of the British People to the Restoration
- HIS 203 History of the British People Since the Restoration
- HIS 229 The Ancient Near East and Greece to the Death of Alexander the Great
- HIS 230 The Hellenistic World and Rome to the Death of Constantine
- ID 161 History and Theory of Interior Environments I
- ID 162 History and Theory of Interior Environments II
- MCL 100 The World of Language
- MUS 100 Introduction to Music
- PHI 100 Introduction to Philosophy: Knowledge and Reality
- RUS 125 Mapping Russia: Subtitle required
- RUS 270 Russian Culture 900-1900
- SPA 371 Latin American Cinema: Subtitle required
- SPA 372 Spanish Cinema: Subtitle required
- TA 171 World Theatre I
- TA 271 World Theatre II
- TA 273 World Theatre III
- TA 274 World Theatre IV

*Chemical Engineering students only.

Courses listed in blue type are being offered in Fall 2012.
III. Intellectual Inquiry in the Social Sciences

These courses promote an understanding of the relationships between individuals and society and how scholars have come to understand these relationships using conceptual models and processes of inquiry. Through a discipline-based study of social problems or themes, students will learn to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.

To fulfill the Social Sciences Requirement, complete one of the following:

- ANT 101 Introduction to Anthropology
- ANT 102 Archaeology: Mysteries and Controversies
- CLD 102* The Dynamics of Rural Social Life
- COM 102 Introduction to Communications
- COM 311 Taking Control of Your Health: Patient-Provider Communication
- COM 313 Interpersonal Communication in Close Relationships
- COM 314 The Dark Side of Interpersonal Communication and Relationships
- CPH 201 Introduction to Public Health
- ECO 101 Contemporary Economic Issues
- GEO 172 Human Geography
- GWS 200 Introduction to Gender and Women’s Studies in the Social Sciences
- PS 235 World Politics
- PSY 100 Introduction to Psychology
- SOC 101* Introduction to Sociology
- UKC 131 Public Health Through Popular Film

*Students may not receive credit for both SOC 101 and CLD 102.

IV. Intellectual Inquiry in the Natural, Physical and Mathematical Sciences

These courses engage students in the fundamental processes of science through the exploration of an area in science. Students will be expected to use their knowledge of scientific concepts to formulate predictions, collect and analyze data, and construct explanations for the questions posed.

To fulfill the Natural, Physical and Mathematical Sciences requirement, complete one of the following:

- ABT 120 Genetics and Society
- ANT 250 Introduction to Biological Anthropology
- ARC 333 Environmental Controls II
- AST 191 The Solar System
- BIO 102 Human Ecology
- BIO 103 Basic Ideas of Biology
- CHE 105* General College Chemistry I
- CHE 111* Laboratory to Accompany General Chemistry I
- ENT 110 Insect Biology
- GEO 130 Earth’s Physical Environment
- GEO 135 Global Climate Change
- ECO 110 Endangered Planet: An Introduction to Environmental Geology
- GLY 120 Sustainable Planet: The Geology of Natural Resources
- GLY 150 Earthquakes and Volcanoes
- PHY 120 How Things Work
- PHY 211 General Physics
- PHY 231** General University Physics
- PHY 241** General University Physics Laboratory
- PLS 104 Plants, Soils, and People: A Science Perspective
- UKC 121 Public Health Through Popular Film

*CHE 105 and 111 are paired courses. To earn UK Core credit, both courses must be completed. Students must sign up for them separately.

**PHY 231 and 241 are paired courses. To earn UK Core credit, both PHY 231 and PHY 241 must be completed. They may be taken in either order and students must sign up for them separately.

V. Composition and Communication I

In this course, students are introduced to the process of writing, speaking, and visually representing their own ideas and the ideas of others; they also practice basic interpersonal communication skills and the ability to communicate with multiple audiences.

To fulfill the Composition and Communication I requirement, complete one of the following:

- score of 32 or above on the English component of the ACT*
- score of 700 or above on SAT I Verbal**
- score of 3, 4 or 5 on the AP English Language Exam***
- CIS 110 Composition and Communication I
- WRD 110 Composition and Communication I

*For a score of 32 or above, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.

**For a score of 700 or above, students receive placement in CIS/WRD 111; no credit for CIS/WRD 110 is awarded.

***Beginning Fall 2012, students must score either 4 or 5 on the AP English Language Exam to earn course credit for CIS/WRD 110.
IX. Community, Culture and Citizenship in the USA

These courses promote a student’s understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; engage students in grappling with conflicts, compromises, and/or ethical dilemmas stemming from the complex and diverse cultural contexts of US communities; and foster effective and responsible participation in a diverse community or society in the United States.

To fulfill the Community, Culture and Citizenship in the USA requirement, complete one of the following:

- A-H 360 Visual Culture of Politics
- AAS 235 Inequalities in Society
- AAS 261 African American History 1865-Present
- ANT 221 Native People of North America
- ANT 330 North American Cultures
- APP 200 Introduction to Appalachian Studies
- CLD 360 Environmental Sociology
- COM 312 Learning Intercultural Communication Through Media and Film
- COM 315 Understanding Workplace Communication in a Diverse U.S. Society
- ENG 191 Literature and the Arts of Citizenship
- EPE 301 Education in American Culture
- GEN 100* Issues in Agriculture
- GEO 220 U.S. Cities
- GEO 221 Immigrant America: A Geographic Perspective
- GEO 320 Geography of the United States and Canada
- GRN 250 Aging in Today’s World
- GWS 301 Crossroads (Subtitle required)
- HIS 108 History of the United States Through 1876
- HIS 109 History of the United States Since 1877
- HIS 112 The Making of Modern Kentucky
- HIS 261 African American History 1865-Present
- PHI 130 Introduction to Philosophy: Morality and Society
- PHI 335 The Individual and Society
- PS 101 American Government
- SOC 235 Inequalities in Society
- SOC 360 Environmental Sociology
- SPA 208 U.S. Latino Culture and Politics
- TA 286 Social Action Theatre
- UKC 180 The World Today

*GEN 100 is for College of Agriculture students only.

