University of Kentucky
UK Core Assessment Plan: A Faculty Driven Process

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 asses 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.

Approved by UK Core Education Committee, October 15, 2012

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

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.

UK Core

NOTE: Please use the UK Core search filter located on the online course catalog page to view current offerings of UK Core courses for Fall 2012.

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

The UK Core – General Education Requirements

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).

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

**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.

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

I. Intellectual Inquiry in Arts and Creativity

Courses in this area are hands-on courses that allow students to engage actively with the creative process. Students will define and distinguish different approaches to creativity, demonstrate the ability to critically analyze work produced by other students, and evaluate results of their own creative endeavors. In general education, a focus on creativity adds to the vitality and relevance of learning and will translate into graduates who are better prepared to face the challenges of a dynamic society.

To fulfill the Arts and Creativity requirement, complete **one** of the following:

A-E 120	**Pathways to Creativity in the Visual Arts**
A-S 102	**Two-Dimensional Surface**
A-S 103	**Three-Dimensional Form**
A-S 130	**Drawing**
A-S 200	**Introduction to Digital Art, Space, and Time**
A-S 245	Introduction to Web Design
A-S 270	Ceramics for Non-Majors
A-S 280	**Introduction to Photographic Literacy**
A-S 380	**Black & White Darkroom Photography**
CME 455*	**Chemical Engineering Product and Process Design I**
EE 101	**Creativity and Design in Electrical and Computer Engineering**
ENG 107	**Writing Craft: Introduction to Imaginative Writing**
LA 111	Living on the Right Side of the Brain
ME 411	**ME Capstone Design I**
MNG 592	Mine Design Project II
MUS 123	**Beginning Classroom Guitar**
MUS 200	Music for Living
PLS 240	**Introduction to Floral Design**
TA 110	**Theatre: An Introduction**
TA 120	**Creativity and the Art of Acting**
TA 370	Staging History
TAD 140	**Introduction to Dance**
UKC 100	**World Music**
UKC 101	**Digital Mapping**

**Chemical Engineering students only.*

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 103	**Fairy Tales in European Context**
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**

**Architecture students only.*

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

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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 101 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 230 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
GLY 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. CHE 111 may be taken concurrently with CHE 105 or after CHE 105 has been 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.*

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

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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 123	**Elementary Calculus and Its Applications**
MA 113	**Calculus I**
MA 137	**Calculus I With Life Science Applications**
PHI 120	**Introductory Logic**

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.

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.*

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.*

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

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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
A-H 311	The Arts as Soft Power: The Japanese Tea Ceremony
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.

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

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 asses 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.

<u>UK Core Student Learning Outcomes (approved by Faculty Senate on December 8, 2010):</u>

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

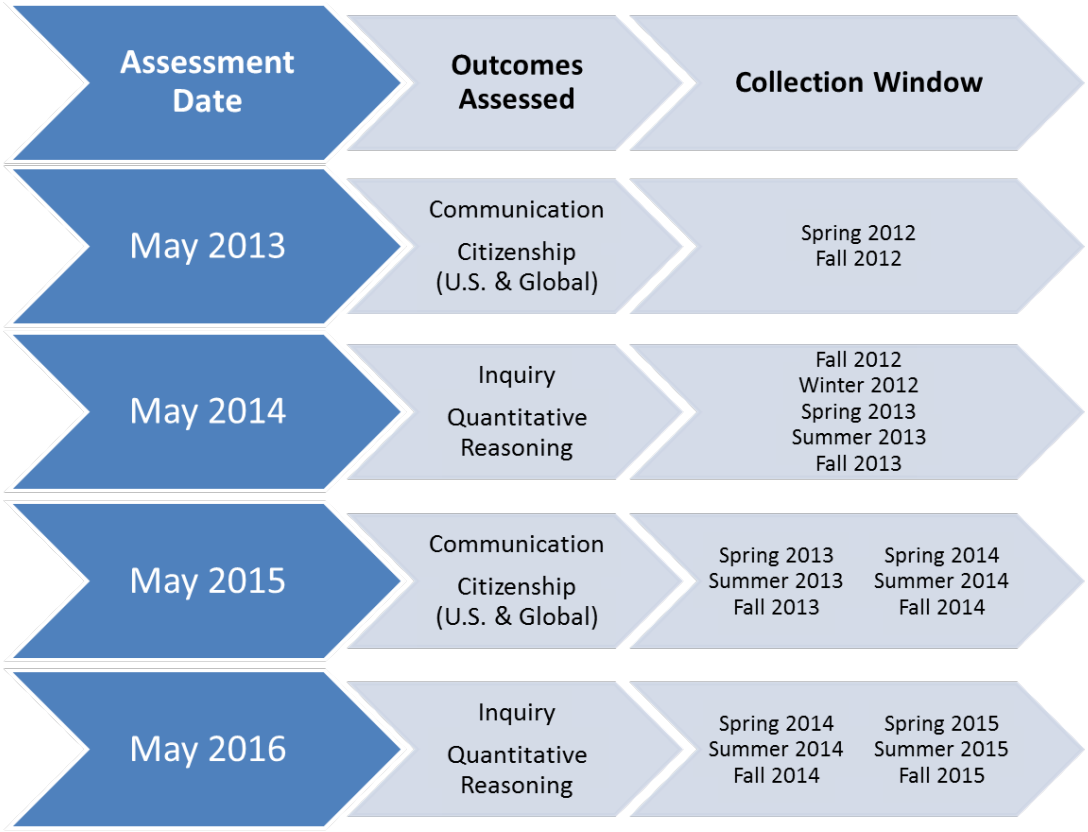
2. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. **(Communication)**

