



# UK CORE ASSESSMENT PLAN

Revised October 2021

## **UK CORE ASSESSMENT PLAN 2023-2028**

### **Purpose**

The purpose of this document is to outline the assessment process for the UK Core student learning outcomes from 2022-2023 to 2027-2028. Maintaining an effective assessment process for the Core is essential for its continued improvement and compliance with the Kentucky Council for Postsecondary Education and SACSCOC. The goal of the plan is to outline the process, timeline, and responsibility for assessment.

### **Cycle**

The Assessment Cycle will consist of a four-step process: 1) Planning 2) Assessment 3) Reporting and 4) Implementing Improvements as shown in Appendix III: Assessment Cycle and Appendix IV: Assessment Cycle Schedule.

#### **Planning.**

Prior to the Assessment year (outlined below), OSPIE will collaborate with UKCEC, CELT, Core instructors, and program coordinators to ensure all instructors teaching UK CORE courses are aware of the program student learning outcomes, assessment rubrics, assessment process, previous assessment results, and are given support for developing assignments aligned to the program student learning outcomes.

#### **Assessment.**

Program-level UK Core Student Learning Outcomes will be assessed every two years as indicated below:

2020-2021	Composition + Communication, Citizenship
2021-2022	Intellectual Inquiry, SIR, QF
2022-2023	Composition + Communication, SIR, QF, Citizenship
2023-2024	Intellectual Inquiry
2024-2025	Composition + Communication, SIR, QF, Citizenship
2025-2026	Intellectual Inquiry
2026-2027	Composition + Communication, SIR, QF, Citizenship
2027-2028	Intellectual Inquiry

#### **Reporting.**

OSPIE staff will analyze the data from assessment and share an aggregate report including all data with the UKCEC. In addition, OSPIE will prepare department-level reports with course-level data. These will be shared as appropriate with department chairs, school directors, and associate deans where UK Core courses are offered by academic units.

#### **Improvement.**

Department chairs and DUSs will receive a request from the UKCEC to complete a brief report on changes made to their Core courses in response to the departmental assessment reports they received. These reports, as well as an overall summary report on course- and departmental-changes, will be provided by OSPIE to the UKCEC for

review and action. The UKCEC will make appropriate recommendations for UK Core improvements to the Undergraduate Council and Senate Council for consideration.

### **Communication**

Communication outlining the areas scheduled for assessment and expectations for instructors will be provided from OSPIE to the Associate Deans at multiple time points throughout the year (see Appendix I: Timeline and Appendix II: Division of Responsibilities). Communication re-enforcing this information will also be disseminated from the UKCEC chair to the appropriate department chairs and directors of undergraduate studies (DUS). Departmental report availability will be provided by OSPIE to the department chairs, DUS, and other leaders, as appropriate.

### **Assessment Methodology**

Rubrics.

Before each review cycle, UKCEC area experts will work with OSPIE staff to identify any issues with current rubrics. OSPIE staff will analyze interrater agreement data and collect feedback from evaluators to inform the revisions. Upon recommendation of the area expert, the UKCEC will consider revisions and approve rubrics for the assessment process.

Assignment Selection.

Course instructors will identify assignments for assessment and map them to program-level student learning outcomes (adopted by the University Senate, 2008) in the Canvas Learning Management System. Instructors may provide a single assignment or multiple assignments that collectively address all of the learning outcomes. OSPIE will provide guidance to the UKCEC and instructors on artifacts that can be assessed using current assessment tools.

Sampling.

OSPIE staff will pull artifacts from Canvas and provide a random sample of artifacts for evaluators. Artifacts will be extracted and scored, annually, for the



Core areas scheduled for assessment based on the cycle. Artifacts will be drawn from fall courses and from spring courses. Data will be disaggregated by semester.

Assignments and artifacts will be reviewed initially by OSPIE to determine whether file types are accessible, instructions are available, and there is alignment with the rubrics. Alignment issues will be communicated to the UKCEC area experts for recommendations on whether those assignments should be excluded from the sample. The emphasis of sampling will be at the course level in order to provide course- and department-level data to the departments and the UKCEC. At least 20 artifacts should be randomly sampled for each course scheduled for assessment in the areas of Intellectual Inquiry, Citizenship, Quantitative Foundations, and Statistical Inferential Reasoning. For Composition and Communication I and II, at least 50 artifacts should be sampled for each course. When multiple sections of a course are taught in a given semester, artifacts should be drawn randomly from across sections.

