



**General Education  
Assessment Report**

2020 - 2021

## UK CORE DESIGN AND OVERSIGHT

The UK Core (Core) was approved by the University Senate in May 2009 and implemented for the Fall 2011 semester. The Core curriculum was designed to foster student achievement in four overarching learning outcomes:

- I. Students will demonstrate an understanding of and ability to employ the process of intellectual inquiry.
- II. Students will demonstrate competent written, oral, and visual communications skills both as producers and consumers of information
- III. Students will demonstrate an understanding and ability to employ methods of quantitative reasoning.
- IV. Students will demonstrate an understanding of the complexities of citizenship and the process of making informed choices as engaged citizens in a diverse, multilingual world.

Each of these broad learning outcomes are made more explicit through the Outcomes and Assessment Framework (see Appendix 1). Moreover, they have been mapped to the [statewide learning outcomes](#) as shown in Appendix 2. In order to fulfill the Core requirements, students must complete a minimum number of credit hours through satisfactory completion of courses that have been mapped to one of the four learning outcomes. This curricular framework is shown in Table 1. In total, students must complete a minimum of 30 credit hours as part of the Core.

Students are permitted to complete courses for Core credit that also satisfy pre-major or major requirements. Courses that have been approved as part of the Core for the 2020-2021 academic year are listed in Appendix 3. Information about the availability of Core courses is provided on the [UK Registrar website](#).

Oversight of the Core resides with the [UK Core Education Committee \(UKCEC\)](#), which is a standing committee of the University Senate. The UKCEC reviews and approves course proposals for inclusion in the Core; conducts on-going review of courses to ensure continued alignment with the Core Outcomes and Assessment Framework; and works collaboratively with the Office of Strategic Planning & Institutional Effectiveness (OSPIE) to conduct assessment and program review of the Core.

**Table 1.** UK Core Curricular Framework

Area	Credits
<b>I. Intellectual Inquiry</b>	
Arts & Creativity	3
Humanities	3
Social Sciences	3
Natural/Physical/Mathematical Sciences	3
<b>II. Composition &amp; Communication</b>	
Composition & Communication I	3
Composition & Communication II	3
<b>III. Quantitative Reasoning</b>	
Quantitative Foundations	3
Statistical Inferential Reasoning	3
<b>IV. Citizenship</b>	
Community, Culture, & Citizenship in USA	3
Global Dynamics	3
<b>Total</b>	<b>30*</b>

*\*Some UK Core courses may exceed 3 credit hours, most notably for Natural/Physical/Mathematical Sciences and Quantitative Foundations.*

## UK CORE ASSESSMENT PROCESS

The Core learning outcomes are each assessed on a two-year cycle, with individual Core courses scheduled to participate in the assessment process at least once every four years. The current [assessment plan](#) relies upon course-embedded assignments (artifacts) that have been designed by instructors within the departments who teach the courses. Course instructors are notified by UKCEC at the start of the semester that their courses are scheduled to be assessed and are asked to provide information on the assignment(s) to be used for Core assessment. In most cases the assignments are located with the university's learning management system (Canvas), which are harvested by OSPIE once course instructors have mapped their assignments to the Core learning outcomes. In some instances, instructors work with OSPIE staff to determine alternate options to provide assignments. For Fall 2020 artifacts, mapped assignments were uploaded to a SharePoint site and a corresponding PowerApp facilitated the scoring process. For Spring 2021, artifacts mapped assignments were uploaded to SharePoint then imported to AEFIS, an assessment management platform, which also facilitated the scoring process.

Evaluators, drawn primarily from current or past Core course instructors, are recruited by the UKCEC to score the sampled student artifacts. Evaluators are asked to score student artifacts within the same Core area that they teach (e.g. Composition & Communication), but are not assigned to review and score artifacts from students within their own courses. A set of standardized rubrics are used for student artifact scoring. At the start of Fall 2020, content area experts in Composition & Communication and Citizenship worked closely with OSPIE staff to develop redesigned rubrics. Rubrics used to assess artifacts (for Fall 2020 and Spring 2021: Composition & Communication; Citizenship) are included in Appendix 4.

The Core learning outcomes for the following areas were targeted for assessment during the Fall 2020 and Spring 2021 semesters:

- I. Written, Oral and Visual Communication
  - i. Composition and Communication I (CC1)
  - ii. Composition and Communication II (CC2)
- II. Citizenship
  - i. Community, Culture and Citizenship in the USA (CCC)
  - ii. Global Dynamics (GDY)

Course, course section, and artifact information for 2020-2021 assessment is summarized in Table 2. Included in this table is information regarding usable artifacts, which were determined as artifacts that had corresponding assignment instructions without any technical issues. Of those course sections that provided artifacts, OSPIE staff identified a portion of artifacts that were not usable in this process for reasons including omitted or missing pages or parts of the assignment, missing instructions, group assignments, or inaccessible file types. Assignments that were determined by the UKCEC to be unusable due to technical issues or in poor alignment with the Core area rubric were not included in this process.

A revised course-level sampling approach of artifacts was used for 2020-2021 (compared with the sampling method specified in the assessment plan) that focused sampling at the course level, as this is the level of interest for data reporting and instructional intervention. Overall, 20 artifacts, or groups of artifacts in the case of multi-file assignments, were sampled from each course for the two areas of Citizenship (CCC; GDY), drawn randomly from across available

sections if multiple sections were taught. Some courses, GEN 100 and HIS 121, for example, had a large number of sections and artifacts; 50 artifacts were sampled from each of these courses. Additionally, some courses had small enrollments and did not have 20 artifacts available for scoring. In these cases, all available artifacts from the course were scored. Due to the small number of courses and large number of sections approved for Composition & Communication (C&C), 50 artifacts, or groups of artifacts, were sampled from each C&C course, drawn randomly from across available sections. In smaller courses with fewer than 50 artifacts all artifacts were scored.

**Table 2.** Course-Section Participation by Core Area\*

Course by Core Area	Courses Targeted	Course Sections Targeted	Course Sections w/ Mapped Outcomes	Course Sections Providing Artifacts	Course Sections Included
<b>Composition &amp; Communication</b>	<b>14</b>	<b>303</b>	<b>225 (74)</b>	<b>213 (70)</b>	<b>166 (55)</b>
Fall 2020 Comp & Comm I	3	125	93 (74)	87 (70)	70 (56)
Spring 2021 Comp & Comm I	3	15	10 (67)	10 (67)	8 (53)
Fall 2020 Comp & Comm II	4	46	39 (85)	34 (76)	28 (61)
Spring 2021 Comp & Comm II	4	117	83 (71)	82 (70)	60 (51)
<b>Citizenship</b>	<b>138</b>	<b>370</b>	<b>123 (33)</b>	<b>114 (31)</b>	<b>107 (29)</b>
Fall 2020 CCC	28	108	33 (31)	31 (29)	31 (29)
Spring 2021 CCC	36	79	36 (46)	34 (43)	32 (41)
Fall 2020 Global Dynamics	36	91	24 (26)	19 (21)	17 (19)
Spring 2021 Global Dynamics	38	92	30 (33)	30 (33)	27 (29)
<b>TOTAL</b>	<b>152</b>	<b>673</b>	<b>348 (52)</b>	<b>327 (49)</b>	<b>273 (41)</b>

\*Percentages in parentheses.

Many sections in 2020-2021 indicated the need for multiple assignments to be scored in order for students to demonstrate each UK Core outcome. In Fall 2020, if one or more artifacts were sampled from a given course section for which the instructor identified multiple assignment files, all mapped assignments (groups of artifacts) were scored for the students whose work will be sampled. If there were multiple student assignments for the same course section, evaluators were asked to score these collectively as a "body of evidence." Thus, only one rubric score was completed for a given student, even if they had 2, 3, or even 4 artifacts. The idea is the rubric should reflect the student's "average" work for the different criteria.

In Spring 2021, sections with multiple mapped assignments were sampled by assignment. For example, if there were two assignments mapped for a given course, 10 artifacts from the first assignment were randomly samples and 10 artifacts from the second assignment were randomly sampled (for courses that follow the 20 artifacts sampling scheme). Therefore, evaluators scored each assignment individually and not as a body of work.

For Fall 2020, approximately 10% of artifacts were assigned a second evaluator in order to estimate interrater agreement (not included in this report). The second evaluator did not have access to the scores assigned by the first evaluator. Interrater agreement was not calculated in Spring 2021 due to technical difficulties. The total number of evaluators, artifacts scored, and artifacts receiving multiple reviews is shown in Table 3.

**Table 3.** Evaluators and Artifacts by Core Area\*

Core Area	Evaluators	Distinct Artifacts Scored**	Artifacts with 2 <sup>nd</sup> Reviews
<b>Composition &amp; Communication</b>			
Fall 2020 Comp & Comm	10	447	33 (7)
Spring 2021 Comp & Comm	3	287	-
<b>Citizenship</b>			
Fall 2020 Citizenship	8	664	43 (6)
Spring 2021 Citizenship	7	724	-

\*Percentages in parentheses.