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.

Approved by UK Core Education Committee, October 15, 2012



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.

	4	3	2	1	0
Identify multiple dimensions of a good question *Define and distinguish approaches to creativity.*	Specifically identifies, defines and distinguishes an approach to creativity.	Specifically identifies, defines and distinguishes an approach to creativity in a limited way.	Specifically identifies an approach to creativity but does not define or distinguish it.	Acknowledges but does not specifically identify, define or distinguish an approach to creativity.	Does not acknowledge the concept of creativity.
Theses and conclusions *Demonstrates the application of logic, laws, constraints of the area of study and the evaluation and refinement of the results of own creative endeavors*	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.	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.	Identifies issues involved in addressing one's own work or implications of differing approaches; clearly states a position, and supports assertions with some evidence.	Refers to some reasons why evaluation of one's own work or the implications of differing approaches is important but does not support evaluation with evidence.	Does not recognize major issues involved in the evaluation of one's work or implications of differing approaches.

	4	3	2	1	0
Implications *Explore the implications of differing approaches, methodologies or conclusions.*	Clearly identifies one or more implications; clearly and fully articulates an argument and cites appropriate evidence.	Clearly identifies implications of the creative process or product; constructs an argument and supports assertions with a range of evidence.	Clearly identifies implications involved in the creative process or product and supports assertions with some evidence.	Refers to the existence of implications but does not identify them or support that evaluation with evidence.	Does not recognize major implications of the creative process or product.
Develop potential solutions to problems based on sound evidence and reasoning *Engage actively in the creation of an object, installation, presentation, performance in a way that demonstrates an understanding of the creative process*	Evidence of active engagement in 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.	Evidence of active engagement in 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.	Evidence of active engagement in creative process in an approach to solving a problem. The solution incorporates at least two of the following: applies basic skills in a discipline or domain (materials, rules of practice, etc); experiments with ways of thinking that are new to the student; acknowledges divergent approaches in a small way.	Evidence of active engagement in creative process in an approach to solving a problem. The solution incorporates at least one of the following: attempts basic skills a in a discipline or domain (materials, rules of practice, etc); expresses an idea, concept, or format; acknowledges contradictions.	No evidence of active engagement in creative process.

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.

	4	3	2	1	0
Ability to identify multiple dimensions of a good question	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.	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.	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.	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.	Fails to perform any intellectual inquiry with regard to texts and/or arguments. Does not understand the question or problem under consideration.
Ability to explore multiple and complex answers to questions, issues or problems within the Humanities	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.	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.	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.	Does not explore the complexity of key questions, problems, and arguments in relation to texts or narratives. Serious problems with writing.	Fails to recognize any complexity in the question at hand. Major problems with writing and presentation of arguments.

	4	3	2	1	0
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. Some problems with argumentation and/or use of reference sources.	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.

	4	3	2	1	0
Explore multiple and complex answers to questions/issues within the natural, physical and/or mathematical sciences by identifying the dimensions of a good question	The question is described clearly, completely, fully and in great detail. The question is answerable by experiment or observation. The experimental design is appropriate and described in detail.	The question is described but some detail is missing. The question is answerable by experiment or observation but lacks clarity. The experimental design is appropriate but lacks detail.	The question is inadequate or incompletely described. The question is not answerable by experiment or observation. The experimental design is inappropriate.	The question is inadequate or incompletely described. The question is not answerable by experiment or observation The experimental design is missing.	The question is absent and the experimental design is missing.