#### Scoring.

Working with the UKCEC and appropriate area experts, OSPIE will identify individuals to undertake assessment, provide an orientation for those individuals, and facilitate the assessment process. Evaluators will be selected based on their familiarity with the UK Core area being assessed as well as their experience in teaching UK Core courses. Effort should be made to recruit evaluators that reflect the colleges and types of individuals responsible for teaching Core courses in each area being assessed.

## **Appendix I: Timeline**

### Cycle A (Fall Courses)

By May 15 of previous year: Rubrics revised/approved  
By May 15 of previous year: overview/FYI communication about assessment  
By August 15: Communications to Assoc. Deans, DUS, Department Chairs, Instructors  
By October 1: Artifacts mapped by instructors in Canvas  
December: Artifacts extracted, cleaned, prepared for assessment  
By February 1: Evaluators recruited  
By February 15: Training for evaluators  
March: Evaluators undertake assessment  
April: Data analysis  
By May 15: Overview aggregate report to UKCEC with OSPIE recommendations  
By May 15: Disseminate department-level reports

### Cycle A (Spring Courses)

By May 15 of previous year: Rubrics revised/approved  
By December 15 of previous year: overview/FYI communication about assessment  
By January 15: Communications to Assoc. Deans, DUS, Department Chairs, Instructors  
By March 1: Artifacts mapped by instructors in Canvas  
By August 15: Artifacts extracted, cleaned, prepared for assessment  
By September 15: Evaluators recruited  
By September 30: Training for evaluators  
October: Evaluators undertake assessment  
November: Data analysis  
By December 15: Overview aggregate report (joint with summer) to UKCEC with OSPIE recommendations  
By December 15: Disseminate department-level reports (joint with summer)

### Cycle A (Summer Courses)

By May 15 of previous year: Rubrics revised/approved  
By April 15 of previous year: overview/FYI communication about assessment  
By May 15: Communications to Assoc. Deans, DUS, Department Chairs, Instructors  
By July 1: Artifacts mapped by instructors in Canvas  
By September 15: Artifacts extracted, cleaned, prepared for assessment  
By September 15: Evaluators recruited  
By September 30: Training for evaluators  
October: Evaluators undertake assessment  
November: Data analysis  
By December 15: Overview aggregate report (joint with spring) to UKCEC with OSPIE recommendations  
By December 15: Disseminate department-level reports (joint with spring)

Cycle A (Fall, Spring, and Summer Courses) [CLOSING THE LOOP PART]

By February 15: Department-level responses received on Cycle A data (all semesters)

March: Analyze department-level responses

By May 15: UKCEC considers suggestions from reports and makes recommendations, as appropriate, to Undergraduate Council and Senate Council

## Appendix II: Division of Responsibilities

Area of Responsibility	Responsible Party
Communication	
Communication to Associate Deans	OSPIE
Communication to Directors of Undergraduate Studies and/or Core instructors	UKCEC
Rubric Review, Development, and Revision	
Collect, analyze, and report interrater agreement (IRA) data	OSPIE
Gather feedback from evaluators on rubrics	OSPIE
Review IRA data and evaluator feedback to revise rubrics	UKCEC (OSPIE input)
Develop new rubrics, as needed, to align with changes to UK Core learning outcomes	UKCEC (OSPIE input)
Assessment Software Management	
Configure assessment management system to allow for import and scoring of student artifacts	OSPIE
Develop training videos for Core instructors and evaluators on how to utilize the software	OSPIE
Extract data, as needed, to allow for reporting in Tableau	OSPIE
Assignment and Artifact Review	
Review mapped assignments and artifacts to identify potential issues (e.g. unsupported file types, missing instructions, poor alignment with outcomes and rubrics, etc.)	OSPIE
Determine which assignments to exclude from sampling based on identified issues	UKCEC (OSPIE input)
Evaluators	
Develop training materials for evaluators	OSPIE (UKCEC input)
Schedule training and norming sessions	OSPIE (UKCEC input)
Recruit and select evaluators	OSPIE and UKCEC
Conduct norming sessions	OSPIE and UKCEC
Monitor evaluator progress, address questions, facilitate payment of stipends	OSPIE
Analysis and Reporting	
Analyze data and prepare reports	OSPIE
Dissemination of aggregate and departmental reports	OSPIE
Closing the Loop	
Disseminate reporting template to chairs/DUSs on actions taken based on assessment results	UKCEC
Analyze results and provide summary report from departmental closing the loop reports	OSPIE
Review aggregate and departmental results reports and departmental closing the loop reports to identify potential actions to further improve the Core	UKCEC (OSPIE input)

