

University of Kentucky

Interim UK Core Assessment Plan: A Faculty Driven Process

1. Introduction

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

2. Assessment Oversight, Resources

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

3. UK Core Student Learning Outcomes

3.1 Learning Outcomes by Program

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

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

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

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

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

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

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

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

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

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

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

Curricular Framework: Students will take two courses, each with a topical or regional focus. The first course will include critical analysis of diversity issues as they relate to the contemporary United States. The second will be a non-US based course that includes critical analysis of local-to-global dynamics as they relate to

the contemporary world. In addition, each course must address at least 2 of these 4 topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

3.2. [UK Core Curriculum](#) Map

- 3.2.1. The Curriculum Map details the UK Core courses as of fall 2011. The courses are mapped to the associated UK Core Outcome for which it will be assessed (Appendix A).

4. Assessment Methods and Measures

4.1. Curriculum-Embedded Direct Methods/Measures

- 4.1.1. Upon approval of UK Core courses, a graded assignment (as identified by the course designer through the course syllabus) will be recognized as the assessable assignment for that particular UK Core course. Faculty teaching a UK Core course will create the graded assignment (also known as ‘artifact’) in Blackboard for assessment purposes. The Associate Provost and Dean of Undergraduate Studies will coordinate with the Office of Assessment, the course section number, the type of assignment, and the date of completion within Blackboard. Assignments will be gathered using the Blackboard (Bb) Outcomes system. For all UK Core courses, the graded assessable assignment is submitted by students via Blackboard’s assignment function. This information is then used by the Bb Outcomes system to collect and archive assignments for assessment purposes.
- 4.1.2. When collected, each assignment will be coded for future use by the Bb Outcomes system. The code preserves demographics, indicates the rubric being used, and the outcome(s) the assignment addresses.
- 4.1.3. All four UK Core Outcomes will be assessed each year. A random, stratified sample of assignments is collected using an automated system within Blackboard. The sampling strategy will be developed by the Sampling Advisory Group (members are identified in Appendix B). Assignments are “packaged” in groups to be assessed by normed evaluators. Each sampled assignment is submitted to blind review a minimum of one time, with 10% of the sample being evaluated by at least different evaluators.
- 4.1.4. The Proposed UK Core Assessment Schedule (Appendix B) details the timeline for outcome assessment. At this time, assignments are subjected to holistic scoring using faculty-developed rubrics (Appendix C). Frequently asked questions regarding the UK Core assessment process can be located in Appendix D.

4.2. Standardized Instruments and Indirect Methods/Measures

- 4.2.1. Currently the Office of Assessment administers, analyzes, and disseminates results from the Collegiate Learning Assessment (CLA) to acquire institutional-level general education data, which UK uses to compare its performance with its peers through the Voluntary System of Accountability. Previously UK has used other means of assessment including: the Collegiate Assessment of Academic Proficiency (CAAP), Wabash National, and Collegiate Readiness Project (CRP) for use in institutional planning and improvement.
 - 4.2.1.1. In 2009-2010, UK administered both the CAAP Mathematics and the Critical Thinking Modules. Funding from CPE has discontinued, until such funding is to be secured for these instruments, the Office of Assessment will no longer continue to administer these tests.
 - 4.2.1.2. In spring 2011 UK completed its final administration of the CLA 2007 cohort longitudinal study. CLA measures Critical Thinking, Analytic Reasoning, Problem-solving, and Written Communication.
 - 4.2.1.3 In fall 2011 the Office of Assessment will embark on a longitudinal CLA (institutional level) study of the UK Core.
- 4.2.2. The Office of Assessment obtains and disseminates for analysis (in combination with direct assessment data) Institutional Research data, enrollment data, and/or other appropriate types of institutional data drawn from the University's client information system (SAP).

5. Data Collection

5.1. Data Collection Process/Procedures

- 5.1.1. Evaluation of assignments is conducted in a completely online, automated environment using UK's customized Bb Outcomes module. Evaluators review and score assignments within Bb, using specially-developed evaluator dashboards and conventional, well-tested performance-based assessment and validity processes and procedures.
- 5.1.2. The Office of Assessment tracks assignment scores (first, and if applicable, second), evaluator inter-rater reliability, date of evaluation, rubrics used, etc.
- 5.1.3. Data gathered through Bb Outcomes during assessment is analyzed and reported to faculty and other constituencies for use in planning and budgeting improvements in student learning at the institutional and program levels. The Office of Undergraduate Education, with support from the Office of Assessment, will coordinate any special analysis as requested by the faculty for further investigation.