VIII. Statistical Inferential Reasoning

These courses will encourage students to evaluate claims based on statistical principles by providing an understanding of the conceptual and practical applications of statistical reasoning and thinking. Students will receive an introduction to the science of statistics, and while students will be expected to reason with statistical ideas and make sense of statistical information, computations are not the focus.

To fulfill the Statistical Inferential Reasoning requirement, complete one of the following:

- BAE 202 Statistical Inferences for Biosystems Engineering
- STA 210 Making Sense of Uncertainty: An Introduction to Statistical Reasoning
- PSY 215* Experimental Psychology
- PSY 216* Applications of Statistics in Psychology

*PSY 215 and 216 are paired courses and are restricted to Psychology majors and minors. To earn UK Core credit, both PSY 215 and PSY 216 must be completed. They may be taken in either order and students must sign up for them separately.

VI. Composition and Communication II

In this course, students research public controversies and work in teams to analyze and argue for a solution to these controversies in oral, written, and visual/digital forms for multiple audiences.

To fulfill the Composition and Communication II requirement, complete one of the following:

- CIS 111 Composition and Communication II
- WRD 111 Composition and Communication II
- UKC 150 Accelerated Comp and Comm

VII. Quantitative Foundations

These courses are concerned with the application of mathematical concepts and skills to solve real-world problems. In order to perform effectively as professionals and citizens, students must become competent in reading and using quantitative data, in understanding quantitative evidence and in applying basic quantitative skills to the solution of real-life problems.

To fulfill the Quantitative Foundations requirement, complete one of the following:

- GLY 151 Earth Dynamics
- GLY 155 Earthquakes and Quantitative Reasoning
- GLY 185 Quantifying the Bluegrass Water Supply
- MA 111 Introduction to Contemporary Mathematics
- MA 112 Elementary Calculus and Its Applications
- MA 113 Calculus I
- MA 137 Calculus I With Life Science Applications
- PHI 120 Introductory Logic
- SOC 235 Inequalities in Society
- SOC 360 Environmental Sociology
- SPA 208 U.S. Latino Culture and Politics
- TA 286 Social Action Theatre
- UKC 180 The World Today

NOTE: Students must have demonstrated basic proficiency in math skills as determined by a minimum Math ACT of 19 or the appropriate math placement test to take these courses.

Courses listed in blue type are being offered in Fall 2012.
Courses listed in blue type are being offered in Fall 2012.

X. Global Dynamics

These courses equip students to participate in a diverse, multiethnic, multilingual world community. Toward this end, students consider issues of equality, ethical dilemmas, global trends, social change, and civic engagement in the context of local cultures outside the U.S.

To fulfill the Global Dynamics requirement, complete one of the following:

- A-H 104 African Art and Its Global Impact
- ANT 160 Cultural Diversity in the Modern World
- ANT 222 Middle East Cultures
- ANT 225 Culture, Environment and Global Issues
- ANT 241 Origins of Old World Civilization
- ANT 242 Origins of New World Civilization
- ANT 311 Global Dreams and Local Realities in a “Flat” World
- ANT 321 Introduction to Japanese Culture, Meiji (1868) to Present
- ANT 329 Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change
- CLD 380 Globalization: A Cross-Cultural Perspective
- EGR 240 Global Energy Issues
- ENG 181 Global Literature in English
- GEO 160 Lands and Peoples of the Non-Western World
- GEO 161 Global Inequalities
- GEO 162 Introduction to Global Environmental Issues
- GEO 163 Global Conflicts
- GEO 164 iWorlds: Global Information Geographies
- GEO 222 Cities of the World
- GEO 255 Geography of the Global Economy
- GEO 260 Geographies of Development in the Global South
- GEO 261 Global Dynamics of Health and Disease
- GER 342 War, Peace, and Terror in Germany and Europe
- GER 361 German Cinema
- GWS 302 Gender Across the World (Subtitle required)
- HIS 105 A History of Europe From the Mid-Seventeenth Century to the Present
- HIS 121 War and Society, 1914-1945
- HIS 122 War and Society Since 1945
- HIS 202 History of the British People to the Restoration
- HIS 203 History of the British People Since the Restoration
- HIS 206 History of Colonial Latin America, 1492-1810
- HIS 208 History of the Atlantic World
- HIS 296 East Asia Since 1600
- JPN 320 Introduction to Japanese Culture, Pre-Modern to 1868
- JPN 321 Introduction to Japanese Culture, Meiji (1868) to Present
- JPN 351 The Japanese Experience of the Twentieth Century
- LAS 201 Introduction to Latin America
- MCL 324 The City in the Twentieth-Century: Tokyo, Shanghai, Paris
- MUS 330 Music in the World (Subtitle required)
- PHI 343 Asian Philosophy
- PLS 103 Plants, Soils, and People: A Global Perspective
- PS 210 Introduction to Comparative Politics
- RUS 125 Mapping Russia (Subtitle Required)
- RUS 271 Russian Culture 1900-Present
- RUS 370 Russian Folklore (in English)
- SAG 201 Cultural Perspectives on Sustainability
- SOC 180 Global Societies in Comparative Perspective
- SOC 380 Globalization: A Cross-Cultural Perspective

Foreign Language Requirement

Foreign language is no longer explicitly required as part of the new UK General Education, the UK Core. However, foreign language proficiency is still an expectation for students who enter UK, and is still considered to be an important part of the students’ educational background.