\*\*For course sections with multiple mapped assignments only one rubric was completed to reflect an average score of the multiple assignments. Also, second reviewers were trained on the rubric and did not necessarily teach in a specific core area.

Evaluators were recruited via email from the UKCEC Chair. The initial recruitment emails were sent to Associate Deans and they were asked to disseminate to faculty within their colleges. Interested faculty completed the survey and evaluators were then selected. Priority went to individuals who taught a UK Core course within the specified content areas in the past three years. After it was narrowed to these individuals, evaluators were selected in consultation with the faculty content area experts. However, one Global Dynamics evaluator had not taught a UK Course in the past three years; this individual was nonetheless included to ensure multiple colleges were represented among the evaluators.

Selected evaluators were notified and asked to accept the invitation to be a UK Core Evaluator. After they accepted their invitations, they were added to a Microsoft Teams site where they completed asynchronous training modules. Two separate synchronous virtual norming sessions were held for each Core area each semester. All evaluators were normed during the synchronous virtual sessions, in order to increase consistency and interrater reliability across evaluators. The sessions were also recorded and made available for evaluators to review again, if needed. After norming, evaluators were given access to their assigned artifacts to begin scoring. Evaluators were given two weeks to complete scoring.

## FALL 2020 INTERRATER AGREEMENT ANALYSIS

Both the C&C and Citizenship rubrics include a 5-point scale (0 to 4), and on both scales raters could only select whole numbers (e.g., 1, 2, 3, 4 and not 1.5, 2.5, 3.5, etc.). The C&C rubric has six criteria designed to measure the C&C learning outcome, and the Citizenship rubric has three criteria. Interrater agreement (IRA) was assessed by comparing individual evaluators scores on the same work sample. IRA was assessed at both the rubric level (average score on artifact across all rubric criterion) and at the individual criterion level.

For the IRA at the rubric level, agreement between raters was determined based on the average score across all criteria on an artifact being within .5 points, 1.0 point, or 1.5 points of each other (e.g., if rater A gave the artifact a 3.4 and rater B gave the artifact a 2.8 they would be within .6 points from each other, resulting in them not agreeing at the .5 level but agreeing at the 1.0 level). Using half-point increments for the rubric-level IRA analysis provides context to the magnitude of difference between raters as half-points represent a potential tipping point between different scale levels.

As illustrated in Table 4, the C&C raters were more likely to fall within 1.0 point of each other on the average rubric score for an artifact compared to citizenship raters, suggesting there may

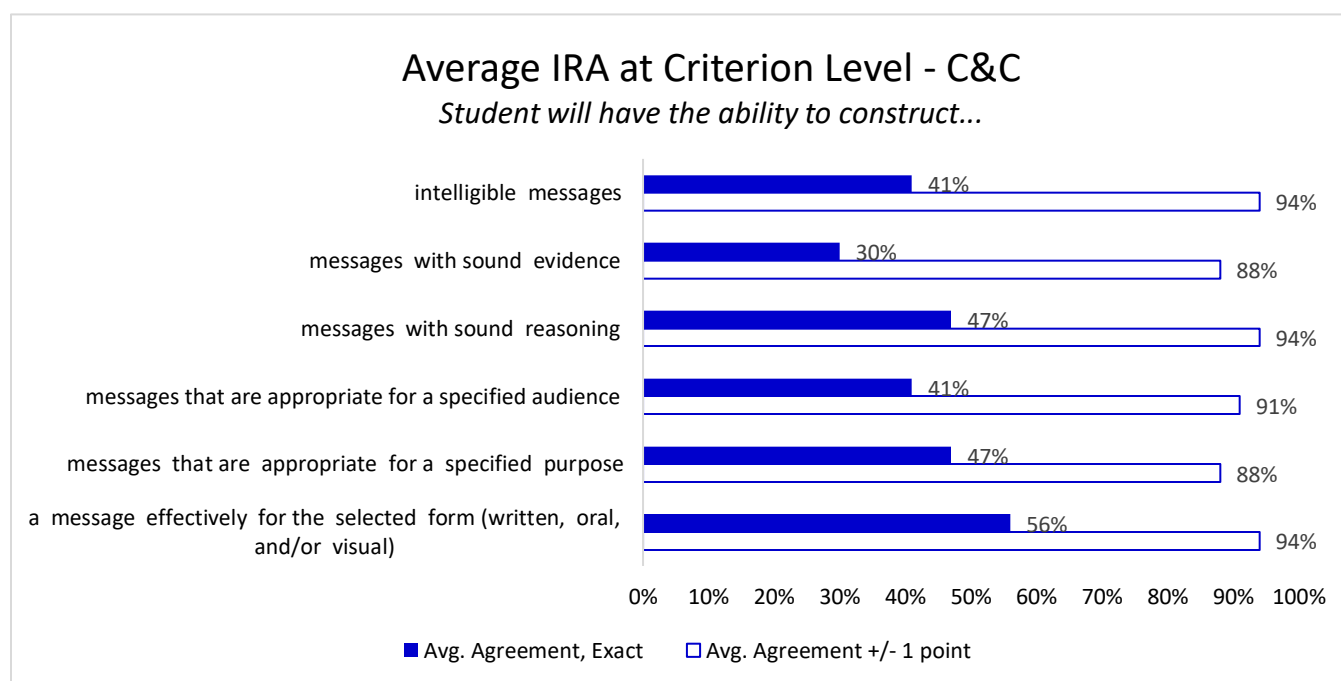
be less variation across scorers in the C&C. Based on the relatively low agreement at the 1.0 level for the citizenship raters, results should be examined with caution.

**Table 4.** Interrater Agreement (IRA) Artifacts by Core Area\*

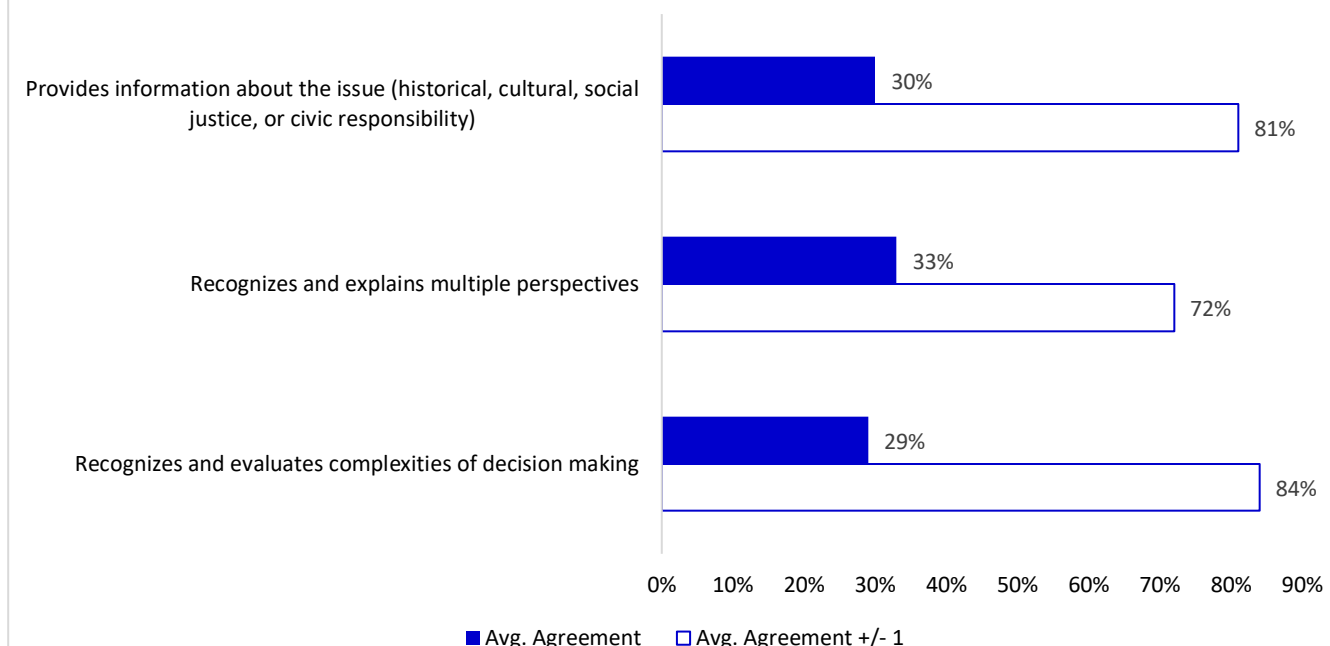
Core Area	Artifacts with Second Reviewers	Average IRA based on Artifact Average...		
		Within .5 points	Within 1.0 points	Within 1.5 points
Composition & Communication	33	55%	91%	100%
Citizenship	43	30%	51%	86%

At the criterion level, interrater agreement was examined based on exact agreement and agreement within a point (+/- 1 point; e.g. if rater A scored the criterion a 2 and rater B scored the criterion a 3, they would be considered within one point of each other). Figure 1 below illustrates the criterion-level IRA for the C&C core and Citizenship core. Based on the C&C figure, reviewers were least likely to agree on criterion 5, “student will have the ability construct messages with sound reasoning,” when examining exact agreement. Citizenship evaluators saw low levels of exact agreement across all criteria with the greatest discrepancy at the +/- 1 point level occurring on the criterion “recognizes and explains multiple perspectives.” Both rubric-level and criterion-level IRA results may be useful in targeting future parts of the rubric for further design review and may also be useful in focusing future rubric norming sessions.