## Appendix III: Assessment Cycle





**Appendix IV: Assessment Cycle Schedule**

FIVE YEAR PLAN	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>PLANNING</b>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>
<b>ASSESSING</b>		<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> </ul>
<b>REPORTING</b>			<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>	<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• SIR</li> <li>• QF</li> <li>• Citizenship</li> </ul>
<b>IMPLEMENTING IMPROVEMENTS</b>				<ul style="list-style-type: none"> <li>• Composition + Communication</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Inquiry</li> <li>• SIR</li> <li>• QF</li> </ul>

# Rubrics for UK Core Assessment

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2021-2023

<b>I. Intellectual Inquiry Area</b>	<b>Pages 2 – 8</b>
A. <i>Inquiry in the Arts &amp; Creativity</i>	<i>Page 3</i>
B. <i>Inquiry in the Humanities</i>	<i>Pages 4-5</i>
C. <i>Inquiry in the Natural, Physical, &amp; Mathematical Sciences</i>	<i>Page 6</i>
D. <i>Inquiry in the Social Sciences</i>	<i>Pages 7-8</i>
<b>II. Citizenship (US &amp; Global Dynamics)</b>	<b>Pages 9-10</b>
<b>III. Composition &amp; Communication (I &amp; II)</b>	<b>Pages 11-14</b>
<b>IV. Quantitative Reasoning</b>	<b>Pages 15-17</b>
A. <i>Quantitative Foundations (Mathematics &amp; Non-Mathematics)</i>	<i>Page 15</i>
B. <i>Statistical Inferential Reasoning</i>	<i>Pages 16-17</i>

## Revised UK Core Intellectual Inquiry Rubrics

**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 (***Inquiring***);
- (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 (***Methods/Approaches***);
- (c) evaluate theses and conclusions in light of credible evidence (***Evaluation***);
- (d) explore the ethical implications of differing approaches, methodologies or conclusions (***Ethics***); and
- (e) develop potential solutions to problems based on sound evidence and reasoning (***Problem Solving/Engagement***).

### *Inquiry in Arts & Creativity*

Points	4	3	2	1	0	NA
Criteria	Exceed standard	Meet standard	Nearly meet standard	Does not meet standard	No evidence	Not measured
<b>1. Define and distinguishes approaches to creativity.</b>	Identifies, defines, and distinguishes multiple complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes most complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes some complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes one complex approaches to creativity within a specific field.	Cannot identify, define, or distinguish any approaches to creativity within the field.	Not measured
<b>2. Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others.</b>	A thorough analysis, interpretation, and critique of peer work that demonstrates thoughtful and consideration of the creative work utilizing field specific methods and techniques.	The analysis, interpretation, and critique of peer work demonstrates thoughtful and consideration of the creative work using appropriate field specific methods and techniques but may be missing 1-2 elements.	The analysis, interpretation, and critique of peer work is adequate and uses appropriate field specific methods and techniques but may be missing key elements.	The analysis, interpretation, and critique of peer work is vague and/or does not use appropriate field specific methods and techniques.	Little or no attempt is made to analyze, interpret, or critique peer work.	Not measured
<b>3. Reflects on and communicates the impact and effectiveness of their own creative work.</b>	Demonstrates an open ability to self-appraise their own creative work by discussing both successes and challenges related to the creative process.	Demonstrates an open ability to self-appraise their own creative work by discussing some successes and challenges related to the creative process.	Begins to self-appraise their own creative work but has difficulty identifying both success and challenges related to the creative process.	Self-appraisal of their own creative work lacks meaningful reflection and depth.	Self-appraisal is superficial.	Not measured
<b>4. Actively engage in the creation of an object, installation, presentation, or performance</b>	Successfully implements field-specific methods and techniques for the creation of a creative work.	Implements field-specific methods and techniques for the creation of a creative work.	Implements some field-specific methods and techniques for the creation of a creative work but may need further refinement and development.	Is able to implement at least one field-specific methods or techniques for the creation of a creative work but needs further refinement and development.	Is unable to create a field specific creative work.	Not measured