Any first-time freshman or transfer student must demonstrate that they have completed two high school credits in a single foreign language, or two semesters at the postsecondary level. A student who has not completed the high school foreign language requirement will be required to take a two-semester sequence in one foreign language at the University of Kentucky prior to graduation.
**UK Core Assessment Schedule**

The mission of the Division of Undergraduate Studies is to promote academic excellence through collaboration with colleges and support units across the University. The mission is realized through both administrative supervision and support of premier undergraduate programs and academic support units for students, as well as administrative leadership for undergraduate curriculum reform. Central to this mission is campus leadership on issues pertinent to student retention, success and graduation, and innovation in teaching and learning. The Division of Undergraduate Studies is committed to improvement and the implementation and evaluation of our new general education curriculum, the UK Core. In relation to assessment initiatives for the UK Core, the following strategies have been outlined in our strategic plan: identify, orient, and task faculty to assess learning outcomes; lead regular forums and workshops in the understanding of the purpose and impact of the UK Core on the majors as well as statewide transfer; and encourage and incent innovation and creativity within the departments in developing, implementing, and assessing their UK Core offerings.

**UK Core Student Learning Outcomes (approved by Faculty Senate on December 8, 2010):**

1. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. *(Inquiry)*

2. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. *(Communication)*

3. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. *(Quantitative Reasoning)*

4. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. *(Citizenship – US & Global)*

The UK Core assessment schedule details the timeline for outcome assessment. Student assignments will be subjected to hybrid scoring using faculty-developed rubrics originally developed in spring and fall 2011. Rubric revisions are considered by the UK Core Education Committee each year based on teaching faculty and evaluator feedback.
**Process**

- The Office of Undergraduate Education will work with the Colleges early in the spring semester to recruit and identify area evaluators for the May assessment. The Office of Assessment will assist in identifying the appropriate number of evaluators for each area based on the number of assignments being assessed.
- In-person norming will be conducted and is required for all evaluators. Norming is expected to take approximately 1.5 hours.
- Once evaluators are normed, the assessment will take place online using Blackboard to review and score assignments. The evaluators will conduct their evaluations immediately following the in-person norming and should complete their work within that same day. Each assignment will take approximately 0.25 hours to evaluate. In order to ensure for validity of the scoring, ten percent of assignments will be assessed by two different evaluators.
- A 10% sampling framework will be used for each of the 10 sub-areas: Humanities; Natural/Physical/Mathematics Sciences; Social Sciences; Creativity & the Arts; Composition and Communication I; Composition and Communication II; Quantitative Foundations; Statistical Inferential Reasoning; Community, Culture and Citizenship in
the U.S.; and Global Dynamics, with the exception of fall 2011, where 100% of the student assignments will be assessed.

- The sampling design will be reviewed by the Sampling Advisory Group. Changes may or may not be made. Members of the Advising Group include:
  1. Richard Kryscio, Professor, Core Leader, Biostatistics and Data Management Core and Associate Director, Alzheimer Disease Center
  2. Ronald Langley, Director, Survey Research Center
  3. William Rayens, Assistant Provost, Office of Undergraduate Education, and Professor, Statistics
  4. Tara Rose, Director of Assessment, Office of Assessment
  5. Onecia Gibson, Research and Analysis Director Assistant, Office of Institutional Research
  6. Brett McDaniel, Manager of Instructional Technology, Academic Technology

Evaluators will only assess student assignments that have been submitted via Blackboard. On an annual basis, the Office of Undergraduate Education will contact instructors teaching UK Core courses regarding the assessment process. Correspondence with instructors will be conducted in July for fall UK Core Courses and in November for spring UK Core course.
UK Core Intellectual Inquiry in the Arts and Creativity Rubric

**UK Core Learning Outcome 1:** Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.

**Outcomes and Assessment Framework:** Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (B) explore multiple and complex answers to questions/issues problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; (E) and develop potential solutions to problems based on sound evidence and reasoning.

<table>
<thead>
<tr>
<th>Identify multiple dimensions of a good question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and distinguish approaches to creativity.</td>
<td>Specifically identifies, defines and distinguishes an approach to creativity.</td>
<td>Specifically identifies, defines and distinguishes an approach to creativity in a limited way.</td>
<td>Specifically identifies an approach to creativity but does not define or distinguish it.</td>
<td>Acknowledges but does not specifically identify, define or distinguish an approach to creativity.</td>
<td>Does not acknowledge the concept of creativity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theses and conclusions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the application of logic, laws, constraints of the area of study and the evaluation and refinement of the results of own creative endeavors</td>
<td>Critically evaluates the issues involved in addressing one’s own work or implications of differing approaches; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of different approaches.</td>
<td>Articulates major issues involved in addressing one’s own work or implications of differing approaches; constructs an argument and supports assertions with a range of evidence.</td>
<td>Identifies issues involved in addressing one’s own work or implications of differing approaches; clearly states a position, and supports assertions with some evidence.</td>
<td>Refers to some reasons why evaluation of one’s work or the implications of differing approaches is important but does not support evaluation with evidence.</td>
<td>Does not recognize major issues involved in the evaluation of one’s work or implications of differing approaches.</td>
</tr>
<tr>
<td>Implications</td>
<td>Develop potential solutions to problems based on sound evidence and reasoning</td>
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<tr>
<td><strong>Implications</strong>&lt;br&gt;Explore the implications of differing approaches, methodologies or conclusions.</td>
<td><strong>Develop potential solutions to problems based on sound evidence and reasoning</strong>&lt;br&gt;Engage actively in the creation of an object, installation, presentation, performance in a way that demonstrates an understanding of the creative process</td>
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<tr>
<td>Clearly identifies one or more implications; clearly and fully articulates an argument and cites appropriate evidence.</td>
<td>Evidence of active engagement in the creative process in an approach to solving a problem. The solution incorporates at least two of the following: demonstrates sophisticated skills and competency in a discipline or domain (may include novel materials, breaking established rules of practice, etc); employs ways of thinking that are new to the student; crosses boundaries in that it employs one or more approaches to create an insightful comparison; demonstrates thoughtful evaluation and revision.</td>
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<tr>
<td>Clearly identifies implications of the creative process or product; constructs an argument and supports assertions with a range of evidence.</td>
<td>Evidence of active engagement in the creative process in an approach to solving a problem. The solution incorporates at least two of the following: demonstrates basic competency in a discipline or domain (materials, rules of practice, etc); applies ways of thinking that are new to the student; connects one or more ideas, approaches, or processes to create an insightful comparison.</td>
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<tr>
<td>Clearly identifies implications involved in the creative process or product and supports assertions with some evidence.</td>
<td>Evidence of active engagement in the creative process in an approach to solving a problem. The solution incorporates at least one of the following: attempts basic skills in a discipline or domain (materials, rules of practice, etc); expresses an idea, concept, or format; acknowledges contradictions.</td>
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<tr>
<td>Refers to the existence of implications but does not identify them or support that evaluation with evidence.</td>
<td>No evidence of active engagement in the creative process.</td>
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</tbody>
</table>
| Does not recognize major implications of the creative process or product. | **Evidence of active engagement in the creative process in an approach to solving a problem.** The solution incorporates at least one of the following: attempts basic skills in a discipline or domain (materials, rules of practice, etc); expresses an idea, concept, or format; acknowledges contradictions.
UK Core Intellectual Inquiry in the Humanities Rubric