**Figure 1: IRA at the Criterion-Level, C&C and Citizenship**



### Avg. IRA at Criterion Level - Citizenship



## ASSESSMENT RESULTS

Means and standard deviations are reported by rubric criterion in Figures 1-2 for the scored student artifacts for each of the two areas of the Core evaluated in Fall 2020 and Spring 2021. The frequency distributions of student artifact scores are provided in Appendix 5 in Tables 5-8 by rubric criterion and area of the Core.

### FALL 2020

Means for the Community, Culture, and Citizenship (CCC) artifacts suggest, on average, student work demonstrated a consistent level of achievement across the three criteria and student performance was located between a level 2 (Developing) and level 3 (Highly Developed) on the five-point (0 to 4) scale. Statistical analysis has shown that student achievement across the three criteria differed significantly;<sup>a</sup> however, none of the pairwise comparisons between the criteria were significant at a level of  $p \leq .05$ . This suggests, on average, students performed about the same across the three criteria for CCC.

Means for Global Dynamics (GDY) indicate that, unlike CCC, student performance was uneven across the three rubric criteria, ranging from  $2.04 \pm 0.93$  to  $2.35 \pm 0.96$ . Further analysis revealed statistically significant differences between the three criteria for GDY,<sup>b</sup> with student performance being higher for Criterion 1 (provides information about the issue) than both Criterion 2 (recognizes and explains multiple perspectives) and Criterion 3 (recognizes and evaluates complexities of decision making). Student achievement was also significantly higher on Criterion 2 than Criterion 3, on average.

For Composition & Communication I (CCI), mean student scores ranged from  $2.39 \pm 0.83$  to  $2.76 \pm 0.74$  across the six rubric criteria, which represents a level of achievement between the two *milestone* levels on the rubric. Statistical analysis shows a significant difference in students' scores across the five rubric criteria.<sup>c</sup> Pairwise tests demonstrate that student achievement on Criterion 3 (construct messages with sound reasoning) was significantly below that of Criterion 1 (construct intelligible



messages), Criterion 4 (construct messages appropriate for a specified audience), and Criterion 5 (construct messages that are appropriate for a specified purpose). Student ability to construct messages with sound evidence (Criterion 2) was also significantly below the average ability demonstrated for Criterion 1.

Means for Composition & Communication II (CCII) on the six rubric criteria ranged from  $2.51 \pm 0.74$  to  $2.78 \pm 0.80$ , which is slightly higher compared to CCI. It was found that students' scores differed significantly across the six criteria for CCII,<sup>d</sup> with student achievement being lower on Criterion 2 and on Criterion 3 compared to Criterion 1 and Criterion 6, on average. No statistically significant differences were found between CCI and CCII students with the exception of Criterion 3, where students in CCII outperformed those in CCI, on average.<sup>e</sup>

<sup>a</sup> Friedman's two-way ANOVA for CCC ( $\chi^2=9.465$ ,  $p = .009$ )

<sup>b</sup> Friedman's two-way ANOVA for GDY ( $\chi^2=9.465$ ,  $p = .009$ )

<sup>c</sup> Friedman's two-way ANOVA for CCI ( $\chi^2=42.481$ ,  $p \leq .001$ )

<sup>d</sup> Friedman's two-way ANOVA for CCII ( $\chi^2=47.704$ ,  $p \leq .001$ )

<sup>e</sup> Independent samples Mann-Whitney-U Test for Criterion 3 ( $U=16931.5$ ,  $p=.049$ )

## SPRING 2021

Means for the Community, Culture, and Citizenship (CCC) artifacts suggest, on average student performance was located between a level 2 (Developing) and level 3 (Highly Developed) on the five-point (0 to 4) scale, with means ranging from  $2.68 \pm 0.99$  to  $2.87 \pm 0.91$ . Statistical analysis revealed statistically significant differences between the three criteria for CCC<sup>a</sup>, with student performance being higher for Criterion 1 (provides information about the issue) than both Criterion 2 (recognizes and explains multiple perspectives) and Criterion 3 (recognizes and evaluates complexities of decision making).

Means for Global Dynamics (GDY) indicate that student performance was uneven across the three rubric criteria, ranging from  $2.31 \pm 1.02$  to  $2.60 \pm 0.99$ . Further analysis revealed statistically significant differences between the three criteria for GDY,<sup>b</sup> with student performance being higher for Criterion 1 (provides information about the issue) than both Criterion 2 (recognizes and explains multiple perspectives) and Criterion 3 (recognizes and evaluates complexities of decision making). Student achievement was also significantly higher on Criterion 3 than Criterion 2, on average.

For Composition & Communication I (CCI), most mean student scores ranged from  $2.05 \pm 0.94$  to  $2.53 \pm 0.95$  across the six rubric criteria (Criterion 6 is broken into three parts), which represents a level of achievement between the two *milestone* levels on the rubric, except for the Visual component of Criterion 6 which had a mean of  $0.86 \pm 1.46$ . However, the sample size ( $N=8$ ) for the Visual component of Criterion was very small, so exercise caution when interpreting Statistical analysis shows a significant difference in students' scores across the first five rubric criteria.<sup>c</sup> Pairwise tests demonstrate that student achievement on Criterion 2 (construct messages with sound evidence) was significantly below that of Criterion 1 (construct intelligible messages). This was the only statistically significant pairwise comparison for CCI.

Means for Composition & Communication II (CCII) on the six rubric criteria ranged from  $2.10 \pm 1.01$  to  $2.57 \pm 0.87$ , which is slightly higher compared to CCI. Statistical analysis shows a significant difference in students' scores across the first five rubric criteria.<sup>d</sup> Pairwise tests demonstrate that student achievement on Criterion 2 (construct messages with sound evidence) was significantly below that of Criterion 1 (construct intelligible messages), Criterion 4 (construct messages appropriate for a specified audience), and Criterion 5 (construct messages appropriate for a specified purpose). Student achievement was also significantly lower on Criterion 3 (construct messages with sound reasoning) than both Criterion 1 and Criterion 4.

<sup>a</sup> Friedman's two-way ANOVA for CCC ( $\chi^2=41.918$ ,  $p \leq .001$ )