5.2. Data Report Process/Procedures

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

6. Data Analysis

6.1. Unit Assessment Cycle

- 6.1.1. The Office of Undergraduate Education has developed a Proposed UK Core Assessment Schedule for the next 2 years (Appendix B). The schedule ensures each UK Core Outcome be assessed on a yearly basis. The Blackboard assessment process was piloted in the fall of 2010 and will continue to be used through the 2011-2013 assessment cycle.

6.2. Data Analysis Process/Procedures

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

7. Using Assessment Data for Continuous Improvement

7.1. Improvement Action Formulation and Implementation Process/Procedures

- 7.1.1. An annual meeting of the faculty committee(s) will be held no later than April of each year, to create an annual improvement action plan and communicate the plan to the faculty teaching UK Core courses

7.2. Improvement Action Report Process/Procedures

- 7.2.1. A designee of the faculty committee(s) will be assigned to submit the improvement action plan to the Bb Outcomes System by October 31st of each year, making the plan readily available to the Provost, Associate Provost and Dean for Undergraduate Studies, the General Education Oversight Committee, the Office of Assessment, the University Assessment Committee, and other faculty as designated by the faculty committee(s).

UK CORE CURRICULUM MAP									
	Outcome 1: Intellectual Inquiry				Outcome 2: Composition & Communication	Outcome 3: Quantitative Reasoning		Outcome 4: Citizenship	
<i>Course</i>	<i>Arts & Creativity</i>	<i>Humanities</i>	<i>Social Sciences</i>	<i>Natural, Physical, & Mathematical Sciences</i>		<i>Quantitative Foundations</i>	<i>Statistical Inferential Reasoning</i>	<i>Community, Culture, and Citizenship in the USA</i>	<i>Global Dynamics</i>
A-E 120									
A-S 102									
A-S 103									
A-S 130									
A-S 200									
A-S 280									
A-S 380									
CME 455									
TA 110									
TA 120									
TA 140									
UKC 100									
A-H 101									
A-H 105									
A-H 106									
A-H 334									
AAS 264									
ARC 314									
CLA 135									
CLA 229									
ENG 191									
ENG 230									
ENG 234									
ENG 264									

	Outcome 1: Intellectual Inquiry				Outcome 2: Composition & Communication	Outcome 3: Quantitative Reasoning		Outcome 4: Citizenship	
<i>Course</i>	<i>Arts & Creativity</i>	<i>Humanities</i>	<i>Social Sciences</i>	<i>Natural, Physical, & Mathematical Sciences</i>		<i>Quantitative Foundations</i>	<i>Statistical Inferential Reasoning</i>	<i>Community, Culture, and Citizenship in the USA</i>	<i>Global Dynamics</i>
ENG 281									
FR 103									
GER 105									
GWS 201									
HIS 104									
HIS 105									
HIS 121									
HIS 202									
HIS 229									
MCL 100									
MUS 100									
PHI 100									
RUS 125									
RUS 270									
SPA 372									
TA 271									
TA 274									
ANT 101									
CLD 102									
CPH 201									
ECO 101									
GWS 200									
PS 235									
PSY 100									
SOC 101									

	Outcome 1: Intellectual Inquiry				Outcome 2: Composition & Communication	Outcome 3: Quantitative Reasoning		Outcome 4: Citizenship	
<i>Course</i>	<i>Arts & Creativity</i>	<i>Humanities</i>	<i>Social Sciences</i>	<i>Natural, Physical, & Mathematical Sciences</i>		<i>Quantitative Foundations</i>	<i>Statistical Inferential Reasoning</i>	<i>Community, Culture, and Citizenship in the USA</i>	<i>Global Dynamics</i>
ANT 230									
AST 191									
BIO 102									
BIO 103									
CHE 105									
CHE 111									
ENT 110									
GEO 130									
GEO 135									
GLY 110									
GLY 120									
PHY 211									
PHY 231									
PHY 241									
PLS 104									
CIS 111									
WRD 111									
GLY 151									
GLY 185									
MA 111									
MA 113									
MA 123									
MA 137									
PHI 120									
STA 210									