**UK Core Learning Outcome 1:** *Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.*

**Outcomes and Assessment Framework:** Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (B) explore multiple and complex answers to questions/issues problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; and (E) develop potential solutions to problems based on sound evidence and reasoning.

<table>
<thead>
<tr>
<th>Ability to identify multiple dimensions of a good question</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<th>0</th>
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</thead>
<tbody>
<tr>
<td>Incorporates intellectual inquiry and fine discrimination in analysis or critical evaluation of texts and/or arguments. Understands the complexity of the question or problem under consideration.</td>
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<tr>
<td>Incorporates intellectual inquiry and discrimination in analysis or critical evaluation of texts and/or arguments. Understands partially the complexity of the question or problem under consideration.</td>
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<tr>
<td>Incorporates some intellectual inquiry in analysis or critical evaluation of texts and/or arguments. Understands partially the complexity of the question or problem under consideration, but misses obvious points.</td>
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<tr>
<td>To a very limited extent, incorporates inquiry in analysis or critical evaluation of texts and/or arguments. Does not understand the complexity of the question or problem under consideration at all.</td>
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<tr>
<td>Fails to perform any intellectual inquiry with regard to texts and/or arguments. Does not understand the question or problem under consideration.</td>
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<table>
<thead>
<tr>
<th>Ability to explore multiple and complex answers to questions, issues or problems within the Humanities</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ably explores and evaluates the complexity of key questions, problems, and arguments in relation to texts or narratives. Explores different points of view on an argument or question. Written with fluency and avoids over-simplification.</td>
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<tr>
<td>Explores and evaluates the complexity of key questions, problems, and arguments in relation to texts or narratives. Explores at least one point of view on an argument or question. Written with fluency.</td>
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</tr>
<tr>
<td>Tries to explore the complexity of key questions, problems, and arguments in relation to texts or narratives, but misses key points. Explores at least one point of view. Some problems with writing.</td>
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<tr>
<td>Does not explore the complexity of key questions, problems, and arguments in relation to texts or narratives. Serious problems with writing.</td>
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<tr>
<td>Fails to recognize any complexity in the question at hand. Major problems with writing and presentation of arguments.</td>
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Approved by UK Core Education Committee, October 15, 2012
| Ability to evaluate theses and conclusions in light of credible evidence | Using appropriate evidence and appropriate disciplinary literacy, critically evaluates claims, arguments and conclusions pertaining to the subject and texts under consideration. Well-argued, and (where applicable) reference sources used. | Using some evidence and some appropriate disciplinary literacy, evaluates some claims, arguments and conclusions pertaining to the subject and texts under consideration. Where applicable, some reference sources used. | Using some evidence and some appropriate disciplinary literacy, evaluates some claims, arguments and conclusions pertaining to the subject and texts under consideration. | Using the minimum of evidence, tries to evaluate some claims, arguments and/or conclusions. Minimum disciplinary literacy. Major problems with argumentation and references sources. | Does not evaluate any claims, arguments or conclusions. Uses no evidence and does not show disciplinary literacy. |
| Ability to explore the implications of differing approaches, methodologies or conclusions | Critically evaluates texts/arguments by using at least one approach, methodology, or interpretive model. Shows awareness of other competing interpretations and of their possible implications. | Critically evaluates texts/arguments by using at least one approach, methodology, or interpretive model. Does not fully understand other competing interpretations and implications. | Tries to evaluate by using at least one approach or interpretive model, but there are problems with argumentation/analysis. Does not recognize other competing interpretations and implications. | Tries to evaluate by using at least one approach, but there are serious problems with argumentation/analysis. Demonstrates no awareness of other interpretations. | Does not understand how to use a critical approach or explore an argument. Does not understand there may be competing interpretations. |
| Develop potential solutions to problems based on sound evidence and reasoning | In the course of written analysis of a text or texts, proposes coherent answers to intellectual problems or questions, using clear, logical argumentation supported by solid evidence, such as illustrations, examples and/or quotations | In the course of written analysis of a text or texts, proposes answers to intellectual problems or questions, supported by some evidence, such as illustrations, examples and/or quotations | In the course of written analysis of a text or texts, proposes answers to problems or questions, but there are flaws in the argumentation, and gaps in the evidence | Attempts to offer written analysis of a text or texts, but does not propose any answers. There are serious flaws in the argumentation, and major gaps in the evidence. | Fails to provide written analysis of a text or texts, and fails to offer answers to problems or questions. Argumentation is deeply flawed. No evidence. |
UK Core Intellectual Inquiry in the Natural, Physical, and Mathematical Sciences

UK Core Learning Outcome 1: *Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.*

Outcomes and Assessment Framework: Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (B) explore multiple and complex answers to questions/issues problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; (E) and develop potential solutions to problems based on sound evidence and reasoning.