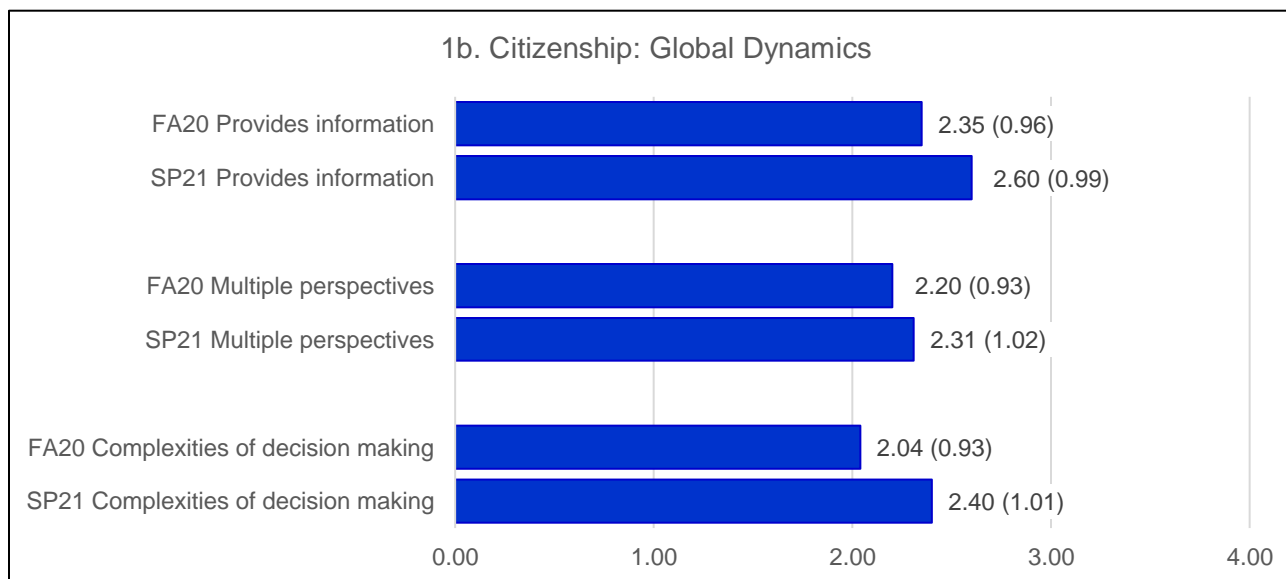
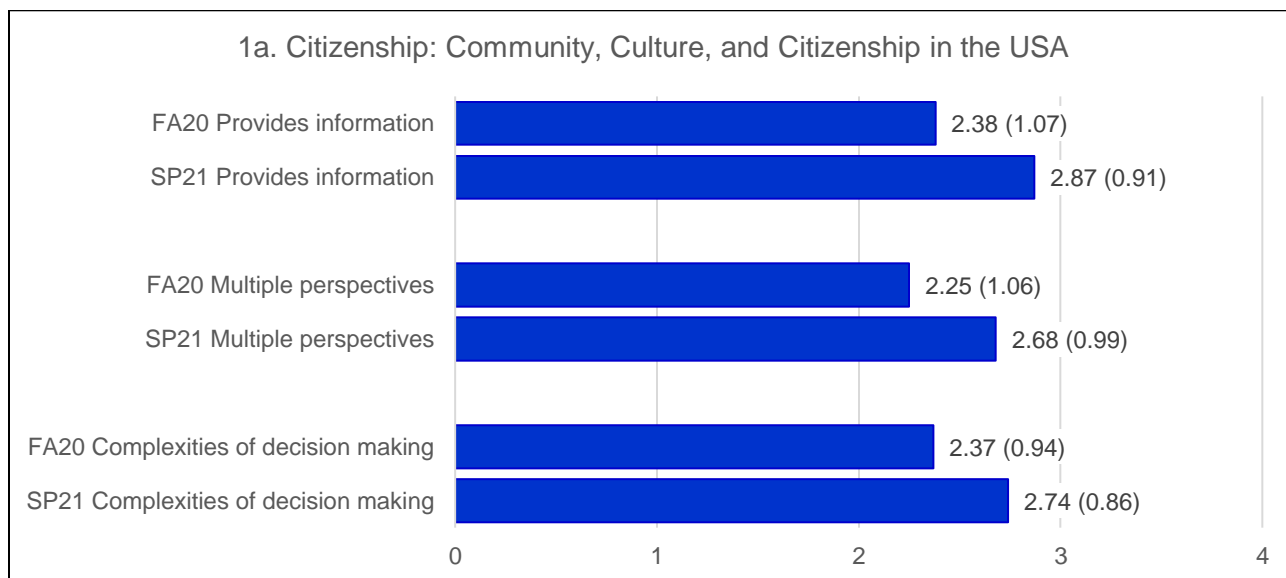
<sup>b</sup> Friedman's two-way ANOVA for GDY ( $\chi^2=119.484$ ,  $p = .009$ )



<sup>c</sup> Friedman's two-way ANOVA for CCI ( $\chi^2=25.462$ ,  $p \leq .001$ )

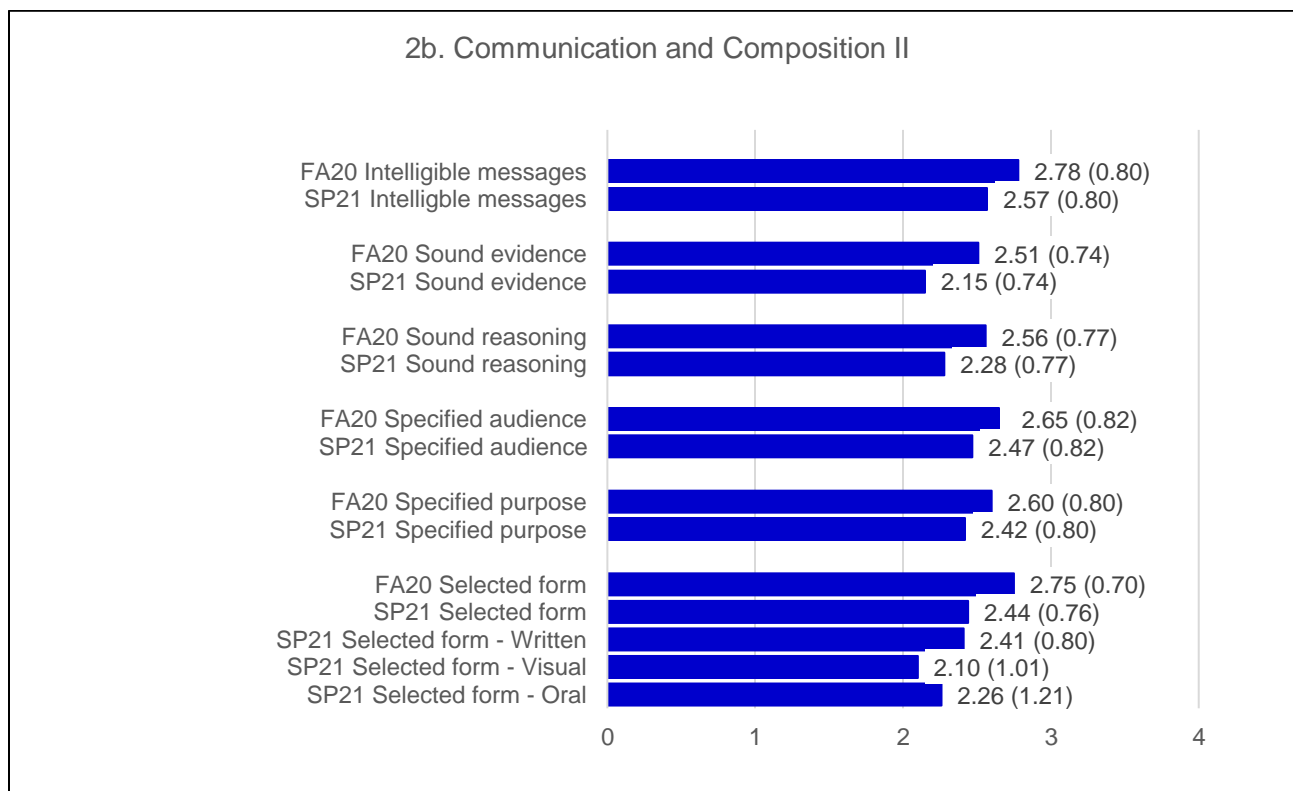
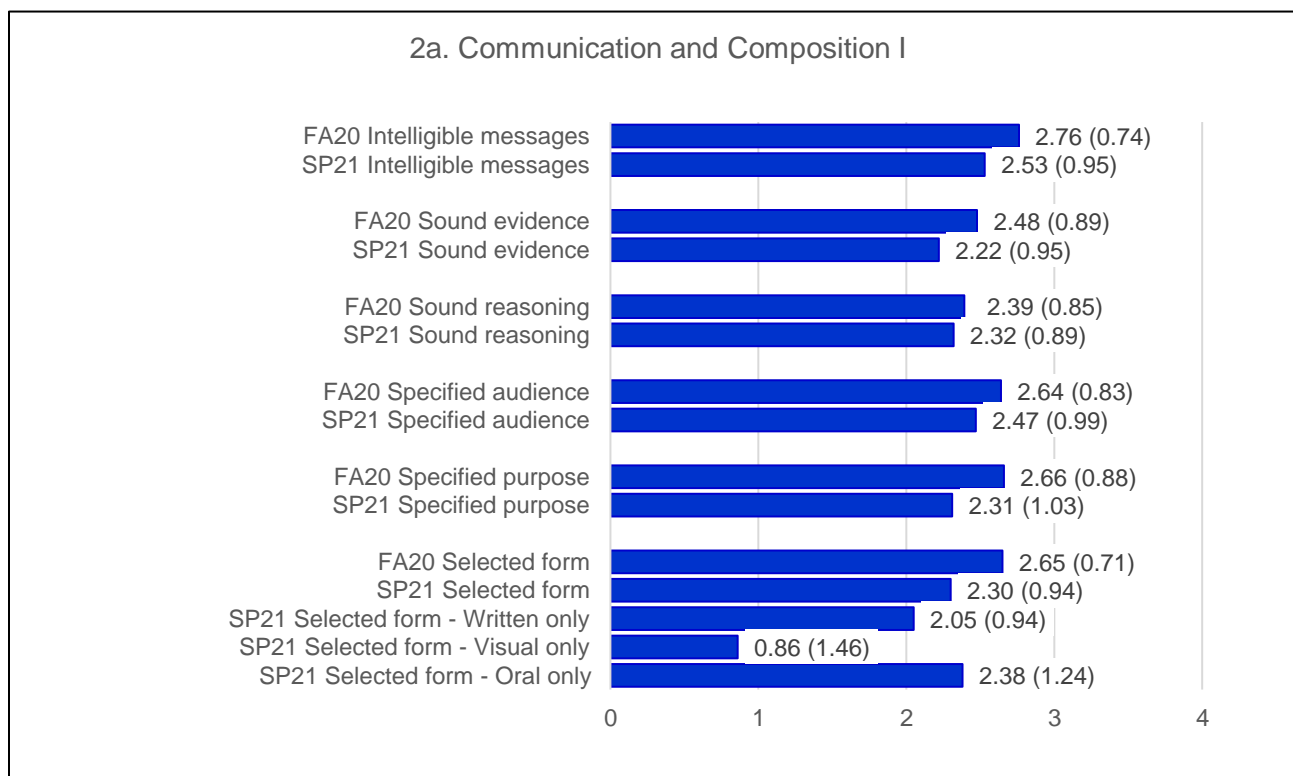
<sup>d</sup> Friedman's two-way ANOVA for CCII ( $\chi^2=111.246$ ,  $p = .000$ )