	4	3	2	1	0
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	Provides a well-developed evaluation and analysis of the data and questions its accuracy, relevance, and completeness. Justifies key results and procedures, explains assumptions and reasons.	Evaluation and analysis of data contains minor errors/omissions. Justifies some results or procedures, explains reasons.	Evaluation and analysis of data contains major errors/omissions. Justification of results contains significant flaws.	Evaluation and analysis of data contains major errors/omissions. No justification of results.	Evaluation and analysis of data is missing. No justification of results.
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	Critically evaluates major alternative points of view/ approaches. (and/or) Provides a detailed description of future studies. Makes suggestions related to the improvement of the existing experimental design.	Offers evaluations of obvious alternative points of view/approaches. (and/or) Makes suggestions for future research studies, which have minor flaws. Makes some suggestions for improvement of the existing experimental design, which are incomplete or have minor flaws.	Superficially evaluates obvious alternative points of view/ approaches. (and/or) Makes suggestions for future research studies, which have significant flaws. Makes some suggestions for improvement of the existing experimental design, which have significant flaws.	Superficially evaluates obvious alternative points of view/ approaches. (and/or) Does not make suggestions for future research studies, or for the redesigning of the existing procedure.	Fails to evaluate obvious alternative points of view/ approaches. (and/or) Does not make suggestions for future research studies, or for the redesigning the existing procedure.

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.

	4	3	2	1	0
Identify multiple dimensions of a good question *Define and distinguish approaches investigating social questions/issues/ problems*	Incorporates an understanding of conceptual approaches to investigating social questions/ issues/ problems in an evaluation or critical analysis	Defines and distinguishes conceptual approaches to investigating social questions/ issues/ problems, but does not fully distinguish these differences into an evaluation or critical analysis	Identifies conceptual approaches to investigating social questions/ issues/ problems, but does not evaluate or critically analyze them	Acknowledges conceptual approaches to investigating social questions/issues/ problems exist but does not identify, critically analyze or evaluate them	Does not acknowledge conceptual approaches to investigating social questions/ issues/ problems
M**ultiple and complex answers to questions/ issues/ problems**	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	Describes multiple and complex answers to *social questions/ issues/ problems*; provides historical and cultural background to the issue under discussion	Identifies multiple and complex answers to *social questions/ issues/ problems*; exhibits a basic understanding of the issue under discussion	Does not correctly identify multiple and complex answers to *social questions/ issues/ problems*; exhibits a shallow or flawed understanding of the issue under discussion	Does not identify multiple and complex answers to *social questions/ issues/ problems*

	4	3	2	1	0
Theses and conclusions *Explore empirical evidence or conclusions drawn from empirical evidence*	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	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	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	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	Does not recognize methodological issues involved in generating data and coming to conclusions about *social questions/ issues/ problems*
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 *Engage actively in the examination of a social questions/ issues/ problem in a way that demonstrates an understanding of the inquiry process*	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.

	4	3	2	1	0
Student will demonstrate the ability to construct intelligible messages	Message is intelligible.	Message is overall intelligible with few exceptions.	Message is intelligible the majority of the time but may have several exceptions.	Message is only somewhat intelligible.	Message is unintelligible.
Student will demonstrate the ability to construct messages with sound evidence	Message is supported with appropriate evidence (support) with sources that are clearly identified in a systematic manner as necessary.	Appropriate evidence (support) is used with few exceptions; sources are used when necessary and are identified in a mostly systematic manner.	Appropriate evidence (support) is used and identified (as necessary) the majority of the time but identification of sources may be flawed.	Appropriate evidence (support) is used and identified (as necessary) sporadically; identification of sources is flawed.	Evidence is absent from the message.
Student will demonstrate the ability to construct messages with sound reasoning	Message is grounded in a logical organization overall and within specific components of the message.	Message is supported by reasoning with an overall logical organization with minor gaps within specific components.	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	Message intermittently follows an organization that represents basic reasoning.	Reasoning is absent from the message.
Student will demonstrate the ability to construct messages that are appropriate for a specified audience	Message is tailored to the specified audience.	Message is *mostly* tailored to the specified audience with few exceptions.	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.	Message is somewhat tailored to specified audience the majority of the time.	Message is wholly inappropriate for the specified audience.
Student will demonstrate the ability to construct messages that are appropriate for a specified purpose	Message is appropriate for the specified purpose in terms of breadth and depth.	Message is *mostly* tailored to the specific purpose in terms of breadth and depth with few exceptions.	Message is tailored to the specific purpose in terms of breadth and depth the majority of the time.	Message is somewhat tailored to the specific purpose in terms of breadth and depth.	Message is wholly inappropriate for the specified purpose.
Student will demonstrate the ability to construct a message effectively for the selected form (written, oral, and/or visual)	Message is adapted effectively to the selected form representing an understanding of the opportunities and constraints of the medium.	Message is *mostly* adapted to the selected form with an overall understanding of the opportunities and the constraints of the medium.	Message is mostly adapted to the selected form representing a general understanding of the opportunities and constraints of the medium that has some limitations.	Message is somewhat appropriate for the medium.	Message is inappropriate for the medium as it is crafted.