Specific Learning Outcomes for Inquiry in the Natural, Physical, and Mathematical Sciences

By the end of the course, students should be able to:

1. Describe methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.
2. Explain fundamental principles in a branch of science.
3. Apply fundamental principles to interpret and make predictions in a branch of science.
4. Demonstrate an understanding of at least one scientific discovery that changed the way scientists understand the world.
5. Give examples of how science interacts with society.
6. Conduct a hands-on project using scientific methods to include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies.
7. Recognize when information is needed and demonstrate the ability to find, evaluate and use effectively sources of scientific information.

* A required student product (paper, laboratory report, presentation, etc.) based on the hands-on project. This requirement is the curriculum-embedded performance based assessable product.

<table>
<thead>
<tr>
<th>Explore multiple and complex answers to questions/issues within the natural, physical and/or mathematical sciences by identifying the dimensions of a good question</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>The question is described clearly, completely, fully and in great detail.</td>
<td>The question is described but some detail is missing.</td>
<td>The question is inadequate or incompletely described.</td>
<td>The question is not answerable by experiment or observation.</td>
<td>The question is absent and the experimental design is missing.</td>
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</tr>
<tr>
<td>The question is answerable by experiment or observation.</td>
<td>The question is answerable by experiment or observation but lacks clarity.</td>
<td>The question is not answerable by experiment or observation.</td>
<td>The experimental design is inappropriate.</td>
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<tr>
<td>The experimental design is appropriate and described in detail.</td>
<td>The experimental design is appropriate but lacks detail.</td>
<td>The experimental design is inappropriate.</td>
<td>The experimental design is missing.</td>
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Approved by UK Core Education Committee, October 15, 2012
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<tbody>
<tr>
<td>Explore multiple and complex answers to questions/issues within the natural, physical and/or mathematical sciences by evaluating theses and conclusions in light of credible evidence; and judging the quality of information as informed by rigorously developed evidence</td>
<td>Provides a well-developed evaluation and analysis of the data and questions its accuracy, relevance, and completeness.</td>
<td>Evaluation and analysis of data contains minor errors/omissions.</td>
<td>Evaluation and analysis of data contains major errors/omissions.</td>
<td>Evaluation and analysis of data contains major errors/omissions.</td>
</tr>
<tr>
<td></td>
<td>Justifies key results and procedures, explains assumptions and reasons.</td>
<td>Justifies some results or procedures, explains reasons.</td>
<td>Justification of results contains significant flaws.</td>
<td>No justification of results.</td>
</tr>
<tr>
<td>Explore multiple and complex answers to questions/issues within the natural, physical and/or mathematical sciences by exploring alternative approaches and/or future study of the question</td>
<td>Critically evaluates major alternative points of view/approaches.</td>
<td>Offers evaluations of obvious alternative points of view/approaches.</td>
<td>Superficially evaluates obvious alternative points of view/approaches.</td>
<td>Superficially evaluates obvious alternative points of view/approaches.</td>
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<td>(and/or)</td>
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<td></td>
<td>Provides a detailed description of future studies.</td>
<td>Makes suggestions for future research studies, which have minor flaws.</td>
<td>Makes suggestions for future research studies, which have significant flaws.</td>
<td>Makes suggestions for future research studies, or for the redesigning of the existing procedure.</td>
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<tr>
<td></td>
<td>Makes suggestions related to the improvement of the existing experimental design.</td>
<td>Makes some suggestions for improvement of the existing experimental design, which are incomplete or have minor flaws.</td>
<td>Makes some suggestions for improvement of the existing experimental design, which have significant flaws.</td>
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</tr>
</tbody>
</table>
UK Core Intellectual Inquiry in the Social Science Rubric

UK Core Learning Outcome 1: Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.

Outcomes and Assessment Framework: Students will: (A) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; (B) explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/physical/mathematical sciences; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; (E) and develop potential solutions to problems based on sound evidence and reasoning.

<table>
<thead>
<tr>
<th>Identify multiple dimensions of a good question</th>
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<th>2</th>
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<tbody>
<tr>
<td>Incorporates an understanding of conceptual approaches to investigating social questions/issues/problems in an evaluation or critical analysis</td>
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<tr>
<td>Defines and distinguishes conceptual approaches to investigating social questions/issues/problems, but does not fully distinguish these differences into an evaluation or critical analysis</td>
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<tr>
<td>Identifies conceptual approaches to investigating social questions/issues/problems, but does not evaluate or critically analyze them</td>
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<tr>
<td>Acknowledges conceptual approaches to investigating social questions/issues/problems exist but does not identify, critically analyze or evaluate them</td>
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<tr>
<td>Does not acknowledge conceptual approaches to investigating social questions/issues/problems</td>
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<thead>
<tr>
<th>Multiple and complex answers to questions/issues/problems</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies an understanding of multiple and complex answers to social questions/issues/problems; demonstrates how conceptions of the issue under discussion which are constructed from multiple perspectives</td>
<td></td>
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<tr>
<td>Describes multiple and complex answers to social questions/issues/problems; provides historical and cultural background to the issue under discussion</td>
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<tr>
<td>Identifies multiple and complex answers to social questions/issues/problems; exhibits a basic understanding of the issue under discussion</td>
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</tr>
<tr>
<td>Does not correctly identify multiple and complex answers to social questions/issues/problems; exhibits a shallow or flawed understanding of the issue under discussion</td>
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<tr>
<td>Does not identify multiple and complex answers to social questions/issues/problems</td>
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</tbody>
</table>