**Figure 1: Citizenship Mean Student Scores by Rubric Criterion**



For full descriptions of rubric criteria and performance levels, see Appendix 4.

**Figure 2: Composition & Communication Mean Student Scores by Rubric Criterion**



For full descriptions of rubric criteria and performance levels, see Appendix 4.

## INTERPRETATION AND USE OF RESULTS

Assessment results were presented to the UKCEC and the following actions are planned or in progress:

- Based on interrater agreement data and evaluator feedback from Fall 2020 and Spring 2021, the UKCEC will work to revise the Composition & Communication rubric and Citizenship rubric before these areas are assessed again.
- For the first time ever, departmental reports have been developed and sent to department chairs. In order to drive positive change for the UK Core, departments will be asked to review the departmental reports and fill out a survey to provide plans and actions for changes and improvements to their respective UK Core courses.
- The UKCEC is working to identify opportunities for training and development for faculty teaching UK Core courses, such as a partnership with The Center for the Enhancement of Learning and Teaching.

## ADDITIONAL INFORMATION

Questions or requests for additional data and information regarding this report or UK Core assessment can be directed to the UK Office of Strategic Planning & Institutional Effectiveness ([OSPIE@uky.edu](mailto:OSPIE@uky.edu)).

## **Learning Outcomes of General Education**

(Approved by the University Senate December 8, 2008)

### ***I. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. [12 credit hours]***

#### Outcomes and Assessment Framework

Students will be able to identify multiple dimensions of a good question;<sup>1</sup> determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence; explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences; evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning.

#### Curricular Framework

Students will take four 3-credit courses, one in each of the four broad knowledge areas defined above.

### ***II. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. [6 credit hours]***

#### 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.<sup>2</sup>

---

<sup>1</sup> i.e., interesting, analytical, problematic, complex, important, genuine, researchable...

<sup>2</sup> This proposal assumes the continuation of the Graduation Writing Requirement currently in place.

### ***III. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. [6 credit hours]***

#### 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.

### ***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<sup>3</sup> world. [6 credit hours]***

#### 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.<sup>4</sup>

---

<sup>3</sup> Current University of Kentucky entrance requirements include 2 years of second-language study in high school; this knowledge requirement should be assessed upon students' entrance to the University, as a prerequisite for the fulfillment of Learning Outcome IV.

<sup>4</sup> This proposal recognizes also that such issues will be addressed throughout the students' course of study, building effectively upon the foundation of the General Education core curriculum.

## APPENDIX 2

Table A2. Map of UK Core Outcomes to Kentucky Statewide Learning Outcomes

UK Core Outcome	Statewide Learning Outcome	Rationale
Intellectual Inquiry	Arts & Humanities Natural Sciences Social and Behavioral Sciences	Intellectual Inquiry courses establish a foundation for critical and thoughtful approaches to solving problems and promoting intellectual development in the following areas: Arts & Creativity, Humanities, Natural/Physical/Mathematical Sciences, and Social Sciences. This outcome area promotes the development of evidence-based thinkers: students capable of understanding what critical argument demands and what it offers as a way of understanding ourselves, others, and the world around us.
Composition & Communication	Written & Oral Communication	Both outcomes address communicating in a variety of forms and contexts with an emphasis on information literacy and critical analysis.
Citizenship	Social & Behavioral Sciences	The UK Core and statewide outcomes overlap in asking students to analyze problems pertinent to human experience. The UK Core area outcome is particularly focused on historical and cultural differences arising from a variety of human dynamics and experiences. This is one of two UK Core area outcomes that map to the statewide outcome.
Quantitative Reasoning	Quantitative Reasoning	Quantitative Reasoning courses cover areas of Quantitative Foundations and Statistical Inferential Reasoning. Through these courses, students interpret, illustrate, and analyze information in mathematical and statistical forms.

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

## 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).

– continued on next page –



## 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.

**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:

<b>A-E 120</b>	<b>Pathways to Creativity in the Visual Arts</b>	<b>ENG 180</b>	<b>Great Movies (Subtitle required)</b>
<b>A-S 102</b>	<b>2D</b>	<b>GEO 109</b>	<b>Digital Mapping</b>
<b>A-S 103</b>	<b>3D</b>	<b>HON 252</b>	<b>Honors Arts and Creativity (Subtitle required)</b>
<b>A-S 130</b>	<b>Drawing</b>	<b>ICT 200</b>	<b>Information Literacy and Critical Thinking</b>
<b>A-S 200</b>	<b>Digital Art</b>	<b>IS 200</b>	<b>Information Literacy and Critical Thinking</b>
A-S 245	Introduction to Web Design	<b>LA 111</b>	<b>Living on the Right Side of the Brain</b>
A-S 270	Ceramics for Non-Majors	LIN 200	How to Create Your Own Language
<b>A-S 280</b>	<b>Introduction to Photographic Literacy</b>	MCL 250	Photography and Writing
<b>A-S 285</b>	<b>Lens Arts</b>	<b>MCL 311</b>	<b>Autobiography and World Literature</b>
<b>A-S 300</b>	<b>Digital Photography</b>	MCL 312	The Art of Adaptation
<b>A-S 380</b>	<b>Black &amp; White Darkroom Photography</b>	<b>ME 411</b>	<b>ME Capstone Design I</b>
AAS 168	All That Speak of Jazz: An Intellectual Inquiry	MNG 592	Mine Design Project II
	Into Jazz and Democracy	<b>MUS 123</b>	<b>Beginning Classroom Guitar</b>
<b>BAE 402†</b>	<b>Biosystems Engineering Design I</b>	<b>MUS 130</b>	<b>Performing World Music (Subtitle required)</b>
BAE 403†	Biosystems Engineering Design II	MUS 200	Music for Living
<b>CME 455*</b>	<b>Chemical Engineering Product and Process Design I</b>	<b>MUS 222</b>	<b>Creativity and Innovation in Rock Music</b>
<b>DES 100</b>	<b>Design in Your World</b>	PHI 193	Circus and Philosophy
DST 200	Digital Literacy	<b>PHI 315</b>	<b>Philosophy and Science Fiction</b>
EE 101	Creativity and Design in Electrical and Computer Engineering	PHI 393	Philosophy of Film
<b>EGR 101**</b>	<b>Engineering Exploration I</b>	<b>PLS 240</b>	<b>Introduction to Floral Design</b>
<b>EGR 103**</b>	<b>Engineering Exploration II</b>	<b>TA 110</b>	<b>Theatre: An Introduction</b>
<b>EGR 215**</b>	<b>Introduction to the Practice of Engineering for Transfer Students</b>	<b>TA 120</b>	<b>Creativity and the Art of Acting</b>
<b>ENG 107</b>	<b>Writing Craft: Introduction to Creative Writing</b>	<b>TA 150</b>	<b>Creativity and the Art of Design and Production</b>
<b>ENG 130</b>	<b>Literary Encounters</b>	TA 220	Shakespeare Page to Stage
ENG 168	All That Speak of Jazz: An Intellectual Inquiry	TA 370	Staging History
	Into Jazz and Democracy	<b>TAD 140</b>	<b>Introduction to Dance</b>
		<b>UKC 100</b>	<b>A&amp;C Inquiry</b>
		WRD 307	Writing Comics
		<b>WRD 312</b>	<b>Introduction to Documentary</b>

† To fulfill the Arts and Creativity requirement, students must complete both BAE 402 and BAE 403.

\* Chemical Engineering students only.