	Outcome 1: Intellectual Inquiry				Outcome 2: Composition & Communication	Outcome 3: Quantitative Reasoning		Outcome 4: Citizenship	
<i>Course</i>	<i>Arts & Creativity</i>	<i>Humanities</i>	<i>Social Sciences</i>	<i>Natural, Physical, & Mathematical Sciences</i>		<i>Quantitative Foundations</i>	<i>Statistical Inferential Reasoning</i>	<i>Community, Culture, and Citizenship in the USA</i>	<i>Global Dynamics</i>
PSY 215									
PSY 216									
AAS 235									
CLD 360									
EMG 191									
GEN 100									
GEO 220									
GEO 221									
HIS 108									
HIS 109									
PHI 335									
PS 101									
SOC 235									
SOC 350									
SOC 360									
A-H 310									
ANT 160									
ANT 225									
ANT 242									
ANT 311									
ANT 329									
CLD 380									
GEO 160									
GEO 162									
GEO 164									

	Outcome 1: Intellectual Inquiry				Outcome 2: Composition & Communication	Outcome 3: Quantitative Reasoning		Outcome 4: Citizenship	
<i>Course</i>	<i>Arts & Creativity</i>	<i>Humanities</i>	<i>Social Sciences</i>	<i>Natural, Physical, & Mathematical Sciences</i>		<i>Quantitative Foundations</i>	<i>Statistical Inferential Reasoning</i>	<i>Community, Culture, and Citizenship in the USA</i>	<i>Global Dynamics</i>
GEO 222									
GEO 255									
GEO 260									
HIS 105									
HIS 121									
HIS 202									
JPN 320									
LAS 201									
MUS 330									

Proposed UK Core Assessment Schedule

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

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

1. Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry. **(Inquiry)**
2. Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information. **(Communication)**
3. Students will demonstrate an understanding of and ability to employ methods of quantitative reasoning. **(Quantitative Reasoning)**
4. Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. **(Citizenship – US & Global)**

The proposed UK Core assessment schedule details the timeline for outcome assessment. Student assignments will be subjected to holistic scoring using faculty-developed rubrics developed by UK faculty groups in spring and fall 2011.

Fall 2011	C&C	Citizenship – US & Global
Spring 2012	Inquiry	Quantitative Reasoning
Fall 2012	C&C	Citizenship – US & Global
Spring 2013	Inquiry	Quantitative Reasoning

Process

- The Office of Assessment in conjunction with the Office of Undergraduate Education will offer two to four informational sessions for potential evaluators each semester. Evaluators should choose at least one of the sessions to attend. The sessions will

- provide a demonstration on the Blackboard Outcomes system used to conduct the evaluations, as well as provide an opportunity for any questions that may arise.
- Norming sessions will be conducted every semester prior to the assessment taking place. There are two options for the norming sessions: 1) online norming will last approximately one week and will require approximately 5 hours of an evaluator's time or 2) in-person norming which will require evaluators to meet for a blocked time of 1.5 hours. Participation in norming will be required for all evaluators.
 - Once evaluators are normed, the assessment will take place online. The evaluators will have a five week window to complete their assignment assessments. Each evaluator will assess anywhere between 60 to 100 assignments depending on the Outcome and the exact number of evaluators identified to participate. Each assignment will take approximately 0.25 hours to evaluate. In order to ensure for validity of the scoring, ten percent of assignments will be assessed by two different evaluators.
 - A 10% sampling framework will be used for each of the 10 sub-areas: Humanities; Natural/Physical/Mathematics Sciences; Social Sciences; Creativity & the Arts; Composition and Communication I; Composition and Communication II; Quantitative Foundations; Statistical Inferential Reasoning; Community, Culture and Citizenship in the U.S.; and Global Dynamics, with the exception of fall 2011, where 100% of the student assignments will be assessed.
 - The sampling design will be reviewed by the Sampling Advisory Group. Changes may or may not be made. Members of the Advising Group include:
 1. Richard Kryscio, Professor, Core Leader, Biostatistics and Data Management Core and Associate Director, Alzheimer Disease Center
 2. Ronald Langley, Director, Survey Research Center
 3. William Rayens, Assistant Provost, Office of Undergraduate Education, and Professor, Statistics
 4. Tara Rose, Director of Assessment, Office of Assessment
 5. Onecia Gibson, Research and Analysis Director Assistant, Office of Institutional Research
 6. Brett McDaniel, Manager of Instructional Technology, Academic Technology
 - In May of each year, College Deans will be asked to identify instructors and/or doctoral students who will serve as evaluators for the upcoming academic year, based on an estimate of effort needed to complete the assessment process. The identified evaluators will be responsible for assessing assignments for the UK Core. A call will also be made for any other instructors who would like to volunteer as UK Core evaluators.
 - Evaluators will only assess student assignments that have been submitted via Blackboard. On an annual basis, the Office of Undergraduate Education will