### Inquiry in the Humanities

Points	4	3	2	1	0	NA
Criteria	Exceed standard	Meet standard	Nearly meet standard	Does not meet standard	No evidence	Not measured
<b>1. Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations.</b>	<p>Effectively defines or identifies a creative, focused, and manageable open-ended question or topic that addresses potentially significant yet previously less-explored aspects.</p> <p>Question/topic to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p>	<p>Defines or identifies a focused and manageable open-ended question or topic that appropriately addresses relevant aspects.</p> <p>Question/topic to be considered critically is stated, described, and clarified.</p>	<p>Defines or identifies a question or topic that while manageable, is too narrowly focused or is in some way incomplete (leaves out relevant aspects, parts are missing.).</p>	<p>Has difficulty defining a question or topic; identifies a question or topic that is far too general and wide-ranging to be explored or evaluated; or question/topic is stated unclearly or not at all.</p>	<p>ASSIGNMENT PROMPT itself does not define or identify a question for exploration, or the question developed is a yes/no question, or the question leads only to a basic factual response.</p>	Not measured
<b>2. Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches.</b>	<p>Is able to identify evidence and relations among parts to build a deep/analytical understanding of text that extends outward, working towards building knowledge or insight within and across texts and disciplines.</p> <p>Identifies multiple approaches or points of view that are supported by presented evidence, and evidence is synthesized to: (a) reveal insightful patterns, differences, or similarities, exploring multiple points of view, issues, or problems; and/or (b) evaluate approaches for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.</p>	<p>Is able to identify evidence and relations among parts or aspects of a text and is able to consider how these contribute to an analytical understanding of the text</p> <p>Identifies multiple approaches or points of view, but not all are supported by evidence presented. Effectively synthesizes evidence to support the varying approaches or points or view being analyzed</p> <p>Evidence is used to: (a) reveal important patterns, differences, or similarities; and/or (b) identify approaches for relating ideas, structure, or other textual features, to support a deep understanding of the text as a whole.</p>	<p>Is able to identify evidence and relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, and is able to consider how these contribute to a basic, superficial understanding of the text as a whole.</p> <p>Identifies an approach or point of view during analysis that applies within a specific context and supports it with evidence.</p>	<p>Is able to identify evidence such as various aspects of a text (e.g., content, structure, or relations among ideas, symbolism) but only uses evidence to respond to questions posed in assigned tasks.</p> <p>Identifies one or more approaches or points of view during analysis that do not apply within a specific context and/or that are not supported by evidence.</p> <p>Lists evidence, but it is unorganized and does not effectively support the analysis</p>	<p>Does not identify evidence from within a text or identification is superficial and not used to contribute to any form of analysis.</p> <p>Does not attempt to explore a point of view during analysis.</p> <p>Evidence presented is unrelated to text or analysis.</p>	Not measured
<b>3. Evaluate theses and conclusions (of other scholars) based on existing</b>	<p>Synthesizes in-depth evaluation of theses and conclusions from other scholars representing</p>	<p>Presents in-depth evaluation of theses and conclusions from other scholars representing</p>	<p>Presents cursory evaluation of theses and conclusions from other scholars representing</p>	<p>Presents some scholarship without identifying relevance of scholarship in any way, or</p>	<p>Does not refer to the work of other scholars (when expected to as part of the assignment)</p>	Not measured