\*\* To fulfill the Arts and Creativity requirement, students must complete both EGR 101 and EGR 103 (freshmen students) or EGR 215 (transfer students). In addition, EGR 102 is a prerequisite for EGR 103.

**Courses listed in blue type are being offered in fall 2020.**

## 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:

<b>A-H 101</b>	<b>Introduction to Visual Studies</b>	<b>HIS 119</b>	War and Society, 1350-1914
<b>A-H 105</b>	<b>World Art Before 1400</b>	<b>HIS 121</b>	<b>War and Society, 1914-1945</b>
<b>A-H 106</b>	<b>Renaissance to Modern Art</b>	<b>HIS 130</b>	<b>Drugs and Alcohol in Western Civilization, 1492 to the Present</b>
A-H 334	Reframing Renaissance Art	HIS 191	A History of World Religions (Subtitle required)
AAS 253	History of Pre-Colonial Africa	HIS 202	History of the British People to the Restoration
<b>AAS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>	HIS 203	History of the British People Since the Restoration
<b>AAS 264</b>	<b>Introduction to Black Writers</b>	HIS 207	History of Modern Latin America, 1810 to Present
<b>AIS 228</b>	<b>Islamic Civilization</b>	<b>HIS 229</b>	<b>The Ancient Near East and Greece to the Death of Alexander the Great</b>
AIS 320	Modern Arabic Literature and Film in Translation	HIS 230	The Hellenistic World and Rome to the Death of Constantine
AIS 345	Islamic Mysticism	HIS 253	History of Pre-Colonial Africa
<b>ARC 314*</b>	<b>History and Theory III: 20th Century and Contemporary Architecture</b>	<b>HIS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>
<b>CHI 330</b>	<b>Introduction to Chinese Culture, Pre-Modern to 1840</b>	HIS 296	East Asia Since 1600
CHI 331	Introduction to Chinese Culture, 1840 to Present	HIS 100	Introduction to the Old Testament/Hebrew Bible
<b>CLA 135</b>	<b>Greek and Roman Mythology</b>	<b>HON 151</b>	<b>Honors Humanities (Subtitle required)</b>
CLA 190	Introduction to the New Testament	<b>ID 161</b>	<b>History and Theory 1</b>
CLA 191	Christianity, Culture, and Society: A Historical Introduction	ID 162	History and Theory 2
<b>CLA 229</b>	<b>The Ancient Near East and Greece to the Death of Alexander the Great</b>	ITA 263	Studies in Italian Culture (Subtitle required)
CLA 230	The Hellenistic World and Rome to the Death of Constantine	LIN 209	The Structure and Use of English
CPH 309	Health, History, and Human Diversity	MCL 135	Vampires: Evolution of a Sexy Monster
EGR 201	Literature, Technology, and Culture	270	Introduction to Folklore and Mythology
ENG 142	Global Shakespeare	<b>MCL 343</b>	<b>Global Horror</b>
<b>ENG 191</b>	<b>Literature and the Arts of Citizenship</b>	MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards
ENG 209	The Structure and Use of English	<b>MUS 100</b>	<b>Introduction to Music</b>
<b>ENG 230</b>	<b>Introduction to Literature (Subtitle required)</b>	<b>PHI 100</b>	<b>Introduction to Philosophy: Knowledge and Reality</b>
<b>ENG 260</b>	<b>Introduction to Black Writers</b>	<b>PHI 260</b>	<b>History of Philosophy I: From Greek Beginnings to the Middle Ages</b>
<b>ENG 280</b>	<b>Introduction to Film</b>	<b>PHI 270</b>	<b>History of Philosophy II: From the Renaissance to the Present Era</b>
<b>ENG 290</b>	<b>Introduction to Women's Literature</b>	<b>PHI 310</b>	<b>Philosophy of Human Nature</b>
EPE 350	Town and Gown in Fact and Fiction: Campus and Community as Local History	PHI 317	Existential Thought and Literature
<b>FR 103</b>	<b>French Cinema</b>	<b>PHI 380</b>	<b>Death, Dying and the Quality of Life</b>
FR 205	The French Graphic Novel	RUS 275	Russian Film
FR 225	French Film Noir	<b>RUS 371</b>	<b>The Russian Cultural Imagination: 900-1900</b>
GER 103	Fairy Tales in European Context	RUS 372	Experiments in Life and Art: Russian Culture 1900-Present
GER 305	German Film Today	SPA 262	Hispanic Literatures in Translation (Subtitle required)
<b>GWS 201</b>	<b>Gender and Popular Culture</b>	SPA 330	Spanish and Globalization
GWS 309	Health, History, and Human Diversity	<b>SPA 371</b>	<b>Latin American Cinema (Subtitle required)</b>
<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>	SPA 372	Spanish Cinema (Subtitle required)
HIS 105	A History of Europe from the Mid-Seventeenth Century to the Present	<b>TA 385</b>	<b>World Theatre I</b>
<b>HIS 108</b>	<b>History of the United States Through 1876</b>	TA 386	World Theatre II
<b>HIS 109</b>	<b>History of the United States Since 1877</b>	TA 388	History of the American Musical
HIS 112	The Making of Modern Kentucky	<b>WRD 210</b>	<b>Social Media: Theory, Culture, Politics, Practice</b>
		<b>WRD 320</b>	<b>Rhetorical Theory and History</b>

\* Architecture students only.

### 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:

AEC 110	Current Issues in Agricultural Economics	EPE 374	Theories of College Student Development and Mentoring
AIS 430	Islam in America	<b>GEO 172</b>	<b>Human Geography</b>
<b>ANT 101</b>	<b>What Makes Us Human? Intro to Anthropology</b>	GEO 210	How the Internet Works: Understanding Digital Places and People
<b>ANT 102</b>	<b>Archaeology: Mysteries and Controversies</b>	GEO 372	Health Environment Futures
<b>ANT 103</b>	<b>Sports, Culture, and Society</b>	<b>GWS 200</b>	<b>Sex and Power</b>
ANT 335	Religion in Everyday Life	<b>HON 251</b>	<b>Honors Social Sciences (Subtitle required)</b>
ANT 339	Human Rights in Global Perspective	<b>HP 101</b>	<b>Historic Preservation: How the Past Informs the Future</b>
BSC 251	The Enemy Within: Culture and Health Behavior	<b>ICT 150</b>	<b>Experience ICT</b>
<b>CLD 102*</b>	<b>The Dynamics of Rural Social Life</b>	<b>KHP 230</b>	<b>Human Health and Wellness</b>
<b>COM 101</b>	<b>Introduction to Communications</b>	MCL 135	Vampires: Evolution of a Sexy Monster
<b>COM 311</b>	<b>Taking Control of Your Health: Patient-Provider Communication</b>	MCL 270	Introduction to Folklore and Mythology
<b>COM 313</b>	<b>Interpersonal Communication in Close Relationships</b>	<b>PCE 201</b>	<b>Introduction to Peace Studies</b>
COM 314	The Dark Side of Interpersonal Communication and Relationships	<b>PPL 201</b>	<b>Introduction to Public Policy</b>
COM 317	Communication in Family and Marital Relationships	<b>PS 230</b>	<b>Introduction to International Relations</b>
<b>CPH 101</b>	<b>Introduction to Public Health</b>	<b>PSY 100</b>	<b>Introduction to Psychology</b>
CPH 202	Public Health Through Popular Film	PSY 160	Human Sexuality
<b>CPH 203</b>	<b>Sexual Health</b>	RUS 370	Russian Folklore (in English)
<b>ECO 101</b>	<b>Contemporary Economic Issues</b>	<b>SOC 101*</b>	<b>Introduction to Sociology</b>
<b>EGR 120</b>	<b>Technology: Blessing or Curse</b>	<b>UKC 130</b>	<b>Social Sciences Inquiry</b>
<b>EPE 174</b>	<b>The College Student</b>		

\* 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	<b>EES 150</b>	<b>Earthquakes and Volcanoes</b>
ANT 105	Human Origins	EES 170	Blue Planet: Introduction to Oceanography
<b>ANT 230</b>	<b>Introduction to Biological Anthropology</b>	<b>EES 180</b>	<b>Geology of the National Parks</b>
ARC 333	Environmental Controls II	EES 190	A Climate for Change
<b>AST 191</b>	<b>The Solar System</b>	<b>ENT 110</b>	<b>Insect Biology</b>
<b>BIO 102</b>	<b>Human Ecology</b>	ENT 209	Bees and People
<b>BIO 103</b>	<b>Basic Ideas of Biology</b>	<b>FOR 100</b>	<b>Forests and Forestry</b>
<b>BSC 152</b>	<b>You, Me, Myself, and I: Psychosocial Influences on Health</b>	<b>GEO 130</b>	<b>Earth's Physical Environment</b>
<b>CHE 101</b>	<b>Molecular Science for Citizens</b>	<b>GEO 135</b>	<b>Global Climate Change</b>
<b>CHE 103</b>	<b>Chemistry for Health Professionals</b>	<b>HON 152</b>	<b>Honors STEM (Subtitle required)</b>
<b>CHE 105†</b>	<b>General College Chemistry I</b>	MI 120	Microbes and Society
<b>CHE 109*</b>	<b>General Chemistry 1A</b>	<b>MUS 140</b>	<b>Acoustics of Music</b>
<b>CHE 110*</b>	<b>General Chemistry 1B</b>	PHY 120	How Things Work
<b>CHE 111†</b>	<b>General Chemistry I Laboratory</b>	PHY 130	Science and Technology for the Future
CPH 310	Disease Detectives: Epidemiology in Action	PHY 140	Quantum Theory for Everyone
EE 167	Fundamentals of Nanotechnology and Applications in Renewable Energy	<b>PHY 211</b>	<b>General Physics</b>
<b>EES 110</b>	<b>Endangered Planet: An Introduction to Environmental Geology</b>	<b>PHY 231**</b>	<b>General University Physics</b>
EES 120	Sustainable Planet: The Geology of Natural Resources	<b>PHY 241**</b>	<b>General University Physics Laboratory</b>
		<b>PLS 104</b>	<b>Plants, Soils, and People: A Science Perspective</b>

† 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.