contact instructors teaching UK Core courses regarding the assessment process. Correspondence with instructors will be conducted in July for fall UK Core Courses and in November for spring UK Core courses.

Proposed Timeline**All estimates are based on fall 2011 scheduled seats. Actual seats and assignments will vary by year.

Fall 2011: Assessment

Assignments collected in fall 2010 spring 2011

Outcome	# of seats (assignments)	Assignments assessed 100%	Maximum Total Reads (10% will receive 2 reads)	Evaluators needed	Assignments per Evaluator	Hours needed per Evaluator
C&C II	496	496	546	8	69	17
Citizenship – US & Global	290	290	319	5	64	16
Total	786	786 Assignments	865 Reads	13 Evaluators		

Spring 2012: Assessment

Assignments collected in fall 2011

Outcome	# of seats (assignments)	Assignments assessed 10%	Maximum Total Reads (10% will receive 2 reads)	Evaluators needed	Assignments per Evaluator	Hours needed per Evaluator
Inquiry	15,917	1,592	1,752	18	98	25
Quantitative Reasoning	5,091	509	560	8	70	18
Total	21,008	2,101 Assignments	2,312 Reads	26 Evaluators		

Fall 2012: Assessment

Assignments collected in spring 2012

Outcome	# of seats (assignments)	Assignments assessed 10%	Maximum Total Reads (10% will receive 2 reads)	Evaluators needed	Assignments per Evaluator	Hours needed per Evaluator
C&C	4,667	467	514	8	65	17
Citizenship – US & Global	5,298	530	583	8	73	19
Total	9,965	997 Assignments	1,097 Reads	19 Evaluators		

Spring 2013: Assessment*Assignments collected in fall 2012*

Outcome	# of seats (assignments)	Assignments assessed 10%	Maximum Total Reads (10% will receive 2 reads)	Evaluators needed	Assignments per Evaluator	Hours needed per Evaluator
Inquiry	15,917	1,592	1,752	18	98	25
Quantitative Reasoning	5,091	509	560	8	70	18
<i>Total</i>	<i>21,008</i>	<i>2,101 Assignments</i>	<i>2,312 Reads</i>	<i>26 Evaluators</i>		

UK Core - Composition and Communication Rubric

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

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

	4	3	2	1	0
Written Communication <i>Construct intelligible written communication using sound evidence and reasoning appropriate for the assigned rhetorical situation (audiences and purposes)</i>	Writing is intelligible and is supported by sound evidence and reasoning appropriate to rhetorical situation	Writing is intelligible and has evidence and reasoning with minor weaknesses written communication is appropriate for rhetorical situation	Writing is mostly intelligible but lacks sound evidence or reasoning; communication is somewhat appropriate for rhetorical situation	Writing is somewhat intelligible and is weak in both evidence and reasoning; communication is fairly appropriate for rhetorical situation	Writing is unintelligible, lacks evidence and reasoning, and is inappropriate for rhetorical situation
Oral Communication <i>Present intelligible spoken communication using sound evidence and reasoning appropriate for the assigned rhetorical situation (audiences and purposes) and effective delivery techniques (nonverbal and verbal).</i>	Speech is intelligible and is based in sound evidence and reasoning appropriate for the rhetorical situation; speech delivery enhances content	Speech is intelligible and uses evidence and reasoning with minor weaknesses; speech is appropriate for rhetorical situation; delivery generally enhances content speech is delivered in a manner that generally enhances the messages	Speech is mostly intelligible but lacks sound evidence or reasoning; speech is somewhat appropriate for rhetorical situation; delivery neither enhances nor detracts from speech	Speech is somewhat intelligible but is weak in both evidence and reasoning; speech is fairly appropriate for rhetorical situation; delivery detracts somewhat from content	Speech is unintelligible, lacks evidence and reasoning, and is inappropriate for rhetorical situation; delivery consistently detracts from content