Points	4	3	2	1	0	NA
<b>knowledge, information, or evidence from credible sources</b>	<p>various points of view.</p> <p>Demonstrates skillful use of high-quality, credible, evidence from credible sources to support evaluation.</p>	<p>various points of view.</p> <p>Demonstrates consistent use of evidence from credible sources to support evaluation.</p>	<p>limited points of view.</p> <p>Demonstrates an attempt to use evidence from credible sources to support evaluation.</p>	<p>theses and conclusions from irrelevant scholars representing unrelated points of view.</p> <p>Evidence cited lacks credibility and/or has questionable credibility but it presented authoritatively without support for credibility.</p>		
<b>4. Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts.</b>	<p>All elements of the Critical Framework are skillfully analyzed for historical, contextual, or ethical implications.</p> <p>Analysis demonstrates the reasons behind the use of the particular Framework while also articulating an understanding of a range of potential interpretative strategies/ frameworks that could apply in the available contexts and how they may reveal differing historical, contextual, or ethical implications.</p>	<p>Critical elements of the approach, methodology or argument are appropriately analyzed; however, more subtle elements are ignored or unaccounted for.</p> <p>Analysis demonstrates the reasons behind the use of the particular Framework while also acknowledging that at least one other potential interpretative strategies/ frameworks could apply in the available contexts.</p>	<p>Analysis is centered in Critical Framework but critical elements of the Critical Framework are missing, incorrect, or unfocused during analysis.</p> <p>Analysis provides evidence for the value of using the framework within the contexts available.</p>	<p>Analysis demonstrates a misunderstanding of the approach, methodology or arguments [Critical Framework]</p> <p>Analysis does not provide information to understand why the Critical Framework was chosen or is appropriate within the particular contexts available (the text, the analysis, the course, etc.).</p>	<i>Assignment</i> does not invite analysis or comparison of various approaches, methodologies or arguments	Not measured
<b>5. Articulate and sustain an original interpretation or argument based on sound evidence and reasoning.</b>	<p>[In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and multiple ethical, logical, and cultural dimensions of the topic.</p> <p>Builds argument throughout text with each section of analysis providing evidence that supports original interpretation.</p> <p>Explores competing interpretations and evaluates original interpretation within larger disciplinary conversation.</p>	<p>[In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and some ethical, logical, and/or cultural dimensions of the topic.</p> <p>Builds argument throughout text with each section of analysis providing evidence that supports original interpretation.</p> <p>Explores competing interpretations but may not evaluate original interpretation and competing interpretation.</p>	<p>[In the course of written analysis of a text or texts,] Proposes one original interpretation or argument that is "off the shelf " rather than individually designed to address the specific contextual factors of the topic.</p> <p>Builds argument throughout text but some evidence presented may not support primary argument.</p> <p>Does not explore competing interpretations.</p>	<p>[In the course of written analysis of a text or texts,] Proposes an original interpretation or argument that is difficult to evaluate because it is vague or only indirectly addresses the topic.</p> <p>Written analysis strays from primary argument in irrelevant directions.</p>	Does not attempt to articulate an interpretation or argument.	Not measured

***Inquiry in the Natural, Physical, and Mathematical Sciences***

<b>Points</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<b>Criteria</b>	<b>Exceed standard</b>	<b>Meet standard</b>	<b>Nearly meet standard</b>	<b>Does not meet standard</b>	<b>No evidence</b>	<b>Not measured</b>
<b>1. Define a problem and/or clearly formulate a problem statement.</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is poorly written or superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors	Inadequate/insufficient/does not attempt	Not measured
<b>2. Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem.</b>	The experimental methodology was carried out correctly and resulted in the collection of useful data.	The experimental methodology was attempted and largely successful. Technical difficulties may have compromised a small subset of the data.	The experimental methodology was attempted but largely unsuccessful. Several technical issues compromised a large subset of the data.	Demonstrates a limited ability to understand or implement experimental methodology. Collected data is not useful.	Inadequate/insufficient/does not attempt	Not measured
<b>3. Select and use appropriate information to support a conclusion.</b>	States a well written conclusion that is a logical extrapolation from the inquiry findings.	Conclusion appears to be correct, or nearly correct, but language is not crisp or clear enough to be certain.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	Inadequate/insufficient/does not attempt	Not measured
<b>4. Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society.</b>	The principles behind the discovery are correctly and clearly summarized. The evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects.	The explanation of the principles behind the discovery are incomplete but the evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects.	The explanation of the principles behind the discovery and the implications for society are incomplete.	Explanation of the principles behind the discovery are incorrect or incomplete. The discussion on impacts to society is superficial.	Inadequate/insufficient/does not attempt	Not measured
<b>5. Apply fundamental principles to solve a problem or to explain observed phenomena.</b>	Correctly identifies and applies the appropriate natural laws and/or principles needed to solve a problem or explain an observation.	Correctly identifies the appropriate natural laws and/or principles needed to solve a problem or explain an observation, but application is incomplete or partially incorrect.	Identifies an incomplete set of principles needed to solve a problem or explain an observation.	Unable to identify the appropriate natural laws and/or principles needed to solve a problem or explain an observation.	Inadequate/insufficient/does not attempt	Not measured