\* CHE 109 and CHE 110 are equivalent to CHE 105. To earn UK Core credit, students must complete CHE 109, CHE 110 and CHE 111. 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:

- |  |  |
|--|--|
| • <b>CIS 110</b> <b>Composition and Communication I</b>                    | • <b>ICT 114</b> <b>Composition and Communication in the Digital Age I</b> |
| • <b>CIS 112</b> <b>Accelerated Composition and Communication II (CIS)</b> | • <b>WRD 112</b> <b>Accelerated Composition and Communication II (WRD)</b> |
| • <b>WRD 110</b> <b>Composition and Communication I</b>                    |  |

**Placement in CIS/WRD 112** – Students who have a score of **32 or above** on the English component of the ACT; a score of **720 or above** on SAT I Verbal; or a standard score of **4 or 5** on the AP English Language Exam receive placement in CIS/WRD 112. No credit for CIS/WRD 110/111 is awarded.

## 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:

- |  |   |
|--|---|
| • <b>CIS 111</b> <b>Composition and Communication II</b>                   | • <b>ICT 115</b> <b>Composition and Communication in the Digital Age II</b> |
| • <b>CIS 112</b> <b>Accelerated Composition and Communication II (CIS)</b> | • <b>WRD 111</b> <b>Composition and Communication II</b>                    |
| • <b>CIS 184</b> <b>Communicating Arguments</b>                            | • <b>WRD 112</b> <b>Accelerated Composition and Communication II (WRD)</b>  |

**Placement in CIS/WRD 112** – Students who have a score of **32 or above** on the English component of the ACT; a score of **720 or above** on SAT I Verbal; or a standard score of **4 or 5** on the AP English Language Exam receive placement in CIS/WRD 112. No credit for CIS/WRD 110/111 is awarded.

## 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.

**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.

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

- |  |   |
|--|---|
| <b>CS 261</b> Social Networks: Methods and Tools                   | <b>MA 109</b> <b>College Algebra</b>                                |
| <b>EES 151</b> <b>Quantitative Planet</b>                          | <b>MA 111</b> <b>Introduction to Contemporary Mathematics</b>       |
| <b>EES 155</b> Earthquakes and Quantitative Reasoning              | <b>MA 113</b> <b>Calculus I</b>                                     |
| <b>EES 185</b> Quantifying the Bluegrass Water Supply              | <b>MA 123</b> <b>Elementary Calculus and Its Applications</b>       |
| <b>FOR 200</b> <b>Basics of Geospatial Technology</b>              | <b>MA 137</b> <b>Calculus I With Life Science Applications</b>      |
| <b>GEO 310</b> Data Explorations and Applications in Everyday Life | <b>PHI 120</b> <b>The Art of Thinking: An Introduction to Logic</b> |

### 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:

ANT 360	Statistics in Anthropology	PSY 215*	Experimental Psychology
BAE 202	Statistical Inferences for Biosystems Engineering	PSY 216*	Applications of Statistics in Psychology
BST 230	Statistical Thinking in Public Health	SOC 303	Quantitative Sociological Analysis
EDP 557	Gathering, Analyzing, and Using Educational Data	STA 210	Making Sense of Uncertainty: An Introduction to Statistical Reasoning
EPE 557	Gathering, Analyzing, and Using Educational Data	STA 296	Statistical Methods and Motivations
FOR 250	Statistics and Measurements I	STA 381	Engineering Statistics – A Conceptual Approach
MNG 335	Introduction to Mine Systems Analysis		

\* 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	GRN 250	Aging in Today's World
AAS 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	GWS 301	Crossroads (Subtitle required)
AAS 200	Introduction to African-American Studies	GWS 309	Health, History, and Human Diversity
AAS 235	Inequalities in Society	HIS 108	History of the United States Through 1876
AAS 261	African American History 1865-Present	HIS 109	History of the United States Since 1877
AIS 430	Islam in America	HIS 112	The Making of Modern Kentucky
ANT 221	Native People of North America	HIS 261	African American History 1865-Present
ANT 330	North American Cultures	HIS 315	The U.S. in the Cold War, 1945-1991
APP 200	Introduction to Appalachian Studies	LIN 331	Language in U.S. Society
CLD 360	Environmental Sociology	MCL 335	Democracy – Ancient and American
COM 312	Learning Intercultural Communication Through Media and Film	PHI 130	Introduction to Philosophy: Morality and Society
COM 315	Understanding Workplace Communication in a Diverse U.S. Society	PHI 205	Food Ethics
CPH 309	Health, History, and Human Diversity	PHI 335	The Individual and Society
ENG 168	All That Speak of Jazz: An Intellectual Inquiry Into Jazz and Democracy	PHI 340	Introduction to Feminism and Philosophy
ENG 191	Literature and the Arts of Citizenship	PHI 361	Biology and Society (Subtitle required)
EPE 301	Education in American Culture	PS 101	American Government
GEN 100*	Issues in Agriculture, Food and Environment	PSY 320	Introduction to Forensics: Psychology and Legal Issues
GEO 220	U.S. Cities	SOC 235	Inequalities in Society
GEO 221	Immigrant America: A Geographic Perspective	SOC 360	Environmental Sociology
GEO 320	Geography of the United States and Canada	SPA 208	U.S. Latino Culture and Politics
		SW 124	Introduction to Social Work and Diverse Populations
		SW 325	Social Justice Foundations
		TA 286	Social Action Theatre
		WRD 222	Current Events and Public Engagement: U.S. Citizens, Global Citizens

\* GEN 100 is for College of Agriculture, Food and Environment students only.