	4	3	2	1	0
Visual Communication <i>Appropriately choose and integrate visual components into spoken and/or written communication as appropriate for the assigned rhetorical situation.</i>	Visual components are intelligible and appropriate for the rhetorical situation and are integrated in a manner that enhances the communication	Visual components are intelligible and appropriate for rhetorical situation; integration is somewhat appropriate but somewhat questionable	Visual components are mostly intelligible and somewhat appropriate for rhetorical situation; integration is questionable	Visual components are somewhat intelligible and fairly appropriate for rhetorical situation; integration does not enhance the communication	Visual components are unintelligible and inappropriate for rhetorical situation; integration detracts from the communication
Critique of Written, Oral, and Visual Communication <i>Critically analyze, interpret, and evaluate spoken, written, and/or visual communication based on rhetorical situation</i>	Critique offers deep analysis, interpretation, and evaluation with a clear consideration of rhetorical situation	Critique offers general analysis, interpretation, and evaluation with some consideration of rhetorical situation	Critique offers some analysis, interpretation, and evaluation and considers rhetorical situation in a general way.	Critique offers minimal analysis, interpretation, and evaluation with only surface consideration of rhetorical situation	Critique does not offer analysis, interpretation, and evaluation without a consideration of rhetorical situation

UK Core - Citizenship Rubric

UK General Education 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 ethnicity, gender, language, nationality, race, religion, sexuality, 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 recognize and (C) evaluate the ethical dilemmas (of), conflicts, and trade-offs involved in personal and collective decision making. Topics will (D) include at least 2 of the following: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