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.

	4	3	2	1	0
Demonstrate how fundamental elements of mathematical and/or logical knowledge are applied to solve real-world problems	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.	Adequately translates available information into fundamental elements of mathematical or logical knowledge.	Translates available information, but resulting quantitative portrayal is somewhat appropriate or accurate.	The translation of available information is incomplete or inappropriate and results in an ineffective portrayal.	Does not attempt.
Appraise the efficacy of numerical/logical arguments that are reported for general consumption	Uses appropriate quantitative language and/or constructs in connection with a mathematical or logical argument for the purpose of evaluating efficacy.	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.	Uses appropriate quantitative language and/or constructions but these are insufficient to evaluate the efficacy of the argument.	Presents an argument that is relevant, but does not provide adequate quantitative justification.	Does not attempt.

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.

	4	3	2	1	0
Demonstrate how fundamental elements of statistical knowledge are applied to solve real-world problems	Competently converts relevant information into fundamental elements of statistical knowledge and provides an effective portrayal for the purpose of solving real-world problems.	Provides an adequate conversion of information into fundamental elements of statistical knowledge.	Provides a conversion of information, but resulting statistical portrayal is only partially appropriate or accurate.	Conversion of information is incomplete or inappropriate and results in an ineffective portrayal.	Does not attempt the problem.
Explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science	Competently makes appropriate decisions and provides a thoughtful defense of the decision based on statistical science.	Makes appropriate decisions and provides a defense of the decision based on statistical science.	Makes a decision and provides a defense of the decision based on statistical science, but arguments are only partially appropriate or accurate.	Makes a decision and provides a defense of the decision, but arguments are inappropriate or inaccurate.	Does not attempt the problem.
Appraise the efficacy of statistical arguments that are reported for general consumption	Uses statistical language and/or constructs in connection with an argument for the purpose of evaluating efficacy.	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.	Uses statistical language and/or constructs but does not effectively connect it to evaluating the efficacy of the argument.	Presents an argument that is pertinent, but does not provide adequate explicit statistical justification.	Does not attempt the problem.

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.

	4	3	2	1	0
Historical and Cultural Differences *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*	Incorporates an understanding of such differences in an evaluation or critical analysis	Describes such differences in an evaluation or critical analysis, but does not fully incorporate these differences into an evaluation or critical analysis	Identifies such differences in a discussion or report, but does not evaluate or critically analyze them	Acknowledges such differences in a discussion or report, but does not identify, critically analyze or evaluate them	Does not acknowledge such differences
Social Justice and/or Civic Responsibility *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*	Applies an understanding of such differences (e.g. demonstrates how conceptions of social justice and/or civic responsibility are historically & socially constructed)	Describes such differences (e.g. provides historical and cultural background to the social justice and/or civic responsibility issue under discussion)	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)	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)	Does not identify such differences

	4	3	2	1	0
Decision-Making *Identify and evaluate conflicts, compromises, and/or ethical dilemmas involved in personal and/or collective 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 *Demonstrate an understanding of at least two of the following topics: societal and institutional change over time; civic engagement; regional, national, or cross-national comparisons; power and resistance*	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 study of issues concerned with 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?

SLOs adopted by University Senate	Developing or Redesigning Courses	Collecting Assignments	Scoring	*Preparing Report*	*Analyzing and Improving Learning*
•*Faculty created SLOs* •*Faculty approved SLOs for the UK Core Curriculum*	• *Faculty develop or redesign courses that address UK Core SLOs* •*Faculty identify/create a graded assignment in each course to be used as the assessable assignment*	•*Faculty create a graded assignment in Blackboard (Bb) that will be used as the assessable assignment* •*Student's upload assignment* •*IT for Bb support*	•*Faculty are trained* •*Voluneteers are trained* •*Faculty /Volunteers are given packets of artifacts to score* •*Office of Assessment provides oversight*	•*Office of Undergraduate Education* •*Office of Assessment*	•*Faculty* •*UKCEC or designated committee* •*Senate Council* •*University Assessment Committee* •*Academic Deans*

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