## 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:

<b>A-H 304</b>	<b>African Art and Its Global Impact</b>		
<b>A-H 311</b>	<b>The Arts as Soft Power: The Japanese Tea Ceremony</b>	<b>HIS 121</b>	to the Present
<b>AAS 100</b>	<b>Introduction to African Studies</b>	HIS 122	<b>War and Society, 1914-1945</b>
AAS 253	History of Pre-Colonial Africa	HIS 191	War and Society Since 1945
<b>AAS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>	HIS 202	A History of World Religions (Subtitle required)
<b>ANT 160</b>	<b>Cultural Diversity in the Modern World</b>	HIS 203	History of the British People to the Restoration
ANT 222	Middle East Cultures	HIS 203	History of the British People Since the Restoration
<b>ANT 225</b>	<b>Culture, Environment and Global Issues</b>	<b>HIS 206</b>	<b>History of Colonial Latin America, 1492-1810</b>
ANT 241	Origins of Old World Civilization	HIS 207	History of Modern Latin America, 1810 to Present
<b>ANT 242</b>	<b>Origins of New World Civilization</b>	HIS 208	History of the Atlantic World
<b>ANT 311</b>	<b>Anthropology of Globalization</b>	HIS 253	History of Pre-Colonial Africa
ANT 321	Introduction to Japanese Culture, Meiji (1868) to Present	<b>HIS 254</b>	<b>History of Colonial and Post-Colonial Africa</b>
ANT 329	Cultures and Societies of Eurasia and Eastern Europe: Socialism and Post-Socialist Change	HIS 295	East Asia to 1600
ANT 336	Contemporary Muslim Societies	HIS 296	East Asia Since 1600
ARC 315	History and Theory of Architecture IV: Urban Forms	<b>HIS 357</b>	<b>Japan at War, 1850 to the Present</b>
CHI 331	Introduction to Chinese Culture, 1840 to Present	HON 352	Study and Travel Abroad (Subtitle required)
<b>CLD 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>	<b>ICT 205</b>	<b>Issues in Information and Communication Technology Policy</b>
COM 390	Communication Education Abroad (Subtitle required)	<b>INT 200</b>	<b>Introduction to International Studies</b>
EGR 240	Global Energy Issues	ITA 335	Topics in Italian Cinema (Subtitle required)
ENG 142	Global Shakespeare	<b>JPN 320</b>	<b>Introduction to Japanese Culture, Pre-Modern to 1868</b>
<b>ENG 171</b>	<b>Global Literature in English</b>	JPN 321	Introduction to Japanese Culture, Meiji (1868) to Present
ENT 220	Plague, Pests, and Pestilence: History and Global Perspective	JPN 351	The Japanese Experience of the Twentieth Century
FOR 435	Conservation Biology	<b>LAS 201</b>	<b>Introduction to Latin America</b>
GEO 160	Lands and Peoples of the Non-Western World	<b>MAT 247</b>	<b>Dress and Culture</b>
GEO 161	Global Inequalities	MCL 324	The City in the Twentieth-Century: Tokyo, Shanghai, Paris
<b>GEO 162</b>	<b>Introduction to Global Environmental Issues</b>	<b>MCL 343</b>	<b>Global Horror</b>
<b>GEO 222</b>	<b>Cities of the World</b>	MCL 360	Catastrophes and Calamities in the Greco-Roman World and Afterwards
<b>GEO 255</b>	<b>Geography of the Global Economy</b>	<b>MUS 330</b>	<b>Music in the World (Subtitle required)</b>
GEO 260	Geographies of Development in the Global South	MUS 335	Exploring World Music and Ethnomusicology
<b>GEO 261</b>	<b>Global Dynamics of Health and Disease</b>	PCE 410	Peace Studies Capstone Seminar
<b>GEO 316</b>	<b>Environment and Development</b>	<b>PHI 343</b>	<b>Asian Philosophy</b>
GEO 362	Global Dynamics Core: Conserving Global Environments	<b>PLS 103</b>	<b>Plants, Soils, and People: A Global Perspective</b>
GER 305	German Film Today	PPS 104	International Healthcare Experience
GER 342	War, Peace, and Terror in Germany and Europe	<b>PS 210</b>	<b>Introduction to Comparative Politics</b>
<b>GER 361</b>	<b>German Cinema</b>	<b>RUS 275</b>	<b>Russian Film</b>
<b>GWS 250</b>	<b>Social Movements</b>	RUS 370	Russian Folklore (in English)
<b>GWS 302</b>	<b>Gender Across the World (Subtitle required)</b>	<b>RUS 371</b>	<b>The Russian Cultural Imagination: 900-1900</b>
<b>HIS 100</b>	<b>Introduction to African Studies</b>	RUS 372	Experiments in Life and Art: Russian Culture 1900-Present
<b>HIS 104</b>	<b>A History of Europe Through the Mid-Seventeenth Century</b>	SAG 310	Cultural Perspectives on Sustainability
HIS 105	A History of Europe From the Mid-Seventeenth Century	SOC 180	Global Societies in Comparative Perspective
		<b>SOC 380</b>	<b>Globalization: A Cross-Cultural Perspective</b>
		SPA 111	The Hispanic Caribbean

## Foreign Language Requirement

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

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

**UK Core 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.

**For visual assignments ONLY**

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.
--	--	--	--	--	---------------------------

## 2020-2021 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.

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

**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 weighs 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	Demonstrates adequate understanding of the complexity of	Demonstrates partial understanding of the complexity of elements important to	Demonstrates surface understanding of the complexity of elements important to members of	Does not demonstrate an attempt to understand the complexity of elements important to members of another

	elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	elements important to members of another culture in relation to its history, values, politics, 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.	another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	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

## Appendix 5

**Table 5. Distributions of Community, Culture, and Citizenship in the U.S. Student Artifact Scores by Rubric Criterion**

Semester	Rubric Criterion	0	1	2	3	4	NA
Fall 2020	Provides information	7 (3)	36 (18)	65 (32)	60 (30)	33 (16)	2 (1)
	Multiple perspectives	10 (5)	38 (19)	67 (33)	60 (30)	24 (12)	4 (2)
	Complexities of decision making	6 (3)	24 (12)	79 (39)	68 (34)	21 (10)	5 (3)
Spring 2021	Provides information	5 (2)	20 (7)	52 (18)	147 (50)	69 (24)	1 (0.3)
	Multiple perspectives	2 (1)	17 (6)	91 (31)	127 (43)	56 (19)	1 (0.3)
	Complexities of decision making	9 (3)	20 (7)	81 (28)	108 (37)	59 (20)	17 (6)

**Table 6. Distributions of Global Dynamics Student Artifact Scores by Rubric Criterion**

Semester	Rubric Criterion	0	1	2	3	4	NA
Fall 2020	Provides information	8 (3)	32 (13)	100 (40)	80 (32)	28 (11)	2 (1)
	Multiple perspectives	9 (4)	43 (17)	104 (42)	74 (30)	18 (7)	2 (1)
	Complexities of decision making	9 (4)	59 (24)	107 (43)	58 (23)	15 (6)	2 (1)
Spring 2021	Provides information	15 (4)	44 (10)	101 (24)	197 (46)	64 (15)	9 (2)
	Multiple perspectives	22 (5)	52 (12)	131 (31)	168 (39)	47 (11)	10 (2)
	Complexities of decision making	20 (5)	54 (6)	138 (32)	126 (29)	42 (10)	50 (12)

**Table 7. Distributions of Composition & Communication I Student Artifact Scores by Rubric Criterion**

Semester	Rubric Criterion	0	1	2	3	4	NA
Fall 2020	Intelligible messages	1 (1)	6 (4)	32 (24)	81 (60)	15 (11)	-
	Sound evidence	1 (1)	16 (12)	46 (34)	50 (37)	15 (11)	7 (5)
	Sound reasoning	-	19 (14)	57 (42)	46 (34)	13 (10)	-
	Specified audience	-	11 (8)	46 (34)	58 (43)	20 (15)	-
	Specified purpose	-	15 (11)	38 (28)	60 (44)	22 (16)	-
	Selected form (written, oral, and/or visual)	-	6 (4)	47 (35)	70 (52)	12 (9)	-
Spring 2021	Intelligible messages	6 (7)	2 (2)	22 (27)	44 (54)	6 (7)	2 (2)
	Sound evidence	6 (7)	7 (9)	34 (42)	29 (35)	4 (5)	2 (2)
	Sound reasoning	6 (7)	2 (2)	36 (44)	34 (42)	3 (4)	1 (1)
	Specified audience	5 (6)	6 (7)	24 (29)	38 (46)	8 (10)	1 (1)
	Specified purpose	6 (7)	8 (10)	30 (37)	29 (35)	8 (10)	1 (1)
	Selected form – Written only	5 (9)	8 (10)	25 (30)	19 (23)	1 (1)	24 (29)
	Selected form – Visual only	5 (6)	-	-	2 (2)	-	75 (92)
	Selected form – Oral only	5 (6)	-	6 (7)	15 (18)	3 (4)	53 (65)

**Table 8. Distributions of Composition & Communication II Student Artifact Scores by Rubric Criterion**

Semester	Rubric Criterion	0	1	2	3	4	NA
Fall 2020	Intelligible messages	3 (1)	5 (2)	69 (31)	109 (48)	39 (17)	-
	Sound evidence	1 (0.4)	15 (7)	85 (38)	99 (44)	14 (6)	11 (5)
	Sound reasoning	3 (1)	7 (3)	99 (44)	93 (41)	23 (10)	-
	Specified audience	-	18 (8)	74 (33)	102 (45)	31 (14)	-
	Specified purpose	-	15 (7)	89 (40)	91 (40)	30 (13)	-
	Selected form (written, oral, and/or visual)	-	10 (4)	60 (27)	131 (58)	24 (11)	-
Spring 2021	Intelligible messages	7 (3)	13 (6)	22 (27)	44 (54)	6 (7)	2 (2)
	Sound evidence	9 (4)	21 (10)	106 (52)	63 (31)	3 (2)	3 (2)
	Sound reasoning	7 (3)	13 (6)	108 (53)	65 (32)	9 (4)	3 (2)
	Specified audience	6 (3)	16 (8)	73 (36)	92 (45)	16 (8)	2 (1)
	Specified purpose	6 (3)	8 (10)	30 (37)	29 (35)	8 (10)	1 (1)
	Selected form – Written only	4 (2)	14 (7)	62 (30)	78 (38)	6 (3)	40 (20)
	Selected form – Visual only	4 (2)	1 (0.5)	12 (6)	12 (6)	-	175 (85)
	Selected form – Oral only	4 (2)	1 (0.5)	4 (2)	13 (6)	1 (0.5)	181 (88)