Approved by UK Core Education Committee, October 15, 2012
<table>
<thead>
<tr>
<th>Theses and conclusions</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore empirical evidence or conclusions drawn from empirical evidence</strong></td>
<td>Critically evaluates the methodological issues involved in generating data and coming to conclusions about social questions/ issues/ problems; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of different approaches</td>
<td>Articulates major methodological issues involved in generating data and coming to conclusions about social questions/ issues/ problems; constructs an argument and supports assertions with a range of evidence</td>
<td>Identifies methodological issues involved in generating data and coming to conclusions about social questions/ issues/ problems; clearly states a position, and supports assertions with some evidence</td>
<td>Refers to some methodological issues involved in generating data and coming to conclusions about the social questions/ issues/ problems; states a position is important but does not support evaluation with evidence</td>
<td>Does not recognize methodological issues involved in generating data and coming to conclusions about social questions/ issues/ problems</td>
</tr>
</tbody>
</table>

| Ability to explore the implications of differing approaches, methodologies or conclusions | Critically evaluates different approaches, methodologies, or interpretive models, fully demonstrating awareness of their implications on social questions/ issues/ problems | Critically evaluates different approaches, methodologies, or interpretive models, showing some awareness of their implications on social questions/ issues/ problems | To some extent, evaluates different approaches, methodologies, or interpretive models, acknowledging awareness of ethical implications on social questions/ issues/ problems | Identifies different approaches, methodologies, or interpretive models, but shows no awareness of the implications of these on social questions/ issues/ problems | Fails to identify or evaluate approaches, methodologies, or interpretive models; shows no awareness of their implications on social questions/ issues/ problems |

| Develop potential solutions to problems based on sound evidence and reasoning | Proposes solutions to social questions/ issues/ problems that demonstrates understanding of the generation/analysis of data and applies findings to potential solutions | Proposes solutions to social questions/ issues/ problems that demonstrates some understanding of the generation/analysis of data and how findings might be applied to potential solutions | Proposes solutions to social questions/ issues/ problems that demonstrates minimum understanding of the generation/analysis of data and how findings might be applied to potential solutions | Proposes solutions to social questions/ issues/ problems but demonstrates no understanding of the generation/analysis of data and how findings might be applied to potential solutions | No evidence of identifying solutions to social questions/ issues/ problems |
# UK Core Composition and Communication Rubric

**UK Core Learning Outcome 2:** *Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.*

**Outcomes and Assessment Framework:** Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts.

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<tbody>
<tr>
<td><strong>Student will demonstrate the ability to construct intelligible messages</strong></td>
<td>Message is intelligible.</td>
<td>Message is overall intelligible with few exceptions.</td>
<td>Message is intelligible the majority of the time but may have several exceptions.</td>
<td>Message is only somewhat intelligible.</td>
</tr>
<tr>
<td><strong>Student will demonstrate the ability to construct messages with sound evidence</strong></td>
<td>Message is supported with appropriate evidence (support) with sources that are clearly identified in a systematic manner as necessary.</td>
<td>Appropriate evidence (support) is used with few exceptions; sources are used when necessary and are identified in a mostly systematic manner.</td>
<td>Appropriate evidence (support) is used and identified (as necessary) the majority of the time but identification of sources may be flawed.</td>
<td>Appropriate evidence (support) is used and identified (as necessary) sporadically; identification of sources is flawed.</td>
</tr>
<tr>
<td><strong>Student will demonstrate the ability to construct messages with sound reasoning</strong></td>
<td>Message is grounded in a logical organization overall and within specific components of the message.</td>
<td>Message is supported by reasoning with an overall logical organization with minor gaps within specific components.</td>
<td>Message is supported by reasoning the majority of the time with an overall logical organization but may have some gaps in reasoning and/or organization.</td>
<td>Message intermittently follows an organization that represents basic reasoning.</td>
</tr>
<tr>
<td><strong>Student will demonstrate the ability to construct messages that are appropriate for a specified audience</strong></td>
<td>Message is tailored to the specified audience.</td>
<td>Message is mostly tailored to the specified audience with few exceptions.</td>
<td>Message is tailored to the specified audience the majority of the time but does include components (e.g., language, level of formality) that do not fit the audience.</td>
<td>Message is somewhat tailored to specified audience the majority of the time.</td>
</tr>
<tr>
<td><strong>Student will demonstrate the ability to construct messages that are appropriate for a specified purpose</strong></td>
<td>Message is appropriate for the specified purpose in terms of breadth and depth.</td>
<td>Message is mostly tailored to the specific purpose in terms of breadth and depth with few exceptions.</td>
<td>Message is tailored to the specific purpose in terms of breadth and depth the majority of the time.</td>
<td>Message is somewhat tailored to the specific purpose in terms of breadth and depth.</td>
</tr>
<tr>
<td><strong>Student will demonstrate the ability to construct a message effectively for the selected form (written, oral, and/or visual)</strong></td>
<td>Message is adapted effectively to the selected form representing an understanding of the opportunities and constraints of the medium.</td>
<td>Message is mostly adapted to the selected form with an overall understanding of the opportunities and the constraints of the medium.</td>
<td>Message is mostly adapted to the selected form representing a general understanding of the opportunities and constraints of the medium that has some limitations.</td>
<td>Message is somewhat appropriate for the medium.</td>
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</tbody>
</table>
UK Core Quantitative Foundations Rubric

UK General Education Learning Outcome 3: *Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.*

Outcomes and Assessment Framework: Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption.