### Inquiry in the Social Sciences

Points	4	3	2	1	0	NA
Criteria	Exceed standard	Meet standard	Nearly meet standard	Does not meet standard	No evidence	Not measured
<b>1. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.</b>	Employ a well-formulated question based on solid understanding of conceptual and methodological approaches to social science inquiry and an effective research strategy to critically analyze or carefully evaluate a social phenomenon.	Identify a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as an effective research strategy to evaluate or analyze some elements of a social phenomenon.	Identifies a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as different research strategies; fail to evaluate or analyze a social phenomenon	Acknowledges a question, various conceptual and methodological approaches to social science inquiry, and different research strategies; fail to explain the relationship among these three elements of social science inquiry.	Acknowledges a question, various conceptual and methodological approaches to social science inquiry, <u>or</u> different research strategies; fail to link the relationship among these three elements.	Not measured.
<b>2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge</b>	Explains how different methods of a social science discipline raise a different set of ethical challenges and how these challenges can be addressed in social science inquiry.	Identifies at least two methods of a social science discipline <u>and</u> unique ethical issues facing social science inquiry; explains broadly the relationship between methods of a social science inquiry and ethics of social science inquiry.	Identifies at least one method of a social science discipline <u>and</u> unique ethical issues facing social science inquiry; recognize the relationship between the methods and ethics of social science inquiry; does not explain the relationship between the two.	Identifies either at least one method of a social science discipline <u>or</u> ethical challenges in social science inquiry; suggests that they may be a relationship between different methods of a social science discipline and ethics of social science inquiry.	Acknowledges that there are methodological and ethical challenges in social science inquiry; fail to identify a method of a social science discipline <u>or</u> ethics of social science inquiry; and fail to recognize the relationship between the two.	Not measured.
<b>3. Identify and use appropriate information resources to substantiate evidence-based claims.</b>	Reaches to conclusions in social inquiry based on the careful analysis of empirical evidence with a well-organized set of coherent arguments and appropriate citations of the information resources employed.	Reaches to conclusions in social science inquiry based on the analysis of sufficient empirical evidence with clearly articulated arguments and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry based on the analysis of sufficient empirical evidence with stated positions (not arguments) and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry based on the analysis of some empirical evidence with some stated positions and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry with stated position, but without adequate analysis of empirical data or appropriate citations of the information resources employed.	Not measured.
<b>4. Explore how a social science discipline influences society.</b>	Critically analyze or evaluate how a social science discipline simultaneously influences and is influenced by society.	Explains how a social science discipline influences a society.	Acknowledges that a social science discipline influences every elements of society.	Recognize that a social science discipline may influence society in some areas, but not other areas.	Fails to recognize the impact of a social science discipline on any parts of society.	Not measured.
<b>5. Propose potential solutions to problems based on sound evidence and reasoning</b>	Propose well thought-out, practical (or realistic) solutions to multiple issues/problems, covered in the course, based on careful analysis of empirical evidence and reasoning grounded in	Propose potential solutions to at least one issue/problem, covered in the course, based on empirical evidence and reasoning grounded in theories/concepts of a social science discipline.	Explore a potential solution to at least one issue/problem, covered in the course using evidence and reasoning. The quality of evidence and reasoning is uneven.	Recognize there are potential solutions. But the proposed solution(s) are not based on sound evidence/reasoning <u>or</u> do not match with the evidence/reasoning presented.	Fails to recognize the need of evidence or reasoning to generate a solution to an issue/problem. Fails to recognize a possibility of generating potential solutions to an	Not measured.

<b>Points</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
	theories/concepts of a social science discipline				issue/problem covered in the course.	