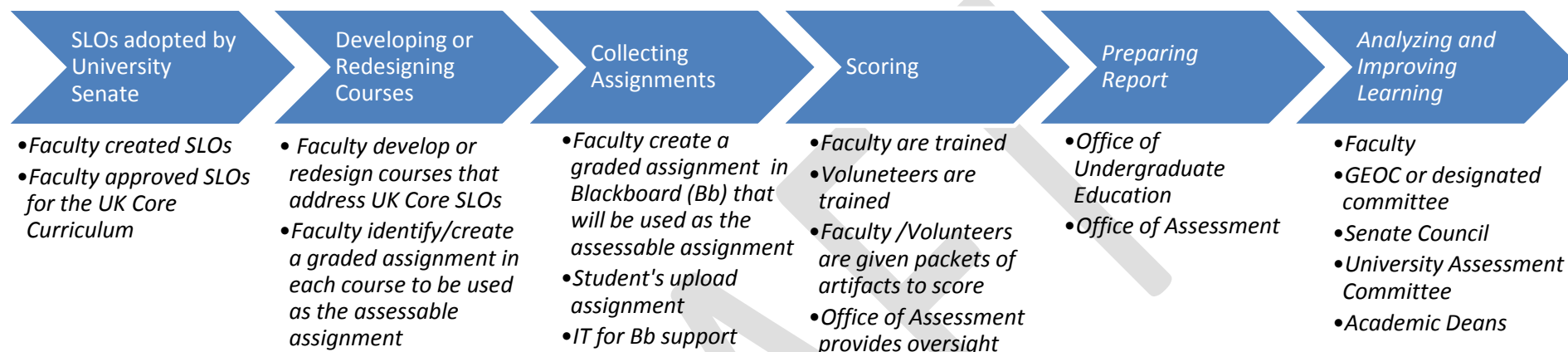
	4	3	2	1	0
Historical and Cultural Differences <i>Demonstrate a recognition of historical and cultural differences arising from ethnicity, gender, religion and class that influence issues of social justice and/or civic responsibility</i>	Incorporates an understanding of historical and / or cultural differences arising from ethnicity, gender, religion and class in an evaluation or critical analysis	Describes historical and / or cultural differences arising from ethnicity, gender, religion and class in an evaluation or critical analysis, but does not fully incorporate these differences into an evaluation or critical analysis	Identifies historical and / or cultural differences arising from ethnicity, gender, religion and class in a discussion or report, but does not evaluate or critically analyze them	Acknowledges that historical and / or cultural differences arise e from ethnicity, gender, religion or class in a discussion or report, but does not identify, critically analyze or evaluate them	Does not acknowledge historical and / or cultural differences arising from ethnicity, gender, religion and class
Social Justice and/or Civic Responsibility <i>Demonstrate a basic understanding of how differences arising from ethnicity, gender, religion and class influence issues of social justice and/or civic responsibility, either within the U.S. or globally</i>	Applies an understanding of historical and / or cultural differences to analyses of issues related to social justice and/or civic responsibility (e.g. demonstrates how conceptions of social justice and/or civic responsibility are historically & socially constructed)	Describes to historical and / or cultural differences in analyses of issues related to social justice and/or civic responsibility (e.g. provides historical and cultural background to the social justice and/or civic responsibility issue under discussion)	Identifies historical and / or cultural differences in discussions of issues related to social justice and/or civic responsibility (e.g. exhibits a basic understanding of the historical and cultural background of the social justice and/or civic responsibility issue under discussion)	Does not correctly identify historical and / or cultural differences in discussions of issues related to social justice and/or civic responsibility (e.g. exhibits a shallow or flawed understanding of the historical and cultural background of the issue under discussion)	Does not identify historical and / or cultural differences in discussions of issues related to social justice and/or civic responsibility

	4	3	2	1	0
Decision-Making <i>Evaluate the ethical dilemmas of decision making and/or conflict resolution</i>	Critically evaluates the political positions, social policies, religious views or ethical stances involved in decision making (and/or conflict resolution) from a variety of perspectives, incorporating information and analyses taken from current sources relevant to the topic; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of personal and collective decisions	Articulates major issues involved in addressing dilemmas of decision-making and/ or conflict resolution, referring to information taken from current sources relevant to the topic; constructs an argument and supports assertions with a range of evidence	Identifies issues involved in addressing dilemmas in decision-making and/ or conflict resolution, referring to information taken from sources related to the topic; clearly states a position, and supports assertions with evidence	Refers to some reasons why a decision is needed and/or a conflict should be resolved, states a position or shares personal opinion, does not support position or opinion with information taken from sources related to the topic	Does not recognize major issues involved in addressing dilemmas or conflicts; does not state position or personal opinion
Substantive And Comparative Analysis <i>Demonstrate an understanding of at least two of the following topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance</i>	Incorporates at least two of the following: a sophisticated discussion or analysis of a social history or an institutional chronology; an evaluation of community service or involvement; an insightful comparison of at least two different cultures, regions or countries; a thorough study of issues concerned with power and resistance	Incorporates at least two of the following: a discussion or analysis of history or chronology; a discussion of community involvement and civic engagement; a comparison of at least two different cultures, regions or countries; a study of issues concerned with power and resistance	Incorporates at least two of the following: a basic discussion of history or chronology; a reflection upon the values of civic engagement; a basic comparison of at least two different cultures, regions or countries; a basic study of issues concerned with power and resistance	Incorporates only one of the following: a discussion or analysis of history or chronology; a reflection upon the values of civic engagement; a comparison of at least two different cultures, regions or countries; a study of issues concerned with power and resistance	Does not incorporate even one of the following: historical analysis; a discussion of the values of civic engagement; a comparison of at least two different cultures, regions or countries; a discussion of issues connected to power and resistance

UK Core Assessment: A Faculty Driven Process

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

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



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

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

How is UK Core assessment different from departmental program assessment?

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

What is an assessable assignment?

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

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

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

Why Blackboard (Bb) for UK Core Assessment?

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