Curricular Framework Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

<table>
<thead>
<tr>
<th>Demonstrate how fundamental elements of mathematical and/or logical knowledge are applied to solve real-world problems</th>
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<tbody>
<tr>
<td>Competently translates appropriate information into fundamental elements of mathematical or logical knowledge and provides an effective interpretation for the purpose of solving real-world problems.</td>
<td>Adequately translates available information into fundamental elements of mathematical or logical knowledge.</td>
<td>Translates available information, but resulting quantitative portrayal is somewhat appropriate or accurate.</td>
<td>The translation of available information is incomplete or inappropriate and results in an ineffective portrayal.</td>
<td>Does not attempt.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appraise the efficacy of numerical/logical arguments that are reported for general consumption</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate quantitative language and/or constructs in connection with a mathematical or logical argument for the purpose of evaluating efficacy.</td>
<td>Adequately uses quantitative language and/or constructions in connection with an argument. It may be presented in an ineffectual format or some parts of the explication may be uneven.</td>
<td>Uses appropriate quantitative language and/or constructions but these are insufficient to evaluate the efficacy of the argument.</td>
<td>Presents an argument that is relevant, but does not provide adequate quantitative justification.</td>
<td>Does not attempt.</td>
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</tbody>
</table>

Approved by UK Core Education Committee, October 15, 2012
# UK Core Statistical Inferential Reasoning Rubric

**UK General Education Learning Outcome 3:** Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning.

**Outcomes and Assessment Framework:** Students will (a) demonstrate how fundamental elements of mathematical, logical and statistical knowledge are applied to solve real-world problems; and (b) explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science, and appraise the efficacy of statistical arguments that are reported for general consumption. Curricular Framework Students will take one 3-hour course on the application of mathematical, logical and statistical methods, and one 3-hour course devoted to a conceptual and practical understanding of statistical inferential reasoning.

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<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Demonstrate how</strong></td>
<td><strong>Competently converts relevant</strong></td>
<td><strong>Provides an adequate conversion</strong></td>
<td><strong>Provides a conversion</strong></td>
<td><strong>Conversion of information is</strong></td>
<td><strong>Does not attempt the problem.</strong></td>
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<tr>
<td><strong>fundamental elements</strong></td>
<td><strong>information into fundamental</strong></td>
<td><strong>of information into fundamental</strong></td>
<td><strong>of information, but resulting</strong></td>
<td><strong>incomplete or inappropriate and</strong></td>
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<tr>
<td><strong>of statistical</strong></td>
<td><strong>elements of statistical</strong></td>
<td><strong>elements of statistical</strong></td>
<td><strong>statistical portrayal is only</strong></td>
<td><strong>results in an ineffective</strong></td>
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<tr>
<td>knowledge are applied **</td>
<td><strong>knowledge and provides an effective</strong></td>
<td><strong>knowledge.</strong></td>
<td><strong>partially appropriate or</strong></td>
<td><strong>portrayal.</strong></td>
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<tr>
<td><strong>to solve real-world</strong></td>
<td><strong>portrayal for the purpose of solving</strong></td>
<td></td>
<td><strong>accurate.</strong></td>
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<tr>
<td><strong>problems</strong></td>
<td><strong>real-world problems.</strong></td>
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<tr>
<td><strong>Explain the sense in</strong></td>
<td><strong>Competently makes appropriate decisions</strong> and provides a thoughtful defense of the decision based on statistical science.**</td>
<td><strong>Makes appropriate decisions and provides a defense of the decision based on statistical science.</strong></td>
<td><strong>Makes a decision and provides a defense of the decision based on statistical science, but arguments are only partially appropriate or inaccurate.</strong></td>
<td><strong>Makes a decision and provides a defense of the decision, but arguments are inappropriate or inaccurate.</strong></td>
<td><strong>Does not attempt the problem.</strong></td>
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<td><strong>which an important</strong></td>
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<td><strong>source of uncertainty</strong></td>
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<td><strong>in many everyday</strong></td>
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<td><strong>decisions is addressed</strong></td>
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<td><strong>by statistical science</strong></td>
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</tr>
<tr>
<td><strong>Appraise the efficacy</strong></td>
<td><strong>Uses statistical language and/or constructs in connection with an argument for the purpose of evaluating efficacy.</strong></td>
<td><strong>Uses statistical language and/or constructs in connection with an argument, though it may be presented in a less than completely effective format or some parts of the explication may be uneven.</strong></td>
<td><strong>Uses statistical language and/or constructs but does not effectively connect it to evaluating the efficacy of the argument.</strong></td>
<td><strong>Presents an argument that is pertinent, but does not provide adequate explicit statistical justification.</strong></td>
<td><strong>Does not attempt the problem.</strong></td>
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<tr>
<td><strong>of statistical arguments</strong></td>
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<tr>
<td><strong>that are reported for</strong></td>
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<td><strong>general consumption</strong></td>
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</tbody>
</table>

Approved by UK Core Education Committee, October 15, 2012
**UK Core Citizenship Rubric**

**UK Core Learning Outcome 4:** Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

**Outcomes and Assessment Framework:** Students will (A) recognize historical and cultural differences arising from issues such as race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; students will (B) demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility, both within the U.S. and globally; students will (C) recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Topics will (D) include at least 2 of the following: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