## 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, age, 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.

Criteria	4	3	2	1	0
	Capstone	Highly Developed	Developing	Emerging	Inadequate
<b>Provides information about the issue (historical, cultural, social justice, or civic responsibility)</b>	Evaluation of issues is deep and elegant (for example, contains thorough and insightful explanation) and thoroughly considers history of issue, reviews logic/ reasoning, examines feasibility, and weighs impacts.	Evaluation of issues is adequate (for example, contains thorough explanation) and considers history of issue, reviews logic/ reasoning, examines feasibility, and weighs impacts.	Evaluation of issues is brief (for example, explanation lacks depth) but considers history of issue, reviews logic/ reasoning, examines feasibility, and weighs impacts.	Evaluation of issues is superficial (for example, contains cursory, surface level explanation) but does not consider history of issue, does not review logic/ reasoning, does not examine feasibility, and/or does not weigh impacts.	Evaluation of issues is insufficient and does not attempt to include history of issue, logic/ reasoning, feasibility, and impacts.
<b>Recognizes and explains multiple perspectives</b>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values,	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics,	Does not demonstrate an attempt to understand the complexity of elements important to

\*Applies to Community, Culture & Citizenship in the USA and Global Dynamics core areas.



	relation to its history, values, politics, communication styles, economy, or beliefs and practices.	its history, values, politics, communication styles, economy, or beliefs and practices.	politics, communication styles, economy, or beliefs and practices.	communication styles, economy, or beliefs and practices.	members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Recognizes and evaluates complexities of decision making</b>	Proposes one or more evaluations that indicate deep comprehension of the issue. Is sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more evaluations that indicate comprehension of the issue. Is sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one evaluation that is “off the shelf ” rather than individually designed to address the specific contextual factors of the issue.	Proposes an evaluation that is difficult to evaluate because it is vague or only indirectly addresses the issue..	Does not propose a coherent evaluation

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## 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.

Criteria	4	3	2	1	0
	Capstone	Milestone		Benchmark	Incomplete
<b>Student will demonstrate the ability to construct intelligible messages.</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct messages with sound evidence.</b>	Demonstrates skillful use of high-quality, credible, relevant source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis appropriate for the discipline and genre of the assignment.	Demonstrates consistent use of credible, relevant source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis situated within the discipline and genre of the assignment.	Demonstrates an attempt to use credible and/or relevant source(s) but not enough to develop a coherent analysis or synthesis appropriate for the discipline and genre of the assignment.	Demonstrates an attempt to use source(s) without any interpretation/ evaluation to support ideas in the assignment.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct messages with sound reasoning.</b>	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	Assignment is incomplete.

<b>Student will demonstrate the ability to construct messages that are appropriate for a specified audience</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Assignment is incomplete.
<b>Student will demonstrate the ability to construct messages that are appropriate for a specified purpose</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work by using appropriate, relevant, and compelling content.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context) by using appropriate, relevant, and compelling content .	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions) by using appropriate and relevant content.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience) by using appropriate and relevant content.	Assignment is incomplete.
<b>Student will demonstrate the ability to construct a message effectively for the selected form (written, oral, and/or visual)</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Assignment is incomplete.
	<b>For written assignments ONLY</b>				
	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	Assignment is incomplete.
	<b>For oral assignments ONLY</b>				
Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Assignment is incomplete.	
<b>For visual assignments ONLY</b>					