<table>
<thead>
<tr>
<th>Historical and Cultural Differences</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a recognition of historical and cultural differences arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and/or class that influence issues of social justice and/or civic responsibility</td>
<td>Incorporates an understanding of such differences in an evaluation or critical analysis</td>
<td>Describes such differences in an evaluation or critical analysis, but does not fully incorporate these differences into an evaluation or critical analysis</td>
<td>Identifies such differences in a discussion or report, but does not evaluate or critically analyze them</td>
<td>Acknowledges such differences in a discussion or report, but does not identify, critically analyze or evaluate them</td>
<td>Does not acknowledge such differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Justice and/or Civic Responsibility</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a basic understanding of how differences arising from ethnicity, gender, religion and/or class influence issues of social justice and/or civic responsibility, either within the U.S. or globally</td>
<td>Applies an understanding of such differences (e.g. demonstrates how conceptions of social justice and/or civic responsibility are historically &amp; socially constructed)</td>
<td>Describes such differences (e.g. provides historical and cultural background to the social justice and/or civic responsibility issue under discussion)</td>
<td>Identifies such differences (e.g. exhibits a basic understanding of the historical and cultural background of the social justice and/or civic responsibility issue under discussion)</td>
<td>Does not correctly identify such differences (e.g. exhibits a shallow or flawed understanding of the historical and cultural background of the issue under discussion)</td>
<td>Does not identify such differences</td>
</tr>
</tbody>
</table>

Approved by UK Core Education Committee, October 15, 2012
| Decision-Making | Critically evaluates such issues from a variety of perspectives, incorporating information and analyses taken from current sources relevant to the topic; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of personal and collective decisions. | Articulates such issues, referring to information taken from current sources relevant to the topic; constructs an argument and supports assertions with a range of evidence. | Identifies such issues, referring to information taken from sources related to the topic; clearly states a position, and supports assertions with evidence. | Refers to such issues, states a position or shares personal opinion, does not support position or opinion with information taken from sources related to the topic. | Does not recognize such issues; does not state position or personal opinion. |

| Substantive And Comparative Analysis | Incorporates at least two of the following: a sophisticated discussion or analysis of a social history or an institutional chronology; an evaluation of civic engagement or involvement; an insightful comparison of at least two different cultures, regions or countries; a thorough study of issues concerned with power and resistance. | Incorporates at least two of the following: a discussion or analysis of history or chronology; a discussion of community involvement and civic engagement; a comparison of at least two different cultures, regions or countries; a study of issues concerned with power and resistance. | Incorporates at least two of the following: a basic discussion of history or chronology; a reflection upon the values of civic engagement; a basic comparison of at least two different cultures, regions or countries; a basic study of issues concerned with power and resistance. | Incorporates only one of the following: a discussion or analysis of history or chronology; a reflection upon the values of civic engagement; a comparison of at least two different cultures, regions or countries; a discussion of issues connected to power and resistance. | Does not incorporate even one of the following: historical analysis; a discussion of the values of civic engagement; a comparison of at least two different cultures, regions or countries; a discussion of issues connected to power and resistance. |
UK Core Assessment: A Faculty Driven Process

The UK Core Assessment process is a collaboration among faculty, faculty governance bodies and academic administration.

What is the UK Core Assessment Process and who is involved?

<table>
<thead>
<tr>
<th>SLOs adopted by University Senate</th>
<th>Developing or Redesigning Courses</th>
<th>Collecting Assignments</th>
<th>Scoring</th>
<th>Preparing Report</th>
<th>Analyzing and Improving Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty created SLOs</td>
<td>Faculty develop or redesign courses that address UK Core SLOs</td>
<td>Faculty create a graded assignment in Blackboard (Bb) that will be used as the assessable assignment</td>
<td>Faculty are trained</td>
<td>Office of Undergraduate Education</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty approved SLOs for the UK Core Curriculum</td>
<td>Faculty identify/create a graded assignment in each course to be used as the assessable assignment</td>
<td>Student’s upload assignment</td>
<td>Volunteers are trained</td>
<td>Office of Assessment</td>
<td>UKCEC or designated committee</td>
</tr>
<tr>
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<td>Office of Undergraduate Education</td>
<td>Senate Council</td>
</tr>
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<td>Volunteers are trained</td>
<td>Office of Assessment</td>
<td>University Assessment Committee</td>
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<td>Faculty are trained</td>
<td>Office of Undergraduate Education</td>
<td>Academic Deans</td>
</tr>
<tr>
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<td>Volunteers are trained</td>
<td>Office of Assessment</td>
<td></td>
</tr>
</tbody>
</table>

What are the four UK SLOs and how did they originate?

- Student Learning Outcomes (SLOs) were originally proposed by the General Education Reform Steering Committee and adopted by the University Senate on December 8, 2008. The 4 SLOs are: Intellectual Inquiry, Composition & Communication, Quantitative Reasoning and Citizenship.

How is UK Core assessment different from departmental program assessment?

- Departmental Program Assessment is restricted to the departmental degree program(s). UK Core assessment encompasses all UK Core classes.
- All UK Core courses, even those that also satisfy a pre-major requirement, must be included in the UK Core assessment. The department may also elect to assess the UK Core course as it relates to the degree program.

What is an assessable assignment?

- An assessable assignment is simply a graded assignment in the course that addresses one or more of the UK Core SLOs. By using graded assignments from the class for assessment, the instructor does not have to design any other kind of assessable material.
- This graded assignment ensures that students take it seriously and allows instructors to really know if students can perform the SLO.
- By using materials designed by faculty for assessing individual performance in the class, the assignment that can also be used in program assessment.

What types of assignments can be used as the assessable assignment?

- The assessable assignment is the graded assignment that a faculty member believes will best demonstrate a student’s ability to meet the UK Core SLO that the course is designed to address.
- A variety of assignment formats can be uploaded to Blackboard (Bb), including papers, speeches, posters, group projects, and performances.

Why Blackboard (Bb) for UK Core Assessment?

- The Bb system provides a uniform and efficient process for uploading and storing assessable assignments. Blackboard is already widely used by faculty at the University.

Approved by UK Core Education Committee, October 15, 2012