Digital project(s) informs/persuades/entertains/describes in a range of digital modes (text, video, audio, image) for specific rhetorical purposes and audiences via original composition and/or modified template	Digital project(s) informs/persuades/entertains/describes in at least three digital modes for specific rhetorical purposes and audiences via original composition and/or modified template	Digital project(s) informs/persuades/entertains/describes in at least two digital modes for specific rhetorical purposes and audiences via template driven composition	Digital project(s) does not inform/persuade/entertain /describe in at least two digital modes; has unclear or no specific rhetorical purposes or audiences; relies exclusively on template-based design that is minimally modified or unmodified	Assignment is incomplete.
Effectively demonstrates understanding of cultural, ideological, economic or other issue(s) related to digital media and can effectively argue or analyze such points in a print or digital composition	Demonstrates acceptable understanding of cultural, ideological, economic or other issue(s) related to digital media and can argue or analyze such points in a print or digital composition	Demonstrates minimal understanding of cultural, ideological, economic or other issue(s) related to digital media, supported by weak or ill-formed arguments and analysis in a print or digital composition	Does not demonstrate understanding of cultural, ideological, economic or other issue(s) related to digital media; is not able to argue or analyze such points in a print or digital composition	Assignment is incomplete.
Visual assignment (i.e., infographic) is very clear, organized, and visually appealing, with sophisticated design and visual representation of information. Minimal text is included, and is elegantly balanced with graphics. Use of space is elegantly balanced, color is used well, size of graphics and text are adjusted to represent importance of information, and contrast makes a compelling infographic that is easy to read and visually appealing. No photographs included.	Visual assignment (i.e., infographic) is clear, organized, and visually appealing, with coherent design and visual representation of information. Minimal text is included, and is balanced with graphics. Use of space is balanced, color is used well, size of graphics and text are adjusted to represent importance of information, and contrast makes the infographic easy to read and visually appealing. No photographs included.	Visual assignment (i.e., infographic) is somewhat clear, generally organized, and somewhat visually appealing, but the design is not entirely coherent, and there could be more/better visual representation of information. Too much text is included, and/or is not well balanced with visual elements. Elements of visual design overall could be stronger. Minimal photographs included.	Visual assignment (i.e., infographic) is unclear, unorganized, and/or lacks visual appeal. Too much text included, minimal visual representation of information, poor balance of visuals and text, and/or photographs included. Elements of visual design not integrated well/multiple elements of visual design not used thoughtfully.	Assignment is incomplete.
All information is presented in a coherent and cohesive way; connections among the information are very clear. Elements of the chosen communication theory are represented clearly and accurately. Visual assignment (i.e., infographic) contains a great variety of information from source(s) and is designed for a general audience.	All information is presented in a cohesive way; connections among the information are clear. Elements of the chosen communication theory are mostly represented clearly and accurately. Visual assignment (i.e., infographic) contains an appropriate variety of information from source(s) and is designed for a general audience.	Most information is presented in a coherent way, but connections among the information could be clearer. Minimal elements of the chosen communication theory are represented, and/or these elements could be clearer or more accurate. Visual assignment (i.e., infographic) contains information from source(s) and is designed for a general audience.	Infographic is not designed for a general audience, and/or information is not cohesive; connections among the information are unclear. Elements of the chosen communication theory are not represented, or are unclear or inaccurate. Visual assignment (i.e., infographic) contains minimal information..	Assignment is incomplete.

	Visual assignment (i.e., infographic) contains no spelling, grammatical, or punctuation errors	Visual assignment (i.e., infographic) contains minimal spelling, grammatical, or punctuation errors.	Visual assignment (i.e., infographic) contains several spelling, grammatical, or punctuation errors.	Visual assignment (i.e., infographic) contains spelling, grammatical, or punctuation errors that impede reading comprehension.	Assignment is incomplete.
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## 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
<b>Demonstrate how fundamental elements of mathematical and/or logical knowledge are applied to solve real-world problems</b>	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.
<b>Appraise the efficacy of numerical/logical arguments that are reported for general consumption</b>	Uses appropriate quantitative language and/or constructions 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.

### Revised UK Core Statistical Inferential Reasoning Rubric

**UK Core 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. 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.

	<b>Exceeds Standards 4</b>	<b>Meets Standard 3</b>	<b>Nearly Meets Standard 2</b>	<b>Does Not Meet Standard 1</b>	<b>No Evidence 0</b>	<b>Not Measured NA</b>
<b>Demonstrate how fundamental elements of statistical knowledge are applied to solve real-world problems.</b>	Uses statistical analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses statistical analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses statistical analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Uses statistical analysis of data incorrectly or inappropriately, unable to draw conclusions, or draws incorrect conclusions from this work.	Inadequate/Incomplete	Not Measured
<b>Explain the sense in which an important source of uncertainty in many everyday decisions is addressed by statistical science</b>	Uses statistical science to appropriately and thoughtfully explain everyday decisions with inherent uncertainty.	Uses statistical science to basically explain everyday decisions with inherent uncertainty.	Uses statistical science to explain everyday decisions with inherent uncertainty, but may not be appropriate.	Incorrectly uses statistical science to explain everyday decisions, or explanations may not be coherent.	Inadequate/Incomplete	Not Measured

<b>Appraise the efficacy of statistical arguments that are reported for general consumption</b>	Skillfully and thoughtfully evaluates statistical arguments that are reported for general consumption	Completes evaluation of statistical arguments, and is appropriate/accurate.	Presents an argument that is pertinent, but does not provide adequate explicit statistical justification.	Presents an argument that is irrelevant, or provides an inadequate statistical justification.	Inadequate/Incomplete	Not Measured
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